



ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR THE CONSTRUCTION WORKS UNDER MALAWI EDUCATION REFORM PROJECT, CENTRAL WEST EDUCATION DIVISION



THE PRINCIPAL SECRETARY MINISTRY OF EDUCATION-CAPITAL HILL, PRIVATE BAG 328, LILONGWE 3, MALAWI.

MAY, 2023

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immunodeficiency syndrome
ССАР	Church of Central Africa Presbyterian
DESC	District Environmental Sub-committee
DEC	District Executive Committee
ESMP	Environmental and Social Management Plan
EMA	Environment Management Act
ESF	Environmental and Social Framework
EIMU	Education Infrastructure Management Unit
ESCOM	Electricity Supply Corporation of Malawi
EIA	Environmental Impact Assessment
EMA	Environment Management Act
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
FGD	Focus Group Discussion
FCDO	Foreign, Commonwealth and Development Office
GoM	Government of Malawi
GPE	Global Partnership on Education
HIV	Human Immunodeficiency Virus
IEC	Information, Education and Communication
ICT	Information, Communication and Technology
LEG	Local Education Group
MESIP	Malawi Education Sector Improvement Project
MCL	Malawi Customary Law
MHM	Menstrual health management
MBC	Malawi Broadcast Cooperation
MEPA	Malawi Environment Protection Authority
MoLGRD	Ministry of Local Government and Rural Development
MIE	Malawi Institute of Education
MERP	Malawi Education Reform Programme
MSMC	Members of School Management Committee
NESIP	National Education Sector Investment Plan
NSP	National Sanitation Policy
PAPs	Project Affected Persons
PFT	Programme Facilitation Team
PPE	Personal Protective Equipment
PSIG	Primary School Improvement Grants
PDO	Project Development Objective

RC	Roman Catholic
SDG	Sustainable Development Goal
SLP	School Leadership Program
SDG	Sustainable Development Goal
TNM	Telecom Networks Malawi
USAID	United States Agency for International Development
VNRMC	Village Natural Resources Management Committee
WRA	Water Resources Act
WB	World Bank

EXECUTIVE SUMMARY

1.0 Introduction

This is an Environmental and Social Management Plan (ESMP) report for the Construction Works namely school and sanitation blocks, and teachers' houses under the Malawi Education Reform Programme (MERP) for Central West Education Division. The construction activities will be supported by the Malawi Education Reform Programme (MERP) which is being financed by the Government of Malawi, the World Bank and Global Partnership for Education (GPE).

The Government of Malawi (GoM) through the Ministry of Education is implementing a four-year project (December 2021 to December 2025) called Malawi Education Reform Program (MERP) with support form from the World Bank, and Global Partnership for Education (GPE) and the Government of Malawi. The MERP is in tandem with the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country. It also aligns with the Sustainable Development Goal (SDG) number 4, which is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This also follows the goals, objectives and strategies of the Government of Malawi in the education sector as stipulated in the National Education Sector Investment Plan (NESIP 2020-2030). The goals and objectives focus on expansion of equitable access to education, improvement of quality and relevance of education and improved governance and management.

The Project Development Objective (PDO) is to improve learning environments for students in lower primary in the public schools. The program scope consists of five components, which contribute to the PDO, and these are: Component 1: Expanding and Reforming Primary School Improvement Grants. Component 2: Improved Learning Environments in Lower Primary to Support Learning Recovery after COVID-19. Component 3: Supporting Girls' Learning. Component 4: School Leadership Programme; and Component 5: Project Coordination and Capacity Building.

2.0 Nature of the Proposed Project

The proposed project intends to construct low cost effective classroom and sanitation blocks and female teachers' houses which shall consist of the local construction techniques and materials, such as timber and cement blocks. They are also designed to run without electricity. They harness natural daylight and ventilation to create a comfortable learning environment similar to existing school buildings. The construction works will be done using community labor and procurement of materials, in a similar manner under MESIP. To ensure adequate safety and quality of construction, new standardized designs for low-cost construction works will be adopted. Supervision of the construction works will be done by EIMU, Construction Supervision Firm and Directorate of Public Works in Councils. The standardized designs were endorsed by the Local Education Group (LEG) prior to Effectiveness. Construction will also abide by Malawi's Safer Schools Construction Guidelines.

3.0 Rationale for the construction works at school level

Malawi's primary education sector has registered a remarkable progress in increasing access to school. However, quality of learning environment has remained a challenge. Two-thirds of pupils enrolled in Standard one continue to Standard five but this rate has dropped in the last five years and the coverage of syllabus is not adequate. According to Project Appraisal Documents (PAD), girls are falling behind boys in terms of test scores and primary school completion. Large class sizes and inefficient teacher distribution practices are among the key factors that constrain provision of high-quality education services in Malawi. Further, high repetition and dropout rates coupled with other persisting school and teacher management related issues contribute to the low outcomes in learning. In addition, weaknesses in the flow of discretionary finance to schools pose additional restrictions on schools' capacity to effect improvements in learning environments.

The Malawi Education Reform Program Programme (MERP) aims to address the persistent challenges in primary education through escalation of gains from Malawi Education Sector Improvement Project. The results of the activities piloted under (MESIP) demonstrated significant gains in school learning environments through low-cost approach to classroom construction led by communities. This is aligned to the strategic objectives for primary education of the new National Education Sector Investment Plan 2020-2030: improved equitable, inclusive access and participation; improved quality and relevance of teaching and learning; and efficient governance, management, and accountability of service delivery.

4.0 Total Project Cost

The total project cost for construction of one classroom block is estimated 14 million Malawi Kwacha (U\$14,000), sanitation facility at U\$ 1000 and for teachers' houses is at 15 million Malawi kwacha and 24 million Malawi kwacha for a single unit and semi-detached houses respectively.

5.0 Land ownership and tenure

The land is public land. It belongs to government and it was reserved for such development under the Malawi Customary Law and the Malawi Land Act of 2016.

6.0 Methodology in Preparing the ESMP

The ESMP study was carried out in alignment with the Environment Management Act (EMA) (2017), using a methodology framework developed based on internationally accepted practice, and the professional experience of the study team. The general steps followed during the assessment were; (i) environmental scoping that provided the key environmental issues; (ii) desktop studies; (iii) physical inspection of the site and surrounding areas; (iv) Stakeholder consultations; and (v) reporting and documentation. This approach has satisfied requirements for Environmental and Impact Assessment as stipulated in the Environmental Impact Assessment (EIA) Guidelines of 1997, and public consultation has been conducted as part of the assessment.

7.0 Objectives of the Environmental and Social Management Plan

The ESMP was conducted in line with national regulations¹ and international standards. The specific objectives of the ESMP study were to:

- Determine the compatibility of the proposed project and evaluate the local environmental conditions;
- Identify potential environmental and social risks of the project activities and/or impacting on the activities;
- Examine, in detail, likelihood, significance and scale of adverse environmental and social aspects and associated impacts;
- Propose appropriate enhancement and mitigation measures for the significant positive and negative impacts respectively; and
- Develop an ESMP to implement the identified mitigation and enhancement measures, together with mechanisms for monitoring and evaluating compliance and environmental performance.

8.0 Key environmental and social impacts identified

The environmental and social impact assessment study identified positive and negative impacts that may arise in the course of project implementation. These have been presented as follows:

8.1 Summary of positive impacts and their enhancement measures

The summary of main positive impacts that are anticipated during project implementation and their enhancement measures are as follows:

(i) Increase in number of learners enrolled:

Enhancement measures:

- a) Construct school blocks and toilets according to designs
- b) Undertake regular maintenance of the school blocks and toilets;
- (ii) Improved learning environment:

Enhancement measures:

- a) Construct school blocks and toilets according to designs
- b) Undertake regular maintenance of the school blocks and toilets;
- (iii) Increase in Retention of Teachers and Learners:

Enhancement measures:

- a) Construct school blocks and toilets according to designs
- b) Undertake regular maintenance of the school blocks and toilets;

¹ Environment Management Act of 2017, Water Resources Act of 2013, Physical Planning Act of 2016 and World Bank Safeguard Policies

(iv) Increased Employment Opportunities:

Enhancement measures

- a) Prioritize the employment of people (both men and female) from within the project area; and
- b) Where international consultant is engaged, include at least 50% Malawians as part of local personnel.
- (v) Increased Business Opportunities:

(vi) Enhancement measures

- a) Procure building materials and supplies from small scale businesses;
- b) Purchase hardware materials at better prices to ensure Malawian local businesses off-set the costs and expand their businesses; and

(vii) Source of Government Revenue:

Enhancement measures

- a) Institute prudent revenue collection and financial management systems to enhance revenue collection and minimize losses; and
- b) Procurement of building materials and supplies from tax compliant business enterprises
- (vii) Increased Transfer of knowledge and skills

Enhancement measures

- a) Recruit local artisans from surrounding communities
- b) Engage fresh graduate from technical college on TEVET programme

(viii). Improved housing and availability of female teachers in remote schools

Enhancement measures

- a) Construct the female teachers houses according to the approved designs
- b) Undertake regular maintenance of the female teachers' houses;

8.1 Summary of Negative impacts and their mitigation measures

(i) Loss of Vegetation:

(ii) *Mitigation measures*

- a) Land to be cleared and excavated will be minimized;
- b) Vegetation surrounding the site will not be cleared.
- (iii) Increased Risk of Soil Erosion:

Mitigation measures

- a) Restrict removal of vegetation from areas directly affected by the construction;
- b) Construct run-off barriers with topsoil or stones; and
- c) Use stockpiled topsoil for developing areas vulnerable to erosion during landscaping.

(iii) Noise pollution:

Mitigation measures

- a) Local artisans will be sensitized on the need to reduce noise levels on site.
- b) Rescheduling of noisy activities to handle them weekends and other off-peak hours

(iv) Dust emissions:

Mitigation measures:

- a) Sprinkling of water on dusty spots to suppress dust;
- b) Provide appropriate Personal Protective Equipment (PPE) to Local Artisans e.g. dust masks;
- c) Unnecessary clearing of vegetation to be avoided at all times.
- (v) Increased Generation of Solid Waste

Mitigation measures:

- a) Construct waste dump pits for disposal of biodegrable waste, make compost and reuse as manure for crop production.
- b) Reuse and recycle plastics and other non-biodegradable waste.
- c) Construct adequate temporary toilets for local artisans.
- (vi) Increased Generation of Liquid Waste *Mitigation measures:*
 - a) Any spills will be cleaned up immediately;
 - b) Workers will be trained on the proper disposal of wastewater.
- (vii) Depletion of Local Resources

Mitigation measures:

- c) Use of concrete bricks for construction works;
- d) Obtain sand, gravel and quarry permit form district council

(viii) Increased conflicts of water use:

Mitigation measures:

- a) Establish and orient vibrant Grievance Redress Management committees
- b) Develop a water usage plan for communities and local contractor

(ix) Risk of Child labour

Mitigation measures:

- c) Employ people that are aged 18 and above in accordance with labour laws in Malawi; and
- d) Display posters at the project site that warn and inform against child labour; and
- e) Put in place proper procedures for reporting and addressing child labour cases.

(x) Increased Risk of Sexual Exploitation and Abuse and Sexual Harassment

Mitigation measures:

- a) Sensitization of project workers mainly local artisans on zero tolerance to acts of sexual exploitation and abuse.
- b) Management should include a "Code of Conduct" clause in the workers' contracts which among others would condemn and discourage sexual abuse and exploitation of females within and outside the workplace.

(xi) Increased Risk of HIV and AIDS, and STIs

Mitigation measures:

- a) Raise awareness on the risk of HIV and AIDS and other STIs
- b) Distribution of HIV and AIDS, and STI prevention and control products such as condoms.
- c) Provide Information Education and Communication on HIV and AIDS
- (xii) Increased risks of Gender Based Violence:

Mitigation measures:

- a) Sensitize communities on GBV risks related to the program during stakeholders' engagement prior to implementation of program activities;
- b) Develop and institute an effective grievance redress mechanism and sensitize the community on the same before implementation of program activities;

(xiii) Disruption of Classes:

Mitigation measures:

- a) Delivering construction materials should be done after classes or during weekends.
- b) Consider constructions to be done during holidays
- (xiv) Public safety, Occupational Health and Safety Risks:

Mitigation measures:

- a) Provide personal protective equipment (PPE) to local artisans
- b) Provide first aid kits
- c) Conduct on site trainings to workers on Health and Safety
- a) Conduct sensitization meetings to communities and Install signage to limit access
- b) Where necessary undertake construction during holidays
- (xv) Increased risk of spread of communicable diseases such as COVID-19 and Cholera

Mitigation measures:

- a) Enforce COVID-19 prevention measures on workers and the entire establishment as provided for by the World Health Organization (WHO) and the Government of Malawi.
- b) Sensitize the local artisans on safe hygiene practices

9.0 Conclusion

The programme is in line with Malawi Government Policy. It will improve learning environments for students in lower primary in public schools in Malawi as education and skills development are among the five Key Priority Areas within the Malawi Growth and Development Strategy and Malawi Vison 2063. From the environmental and social impact assessment study that has been conducted for the proposed programme, it is clear that the project will have some negative impacts which relate to the biophysical and social economic environment of the project area and beyond. The identified negative impacts can easily be managed. Thus, in order to maximize the programme benefits, the developer will be required to mitigate the negative impacts and enhance the positive ones. The total cost for ESMP implementation and monitoring is MK138, 600,000.00. The 80% which is MK110, 880, 00.00 is for actual implementation and 20% thus MK27, 720, 000.00 is for monitoring the implementation of enhancement and mitigation measures.

1 CHAPTER 1: INTRODUCTION

1.1 Background Information

This is an Environmental and Social Management Plan for Construction works for Malawi Reform Education Programme for Central West Education Division (CWED). The construction activities will be supported by the Malawi Education Reform Program (MERP) which is being financed by the Government of Malawi and the World Bank and Global Partnership for Education.

The Government of Malawi (GoM) through the Ministry of Education is implementing a four year project (December 2021 to December 2025) called Malawi Education Reform Program (MERP) with support form from Government of Malawi, the World Bank and Global Partnership for Education (GPE). The MERP is in tandem with the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country. It also aligns with the Sustainable Development Goal (SDG) number 4, which is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This also follows the goals, objectives and strategies of the Government of Malawi in the education sector as stipulated in the National Education Sector Investment Plan (NESIP 2020-2030). The goals and objectives focus on expansion of equitable access to education, improvement of quality and relevance of education and improved governance and management. The Project Development Objective (PDO) is to improve learning environments for students in lower primary in the public schools. The program scope consists of five components which contribute to the PDO, and these are:

Component 1: Expanding and Reforming Primary School Improvement Grants.

This component supports the expansion and reform of Primary School Improvement Grants (PSIG) to provide additional and more needs-based support to schools, with timely and predictable delivery of finance. PSIG supports all non-staff expenses for schools, including repair and maintenance of infrastructure; supply of student learning materials; mobilization of communities; and provision of support to girls and disadvantaged students. However, the current PISG is inadequate to meet school needs, and is subject to delays and discrepancies in delivery which pose severe limitations in its usefulness for schools. This component builds upon the successful pilot under MESIP, in which additional SIG was provided to schools on a randomized experimental basis, paid directly to schools from central Government, to be spent on a number of strategies to address 2 low rates of promotion and learning, and high female dropout rates

Component 2: Improved Learning Environments in Lower Primary to Support Learning Recovery after COVID-19.

This component will provide additional grant finance, targeted to schools with exceptional need, to support construction of low-cost classrooms and hiring of auxiliary teachers to address severely large class sizes in lower primary. Shortages of classrooms and teachers in 3 lower primary are severe, leading to high rates of dropout and repetition and low and inequitable levels of learning. This

component therefore focuses on the two highest-cost strategies, additional classrooms and teachers, for which additional targeted project finance is most urgently required. (Component 1 provides support to the reform and expansion of the main PSIG, reaching all schools). The eligibility of schools for additional "MERP SIG" will be established based on EMIS data. This component has two subcomponents.

Sub-component 2.1: Low-cost classrooms

Low-cost classrooms. Schools with PCRs above 90 in Standards 1-4 54 will receive a sufficient amount of funds to construct a block of two low-cost classrooms. Schools with PCR above 120 will be eligible to receive finance for a second block once the first one is complete, and schools with a PCR above 200, a third block once the second one is complete. Classrooms will be constructed using community labor and procurement of materials, in a similar manner to under MESIP. In order to ensure adequate safety and quality of construction, while maintaining low costs, classroom construction under this component will adopt the new standardized design for low-cost classrooms (see Sectoral and Institutional Context), constructed by communities with supervision from EIMU as well as district-level Clerks of Works. The standardized design will be endorsed by the Local Education Group (LEG) prior to Effectiveness. Construction will also abide by Malawi's Safer Schools Construction Guidelines. A total of US\$76.3 million will be allocated to construction of low-cost classrooms, supporting the construction of 10,900 classrooms

Sub-component 2.2: Auxiliary teachers

In order to mitigate the most severe shortages of staff, in each project year, starting in 2021/22, schools with PqTRs above 90 in lower primary56 will receive a sufficient amount of MERP SIG to hire or maintain an auxiliary teacher. Schools with higher PqTRs in lower primary will receive finance for additional teachers, up to a maximum of four. Auxiliary teachers will be qualified teachers who are not currently employed in the official Government teaching workforce. A total of US\$16 million will be allocated to hiring of auxiliary teachers

Component 3: Supporting Girls' Learning.

This component supports a range of activities to raise the learning achievement of girls, including supporting female learners and improving the numbers of female teachers in schools in remote areas. Girls achieve lower learning outcomes than boys at all stages of primary school, as described in section B, Sectoral and Institutional Context. These inequities stem from a wide range of tangible and intangible factors, including limited availability of gender specific infrastructure such as changing rooms, and of menstrual health management (MHM) materials; cultural factors including a high incidence of early marriage, low educational aspirations for girls, and a lack of support from households; and school cultures in which girls are not perceived as equally capable of learning.

Sub-Component 3.3: District Action Plans to rationalise distribution of female teachers

Building on evidence that has demonstrated that female teachers can be effective in increasing girls' learning outcomes and are crucial for their retention, particularly in settings where there exist only a few female teachers, the project will support the development and operationalization of district action plans for the rationalization of distribution of female teachers. Among other interventions, the District-level action plans will contribute to a decrease in overall travel demand by supporting housing to enable female teachers to live closer to rural schools, which will in turn reduce the demand for private motor vehicle use. In view of this the program will construct female teachers' houses.

Component 4: School Leadership Programme; and

This component will support the national delivery of an updated and revised School Leadership Program (SLP) supporting headteachers, deputy headteachers, PEAs, and selected female teachers to (1) create a positive and inclusive culture towards vulnerable children including girls, over-age students, and those with special needs; (2) support improved morale and performance of teachers, including strengthening their capacity to teach large classes; (3) Improve the efficiency and equity of school resource utilization and (4) maintain and utilize academic records to support low-performing students. Evidence from a wide range of countries suggests that strong school leadership is an important determinant of high-quality teaching and learning. Supervision by meso-level officials has positive impacts on the quality of school leadership and resulting learning outcomes.4 In addition, PEAs are expected to play a key role in supervising the use of MERP SIG provided under Component 2. Under MESIP, a pilot implementation of the SLP, conducted by an independent consultancy consortium, achieved significant improvements in key aspects of school leadership including records keeping and formal methods of teacher appraisal. An additional experimental intervention, conducted in partnership between MoE and Oxford University, provided additional support to the development of positive school cultures. The SLP is currently being updated, and the Malawi Institute of Education (MIE) is currently being capacitated to take over delivery, with support from the Local Government Accountability Project (LGAP), implemented by the Ministry of Local Government and Rural Development (MoLGRD) with finance from USAID and FCDO.

Component 5: Project Coordination and Capacity Building.

This component will finance the management of the project, including reporting. The component will support the establishment of a Project Implementation Unit (PFT), consisting of a coordinator and specialists in financial management, procurement, M&E, and gender. Specialists for environmental and social safeguards will be appointed if deemed required as part of safeguards capacity assessments. In addition to supporting M&E at the national level as part of the PFT, the component will provide support to subdistrict-level M&E of project activities by PEAs, with an emphasis on supervision of the use of PSIG and MERP SIG under Components 1 and 2. The component will support selected capacity building activities to develop the capacity of MoE and other implementing entities. The capacity building activities will be completed in accordance with capacity assessments completed prior to Effectiveness and defined in the Project Implementation Manual. The activities are expected to include:

skills training for MoE Directorates in cross-sectoral collaboration, data management and evidencebased implementation, resource mapping and expenditure tracking; support to Clerks of Works at district level to ensure adequate supervision of construction of low-cost classrooms; and support to PSIP Desk Officers (at district level) and PEAs (at sub district level) to ensure adequate supervision of use of PSIG and MERP SIG in schools

Under component 2 subcomponent 2.1 the project intends to construct 10,900 classrooms and 1,000 sanitation blocks. The program under component 2, sub-component 2.2. and component 3, sub-component 3.1 will recruit 3,500 auxiliary teachers and 2,605 learner mentors respectively. In addition, the program will construct 50 teachers houses under sub-component 3.3. It is therefore required that the construction works follow principles of green building and social aspects of the lives of learners and other stakeholders within the construction sites.

1.2 Objectives of the ESMP

The ESMP was developed in accordance with the requirements of the World Bank mainly the World Bank Environmental and Social Standards, Environment Management Act (2017) and Guidelines for Environmental Impact Assessment for Malawi of 1997. This ESMP will identify and assess the environmental and social impacts of the proposed project and propose measures to manage the impacts before the project is implemented.

In addition, this ESMP was developed so as to integrate environmental, safety and social issues in the planning and implementation of the activities for the proposed project. It is also a requirement by the World Bank for proponents of projects such as construction of low-cost class blocks to prepare an Environmental and Social Management Plan (ESMP) before the actual final designing and actual construction works. These interventions triggered an Environmental and Social Management Plan (ESMP) based on the scope of the project. Extensive consultations with communities were undertaken during the ESMP Development process to ensure that the alignments of structures agree with the various communities' wishes wherever is possible, while still providing protection. Adjustments to the designs will be necessary prior to tender stage taking into account any requirements emanating from the ESMP study and social processes and from additional developments that might inevitably have occurred.

1.3 Brief Scope and Nature of the Proposed Project

The proposed project intends to construct low cost classroom blocks which consists of The local construction techniques and materials, such as timber and cement blocks. They are also designed to run without electricity. They harness natural daylight and ventilation to create a comfortable learning environment similar to existing school buildings. The Classrooms will be constructed using community labor and procurement of materials, in a similar manner to under MESIP. In order to ensure adequate safety and quality of construction, while maintaining low costs, classroom will adopt the new

standardized design for low-cost classrooms, constructed by communities with supervision from EIMU as well as district-level Clerks of Works. The standardized designs were endorsed by the Local Education Group (LEG) prior to Effectiveness. Construction will also abide by Malawi's Safer Schools Construction Guidelines.

The proposed programme also intends to construct sanitation blocks in schools which are constructing low-cost classrooms and which also face severe shortages of latrines thus pupil-latrine ratios above 120:1. The standardized sanitation block includes two latrines, at least one of which will be set aside for use by girls, as well as a change room for girls' menstrual health, equipped with dedicated sanitary disposal bins and handwashing facilities. The provision of latrines is particularly important for enhancing climate resilience by contributing to improved hygiene and sanitation and reducing the outbreak of water-borne diseases such as Campylobacter which is commonly found in Malawian children and its associated malnutrition risks, thereby potentially contributing to improved survival rates.

The program will also construct female teachers' houses. This is being done on evidence that has demonstrated that female teachers can be effective in increasing girls' learning outcomes and are crucial for their retention, particularly in settings where there exist only a few female teachers, the project will support the development and operationalization of district action plans for the rationalization of distribution of female teachers. Among other interventions, the District-level action plans will contribute to a decrease in overall travel demand by supporting housing to enable female teachers to live closer to rural schools, which will in turn reduce the demand for private motor vehicle use.

1.4 Programme Proponent

The project name is Construction of Low-Cost Classroom Blocks for Central West Education Division. The proponent is the Malawi Government through the Ministry of Education under the Malawi Education Reform Programme. The contact details are as follows:

Proponent Name	:	Ministry of Education
Physical Address	:	Capitol Hill, Ministry of Education-Headquarters Building
Postal Address	:	Private Bag 328, Lilongwe 3, MALAWI
Telephone	:	+265 1 789 422
Contact Person	:	The Principal Secretary

1.5 Land ownership and Land tenure

The land is public land. It belongs to government and it was reserved for such development under the Malawi Customary Law and the Malawi Land Act of 2016.

1.6 Project location

The Malawi Education Reform Programme (MERP) will construct School Blocks and Sanitation Blocks in the Central West Education Division (CWED). The Central West Education Division covers five education district namely Mchinji District, Lilongwe District (Rural and City) Dedza district and Ntcheu district. The figure to figure shows map of the districts and schools where constructed activities will be done.



Figure 1-1: Topographic Map of Mchinji District



Figure 1-2: Topographic Map of Dedza

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Figure 1-3: Topographic Map of Ntcheu



Figure 1-4: Topographic Map of Lilongwe – Urban

Figure 1-5: Topographic Map for Lilongwe Rural East



Figure 1-6: Topographic Map for Lilongwe Rural West

1.7 Methodological Approach to Preparation of the ESMP

Several methods were adopted to conduct the environmental and social impact studies and preparation of this Environmental and Social Management Plans (ESMP). These included; Desk study reviews, field visits and stakeholder consultations were the main methods used.

1.7.1 Literature Review

This involved the review of existing literature related to the project. The literature that was reviewed included the MERP Environmental and Social Management Framework (ESMF); World Bank Environmental Social Framework; MERP Project Implementation Manual, Construction Manual, District State of Environmental and Outlook Report, District Socio-economic Profile for Lilongwe, Dedza, Ntcheu and Mchinji District Councils; Environment Management Act; Forestry Act; Water Resources Act; Irrigation Act; Public Health Act; National Education Act, Occupational Safety, Health and Welfare Act; Irrigation Policy; National Education Policy, National Water Policy; National Environment Policy; Malawi National Land Policy; Agriculture Policy; Malawi Growth and Development Strategy (III), and other relevant policies and pieces of legislation. In addition, a review of other Environmental and Social Impact Assessment reports related to irrigation development was done.

1.7.2 Field Visit

A number of field visits were conducted to the project site in January, 2023. This was done to enable key specialists in different fields engaged under the consultant for the assignment to conduct field surveys in the project area to observe and capture baseline data on the existing environment of the proposed project area. During this period several specialist studies were conducted and these included biodiversity assessment (flora and fauna), agriculture and socio-economic environment, climate change studies, among others. These specialist studies assisted in identifying and assessing environmental and social impacts that might occur as a result of project implementation.

1.7.3 Stakeholder Consultations

Stakeholder's consultations or engagement was conducted to (a) inform the project affected and interested parties of the project design and potential negative and positive environmental and social impacts of the project, (b) obtain feedback on the project design and proposed mitigation and enhancement measures, and (c) disclose project information to key stakeholders. The following project stakeholders were consulted; the affected communities; the beneficiary learners; the DESC for Mchinji, Dedza, Ntcheu and Lilongwe District Councils and key national stakeholders. The list of key stakeholders consulted has been attached (Annex 6) while Annex 7 presents a summary of key issues raised during the engagement meetings. There are a number of methodologies for conducting consultations. However, it is essential to note that no one method is sufficient by itself. As such, during the consultation process more than one method was used in order to ensure that there is adequate

input in the ESIA process. A brief description of how each of the methods for conducting public consultations was carried out is presented below:

1.7.3.1 Key Informant Interviews

(KII) Because of its ability to complement questionnaire survey and Focus Group Discussion (FGD), KII were also used in data collection. Key informants were purposively selected based on their knowledge of, participation, and role in the project. The key informants included Ministry of Education, District Commissioners, MERP-DESK Officers, Director of Education, Youth and Sports, Environmental District Officers, Members of School Management Committee (SMC) and Community Leader among others.

1.7.3.2 Household Questionnaire

A questionnaire survey was used to collect data on demographic and socio economic characteristics surrounding communities and their perceptions on the project's impact. The draft questionnaire for data collection was reviewed and approved by the client; and pretested before it was administered.

1.7.3.3 Focus Group Discussions

FGDs were conducted and comprised purposively selected participants. FGD as a method was chosen for its ability to provide a relatively less intimidating environment for the participants to effectively discuss their views and experiences. This method allows a reflection of participants' viewpoints thus clarifying issues and enabling the study team gain more insights into issues

1.8 Potential Users of the ESMP

This ESMP has been prepared for use by key stakeholders to be involved in the planning, implementation, management and monitoring and beneficiaries of the MERP construction works under the Central West Education Division. The ESMP contains useful information on policies and legal framework to be adhered to, analysis of potential environmental and social impacts and suggested mitigation measures at various stages of the project activities. The potential users of this ESMP include:

- a) Malawi Government;
- b) The Ministry of Education;
- c) MERP- Project Management Unit
- d) Malawi Environment Protection Authority (MEPA);
- e) Dedza District Council
- f) Mchinji District Council
- g) Lilongwe District Council
- h) Ntcheu District Council
- i) Local communities.

- j) Local Artisans
- k) General Public
CHAPTER 2: PROGRAMME DESCRIPTION

The description of the main project activities has adopted a lifecycle approach of project construction and operation. Hence, the activities are divided into the following phases: planning and designing, construction, demobilization, operation and maintenance and decommissioning

2.1 Planning and Designing Phase

The planning and design phase commenced in early 2021 and is ongoing. The key activities in this phase include the following:

- a) Site selection and land acquisition:
 - a. The Ministry of Education through School Management Committee under MERP supported the identification of land for the construction of school blocks and toilets project.
 - b. The proposed site is a public land, zoned for school infrastructure development.
- b) Preparation of site plans and technical drawings for classroom blocks and toilets.
- c) Preparation of budgets thus Bills of Quantities.
- d) Acquiring approvals and permits.

The environmental and social assessment and the preparation of this ESMP is also part of the planning and designing phase.

2.2 Construction Phase

This phase will commence in June 2023, as soon as the project designs are completed and all the approvals and permits are acquired. This will involve construction of the classroom blocks and toilets related civil works. The construction phase will commence with mobilization and site preparation including:

- a) Recruitment and mobilization of Clerk of works and local artisans;
- b) Screening off of the project construction site thus construction of a site holding fence using iron sheets,;
- c) Mobilization of construction equipment;
- d) Removal of trees by the School Management Committee;
- e) Site clearance, excavation and levelling; and
- f) Procurement and delivering of construction materials e.g. sand, wood, water, cement, and cement blocks.
- g) Delivery of sand and quarry by the School Management Committee (SMC)

Following the completion of mobilization and site preparation, the clerk of works will undertake the following activities:

- a) Site surveying, layout and marking
- b) Excavations for the foundation footing and anti-termite treatment;
- c) Construction of the classroom blocks and toilets, which will involve laying of cement blocks to erect walls and installation of windows and door frames and etc.;
- d) Roofing, installations and fittings e.g. windows and doors;
- e) Painting of the building;

2.3 Demobilization Phase

Demobilization will follow the completion of construction activities to vacate the site. Activities are expected to include the following:

- a) Scaling down of local artisans;
- b) Removal of temporary structures; and
- c) Removal of construction equipment and
- d) Handing over surplus construction materials to small management committee; and
- e) Cleaning the site and disposal of wastes.

2.4 Operation and Maintenance Phase

In this phase, the school blocks, female teacher's houses and toilets will be used by leaners, auxiliary teachers, teachers, headmaster and SMC. The school blocks will serve the following:

- a) To promote quality education among the vulnerable rural and urban children.
- b) To reduce the increasing ratio of learners to classroom.
- c) To improve housing and availability of female teachers in remote schools
- d) To lay a better foundation for secondary and tertiary education.
- e) To ensure sustainable education through infrastructure development.
- f) To improve the outlook of the school
- g) To increase school enrolment as drop-out learners are motivated to go back to school
- h) To improve performance of learners at national level exams as syllabus will be fully covered

In this phase, the Project Proponent thus Ministry of Education through School Management Committee and Parents and Teacher Association are also expected to carry out maintenance activities including cleaning common areas, removing trash regularly, repairing items that are broken painting of walls. Some of the repair work will involve the procurement and use of construction materials such as sand and quarry, and paint and oils, which can result in environmental and social impacts.

2.5 Decommissioning Phase

Currently, there are no decommissioning plans as the school blocks, female teachers' houses and toilets. The facilities are expected to stay in operation for a long time. It should be noted that a decommissioning plan including an ESMMP will have to be prepared and approved by the authorities before commencement of decommissioning activities.

2.6 Construction Materials and Equipment

Table 2-2 below provides construction materials, which will be required during project implementation, and their sourcing and use may result in significant environmental issues.

SN	Construction material	Quantity	Sources	
1	Cement	150, bags	Local suppliers	
2	Sand	90 tons	Local suppliers	
3	Quarry	50 tons	Local suppliers	
4	Timber	50 cubic metres	Local suppliers	
5	Water	300 cubic metres	Boreholes and Taps	

Table 2-1: Key construction materials

To avoid or reduce the environmental impacts, the project will incorporate environmental guidelines, health and safety measures in the sourcing and use of these materials including:

- a) Obtaining sand, quarry, timber and other suppliers from licensed dealers, especially those that have complied with environmental management guidelines;
- b) Using adequately serviced construction equipment; and
- c) Sourcing the materials locally where available, to ensure that the project results in economic benefits in the local community.

It is also important to know the type of equipment, which will be used during construction, as they can be sources of environmental and social concerns. Some of the equipment expected to be used are as follows:

- a) Wheel barrows for transportation of construction materials and mixture;
- b) Hoes, picks and shovels for digging, moving soils and mixing concrete;
- c) A Welding Machine for welding steel and metals;
- d) Hammers, and bolt and nut fasteners, saws, grinders, hand drillers, drill bits, and wire cutters.

2.7 By-Products and Waste Generated from the Project

During the construction phase, it is envisaged that the following products, by-products and waste will be generated, among others:

- a) Dust emissions arising from excavation works of the project site
- b) Soil from excavations and levelling of the site requiring disposal;
- c) Timber, polythene sheeting and nails arising from the formwork used to contain various concreting activities, empty cement bags, wet gunny bags (for curing concrete) etc.;
- d) Used lumber for trenching works and scaffolding;
- e) Wood, metal, steel, glass and plastic cuttings;
- f) Paint, fuel, lubricants, varnish, adhesives and sealants spills and empty containers.
- g) Wastewater is also expected from cleaning of construction materials and from other uses.

During operation and maintenance phase, office wastes including used papers, packaging materials as well as food wastes are expected. Maintenance activities are envisaged to result in dust, noise and used containers and cartons.

2.8 Waste Management

During the construction phase, construction waste will be produced; for example, soils from excavation will be used for levelling the landscape while empty packaging materials e.g. cartons, buckets/tins of paint and cement bags will be shared to community members for re-use. Wastes, which cannot be reused, will be disposed of at an approved site, in a manner that they cannot degrade, or harm the environment.

During the operation and maintenance phase, the school blocks and toilets will have separate solid waste collection bins for food wastes, paper wastes, plastic wastes, general wastes and e-wastes from the classrooms and the surrounding. The wastes will be collected and disposed off with guidance from Environmental District Officer through the School Management Committee.

2.9 Project Cost

The total estimated cost of the one school block is Fourteen Million Malawi kwacha (MWK 14 Million), sanitation block at 1000 dollars, and single unit and semi-detached teacher's house at MK15 million and MK24 million respectively.

2.10 Number of people to be employed

It is estimated that under Central West Education Division about 920 people (548 males and 372 females) comprising of consultants, architects, artisans, clerk of works, security guards will be employed either directly by the Ministry of Education under MERP, or indirectly through sub-contractors during the construction phase.

3 CHAPTER 3: ENVIRONMENTAL AND SOCIAL SETTING

This chapter provides a concise description of the main existing physical, biological, socio-economical and service structure conditions and characteristics of the proposed project area. This information forms the basis for the determination of the changes and impacts in the area arising from the implementation of the proposed project.

3.1 General Environmental and Social Setting for Schools in Lilongwe

3.1.1 Physical Environment

3.1.1.1 Topography

Lilongwe East, Lilongwe West and Lilongwe Rural generally have a landform that ranges from extensive plains lying at mid-altitude between 1,000-1,400m above sea level, with isolated inselbergs rising above this level. Lilongwe east zone becomes increasingly dissected and merges with the Dedza hills and the Dedza scarp zone. The Dzalanyama Forest lies to the south west of the Lilongwe plains. It is located in the mountainous range that forms the border with Mozambique and which rises to 1,713m above sea level. On average, all primary schools visited in Lilongwe thus Lilongwe East zone, Lilongwe West zone and Lilongwe rural lies at an altitude ranging from 1072 - 1088 metres above sea level.

3.1.1.2 Geology

The Lilongwe East, Lilongwe West and Lilongwe urban consists of volcanic and metamorphic rocks. The most important rock species in the project sites are gneiss, granulite and schist as well as important developments of pegmatite rocks. All these are assigned to what is called 'the Malawi Basement Complex'. In some places these hard rock formations surface, forming mountain ranges and Inselbergs. In the Lilongwe east for example, the hard rock formation is very close to the surface, which challenges drilling for groundwater i.e boreholes and deep wells. In the project area, however, the rock formations are masked by a variety of superficial deposits which in some places are of considerable thickness.

3.1.1.3 Soils

Lilongwe West, Lilongwe East and Lilongwe urban zone has Lilongwe catena soils. The Lilongwe Catena soils is representative of the ferruginous soil pattern covering the major central part of the Lilongwe plain. Basically, dark red sandy clay or clay, possessing typical properties of ferruginous soil dominate the district's flat lying plain, commonly known as the Lilongwe Series. From other feasibility studies, it was established that the soils qualify to be used as backfill and are stable. Therefore, the potential of soil liquefaction and settlement are considered negligible, and soil stabilization will not be required for the foundation.

3.1.1.4 Hydrology

There are no major rivers that have passed close to the projects sites in Lilongwe Rural East, Lilongwe Rural West and Lilongwe Urban. There are notable streams and rivers that schools can use to get river sand. In Lilongwe rural east, there is Chiwamba, Nathenje and in Lilongwe rural west are Likuni, Lilongwe, Lingadzi and Mteza

3.1.1.5 Air Quality and Pollution

Lilongwe does not have a comprehensive air monitoring data. However, online data modelled using satellite images show that the air quality is satisfactory, and air pollution poses little or no risk. The district records 27 annual average air quality index (AQI) and about PM2.5 annual average concentration of about 8 μ g/m³. The National Environmental Action Plan (2002) identifies gaseous emissions from industries, car exhaust fumes as well as burning of old tyres as the main cause of air pollution in urban centers in Malawi. In all project sites, the major source of air pollution is dust from movement of vehicles along the unpaved road.

3.1.1.6 Temperature and Rainfall

The climate in Lilongwe East, Lilongwe West and Lilongwe Rural is warm and temperate, classified as Cwa according to the Köppen and Geiger. The average temperature is 20.4 °C, while annual rainfall is 739 mm.

The project sites generally experience low temperatures in the Months of May, June and July and experiences hot temperatures within the months of October, November, December and January. Monthly mean low temperatures ranges from 9 °C in the month of June to 19 °C in the month of December. On the other hand, monthly mean high temperatures ranges from 23 °C in the month of June to about 32 °C in the month of November.

The area experiences long dry season occurring from May to mid-November, and a short-wet season, occurring from November and ending mid-April. The dry season is characterized by days with high sunshine hours and a little cloud cover. The main rain bearing winds are the warm and moist Congo air mass and the south-easterly winds, which prevail over much of the central and northern Malawi through the Inter Tropical Convergence Zone (ITCZ) between the months of November to April. Cool south-easterly winds bring light rains in April to early May. Most rainfall is experienced in the months of December to March.

3.1.1.7 Noise

In Malawi, noise is regulated under the Department of Labour, which is under the Ministry of Labour by the Act 21 of 1997 on Occupational Safety, Health and Welfare. This Regulation specifies standards related to workers exposed to noise and vibration levels likely to impair their health. Article 63 of this Act specifies time exposure and noise levels in dB(A) that render obligatory the use of ear-protection equipment. Thus, there are no specific standards as to general exposure to noise outside of an industrial context.

The WB and International Finance Corporation (IFC) guidelines states that noise impacts from a particular project should not exceed the levels presented in the Table 3-1 or result in a maximum increase in background levels of 3 dB at the nearest receptor location off-site.

Receptor	One Hour L _{Aeq} (dBA)		
	Daytime 07:00 – 22:00	Nighttime 22:00 – 7:00	
Residential, institutional, educational	55	45	
Industrial, commercial	70	70	

 Table 3-1: World Bank Noise Level Guidelines

Source: International Finance Cooperation (2007). General EHS Guidelines: Environmental Noise Management

The general existing noise levels associated with the proposed site are currently generated by school learners as well as by other local human activities conducted in the vicinity of nearby primary schools. So generally speaking, noise levels, although unmeasured, are more typical of natural, meaning low to very low. Sensitive noise receptors identified in the study area are limited to the people travelling along the nearby road and market places especially in Lilongwe Rural East.

3.1.2 Biological Resources

3.1.2.1 Flora

Trees of the *Senegalia polyacantha* species dominate the project site. However, a number of tree stumps were also noted indicating that trees were being cut with no replacement. The common tree species in the project sites includee *Gmelina arborea*, *Alcacia deadlbet*, which are spread on the site. A few indigenous tree species including *Brachystegia speciformis*, *Piliostigma thonnigii* (Chitimbe/ Chisekese tree) and *Terminalia sericea* (Naphini) were also observed. The project sites also has a small population of shrubs and wild sisal. Most of the sites earmarked for construction of school blocks and toilets are bear and do not have any important or protected tree species.

3.1.2.2 Fauna

The woodlots and forest around the project site is a habitat for a small population of mice and snake birds, small reptiles, insects, ants and butterflies. No big wild mammals were spotted in the project sites.



Figure 3-1: Land earmarked for construction of classroom block at Likuni Boys Primary SchoolLilongwe West



Figure 3-2: Classrooms with roofs blown off at Likuni Boys Primary School

3.1.3 Socio-Economic Environment

3.1.3.1 Population Growth and Characteristics

The proposed project sites is Lilongwe Rural East, Lilongwe Rural West and Lilongwe Urban. The total population for the area surrounding the project sites is 563,256. The majority of the population is the youth group. In terms of gender, with an estimated 53.7% being female, the population has females

than males. The intercensal population figures for Lilongwe City (2008 – 2018) show an annual population growth of 3.8 percent.

3.1.3.2 Main Land Uses

The construction of school blocks and toilets will be done on an idle land, which is covered with small vegetation and few trees in other sites. The site is in an area zoned for development of public infrastructure mainly school development.

3.1.3.3 Business Activities

There are no prominent business activities around the project sites. However, some businesses occur at the markets which are nearby particularly in Lilongwe East- Chigwirizano and Njerwa Markets and Lilongwe West – Nanjiri Market and Kang'oma Market. This is mainly small shops, forest products, second hand clothes, livestock, food and phone airtime vending. Lilongwe City itself is a central hub for businesses in Lilongwe district. Thus, the project is expected to purchase most of the construction materials and supplies within the city.

3.1.3.4 Employment

The majority of the residents (80%) in Lilongwe West and Lilongwe East are involved in agriculture. Agriculture is their main source of income. People in particular Lilongwe urban rely on employment in the civil service and commerce and industrial activities. The civil service employs about 27 percent of the city's work force⁻² The commerce, trade and industry sector is by far the major employment generator and the driving force of economic activities in the district.

The private sector employs about 40 percent and 24 percent are self-employed. Although data is limited, the informal sector is estimated to employ a significant proportion of the labour force. Trading activities in the district include hawking, vegetable selling, second hand clothes selling, fish selling, wholesalers, retailers, hardware, bars and bottle stores, butchery, sugar selling, food vending, chips selling, fuel wood, charcoal and brick selling. Service activities available in the district include tailoring, accommodation, hair dressing, welding battery charging, shoe repairing, laundry, milling, radio repairing, building, hairdressing, minibus operating, motor vehicle repairing and telephone bureaus. The project will also be a source of employment for builders and labourers in the city.

3.1.3.5 Health

i. Facilities and Services

Government health facilities near the project sites are Area 25 Health Centre, Kang'oma Health Center, Chadza Health Center, Nathenje Health Center, Blessings Hospital, Bwaila Hospital and Likuni Hospital, Mlale Hospital, Kamuzu Central Hospital, which provide primary, secondary and tertiary care respectively. Primary health care in Malawi includes all essential health services (maternal, outpatient

² Malawi: Lilongwe Urban Profile (2011)

department and rehabilitative), family planning and HIV testing and counselling. On the other hand, secondary care includes in-patient care of uncomplicated conditions while tertiary care includes specialist clinical services and treatment of complicated conditions. The government hospitals have inadequate resources which affects the delivery of the services.

Other nearby government hospitals include Malawi Police Service Clinic and Kamuzu Barracks Health Centre. These hospitals also provide primary health services.

There also several privately owned clinics and Christian Health Associations (CHAM) affiliated health centres spread across the zones The hospitals and clinics near the site for the proposed project are Daeyang Luke Hospital, Good Hope Clinic, Area 14 Adventist Hospital, Lilongwe Health Clinic and City Centre Clinic among others. Most of these privately owned health centres provide outpatient services and do not offer admissions to patients.

The main challenges facing the health sector include high cases of malaria, high HIV and AIDS prevalence rates, high shortage of equipment and health facilities, shortage of qualified medical staff in the hospitals and clinics, limited capacity, and poor sanitation and hygiene (Lilongwe Urban Profile, 2011).

ii. Health Situation

According to Lilongwe District Socioeconomic Profile (2017-2022), Malaria, Acute respiratory infections, Diarrhoeal diseases, HIV related infections and malnutrition are the top five leading causes of the disease burden Lilongwe. The prevalence rates for the diseases are as presented in Table3.2.

Disease	Prevalence Rate	
Malaria	19.8	
Acute respiratory infections	6.6	
Diarrhoeal non bloody in under five	2.5	
Malnutrition in under 5	0.7	

Table 3-2: Prevalence rates for top diseases

Source: Lilongwe District Socioeconomic Profile (2017-2022)

The HIV positive prevalence rate for Lilongwe is 7.9 percent, which is lower than the national prevalence rate of 10.8 percent. Table 3.3 presents the specific number of confirmed cases for some of the diseases per year.

Diseases	Years			
Diseases	2019	2020	2021	2022
Malaria - New Cases (5 & Above)	242,190	402,219	363,950	159,806
Malaria – New Case (under 5)	183,529	267,518	213,603	87,306
Acute Respiratory Infections - New Cases (Under 5)	164,477	102,507	107,983	131,239
Skin infections - New Cases	109,096	74,132	73,641	68,231
Diarrhoea Non - Bloody -New Cases (under 5)	58,902	46,318	42,220	41,105
Sexually Transmitted Infections-New Cases	46,252	40,092	38,815	38,426
HMIS HIV Confirmed Positive (15-19 years) New Cases	43,662	12,718	6,047	9,142
HMIS Dysentery - New Cases	6,163	4,963	4,673	4,151
TB Confirmed New Cases	1,102	5,397	1,214	1,357
Cholera - Confirmed New Cases	862	22	230	217

Table 3-3: Number of confirmed cases of diseases from 2019 to 2022

Source: Lilongwe DHO (Health Management Information System)

3.1.3.6 Services

i. Water Supply

The main source of water for 98% of the schools in Lilongwe West and Lilongwe East is Borehole which is also shared with communities around the school. The water board supplies water to about 70% of Lilongwe City's population and serves 900,000 people in Lilongwe City and surrounding areas (Lilongwe Water Board Strategic Plan, 2020-2025). The main source of water for schools in Lilongwe urban is tap water.

ii. Electricity

The Electricity Supply Corporation of Malawi (ESCOM) supplies electricity in Lilongwe. There are no power transmission lines near the project site in Lilongwe East, Lilongwe West and Lilongwe Urban.

Electricity in Malawi is characterised by blackouts and load shedding. This is mainly because of a low generation capacity; additionally, the electricity supply infrastructure is old and worn out, resulting in frequent power outages and high maintenance costs.

iii. Sanitation and Hygiene

Sanitation is also a major challenge in the Lilongwe. Only five percent of the population is served by a sewer system, while the majority relies on onsite sanitation systems (70 percent pit latrines and 25 percent septic tanks, Lilongwe (SEP, 2017-2022). Faecal sludge emptying and collection from onsite systems is mainly done by small-scale private sector operators, with minimal regulation from the Lilongwe City Council. The proposed project will employ about 80 people and to cater for their sanitation needs, the project site will be equipped with basic sanitation facilities mainly temporary Pit latrines.

iv. Telecommunications and Postal Services

Lilongwe has service of fixed telephone lines operated by Malawi Telecommunication Limited (MTL) as well as mobile phones operated by Telekom Networks Malawi (TNM) and Airtel Malawi Limited. These service providers also provide internet services in addition to the Inq Digital Limited and Globe Internet among others. These telephone and internet services would be accessible to project workers during construction and operation phases.

The is a Post Office, which is operated by the Malawi Posts Corporation in Lilongwe Old town and post office. There is a number of privately owned postal and courier service companies involved in local and international express mail delivery. These include Ampex Courier, Ankolo, Speedys, DHL Express Service, Fedex Mail Express, Sky Net and Group 4 and Pony Express.

3.2 General Environmental and Social Setting for Schools in Dedza

3.2.1 Physical Environment

3.2.1.1 Topography

The project area is located in hilly area, with steep slope and flat in some areas with gentle slopes. The project sites have an average altitude of 1000 to 1700 metres above sea level.

3.2.1.2 Geology

The geology of the project areas is formed by basement complex of Pre-Cambrian age to lower Palaeozoic age. Predominant rocks are biotitic gneisses including hornblende and garnet. In addition, calcic-silicate rocks and marble are also strongly developed in the project areas.

3.2.1.3 Soils

The soils in the project areas range from loam, sandy loam to clay loam with protruding rocks in hilly areas.

3.2.1.4 Hydrology

Most of the schools in the project area are not close to major rivers. The notable major rivers which schools can use to get sand include Linthipe Rivers and Nsipe River among others.

3.2.1.5 Climatic Conditions

Climate of the project area is tropical. The rainfall ranges from 600 - 1,200 mm annually. The project area experiences cool - hot temperatures and high humidity during the rainy season with temperatures ranging from $10 - 37.^{\circ}$ C. The project area experience three seasons. The seasons are wet season, which starts from November to mid-April; cool dry season, which starts from May to July; and hot dry season, which starts from August to November.

3.2.2 Biological Environment of the Project Area

3.2.2.1 Flora/Vegetation

No endangered or threatened species were identified in the project areas. Vegetation in the project areas is generally mixed woodland savannah dominated by brachystegia – julberdinia associations. The main tree species included *Brachystegia boehmii*, *Brachystegia spiciformis*, *Brachystegia manga*, *Comretum molle*, *Comretum zeyheri*, *and Percopsisi anglosensis*. Some trees species observed during field assessment in the area are *Cordyla Africana*, *Brachystegia spiciformis*, *Percopsis angolonsisi*, *Brachestegia manga*, *Brachstegia boehmii*.

3.2.2.2 Fauna

Few wild animals still exist in the project areas. These include snakes, rabbits, lizard, hyenas, monkeys, birds and mice. No major wild mammals were spotted during the time of field assessment.



Figure 3-3: Signpost for Mganja Full Primary School in Dedza



Figure 3-4: Existing classroom blocks at Mganja full Primary School in Dedza



A proposed site for construction of female teacher's house at Chikuyu primary school. The site is also used as a maize garden for one of the teachers at the school.

3.2.3 Social-Economic Environment of the Project Area

3.2.3.1 Water Supply

The project area has four water sources, namely, Borehole, piped water, Rivers, Springs, protected well and others sources. Water for drinking, cooking and washing is supplied by boreholes. The majority of the schools about 99% get their water from boreholes.

3.2.3.2 Agriculture

From the Focus Groups Discussions, it was revealed that the major crops grown in the project area are maize, Irish potatoes, beans, soya beans, rice, cassava and sweet potatoes. Maize is widely grown in the area regardless of unfavourable weather conditions. Livestock production is another important component of land use system in the area. This includes cattle, chickens, pigs, goats, sheep, Rabbit and Ducks. The majority of people (88.5%) surrounding the schools take agriculture as their main source of income

3.2.3.3 Tribes, Languages and Religion

According to the community leaders on the Focus Group Discussion, participants indicated that there are three main ethnic groups or tribes found in the project area: Chewas, Ngonis, and Yaos. The project area speaks Chichewa as their main language.

People in the project area belong to different religions. The dominant religion is Roman Catholic followed by Anglican, Central Africa Presbyterian (CCAP) Christianity and islamic. These different Christian religious groups live in harmony and equally participate in development activities in the area.

3.2.3.4 Health Services

The project impact areas have some government health centres, namely Ntakataka Health Centre, Golomoti Health Center, Nsipe Health Center. It was also reported health centeres are accessed from Dedza District Hospital. Some health services provided by the health centers are curative, maternal and preventive. Surgery services and other Illness are referred to District and community Hospital for treatment.

Health situation in the area is characterized by high incidences of sicknesses of under-five children. Common ailments in the area are malaria, respiratory infection (such as coughing), diarrhea and pneumonia. HIV and Aids is another prevalent disease in the area. The prevalence rate could increase during project implementation due to labour influx in the area.

The coming of the project in the different project areas is expected not to exert more pressure on the health facility in the project areas. This is because the project will not attract people to work on the project as local artisans will be recruited from within the area.

3.2.3.5 Sanitation and Refuse Disposal

The villages in the project area do not have designated sites for managing different types wastes generated in the area and very few households have rubbish pits, most use the bush to dispose of household waste. Indiscriminate open dumping, burning or burying in open areas are common practices (Community Leaders, FDG 2023).

However, most household have conventional pit latrines. The latrines in the area are with and without slabs but are well covered and protected (Community Leaders, FDG 2023). The project will need to strategically provide for School Management Committee, Primary Teachers Association (PTA) and communities training services on WASH.

3.2.3.6 Energy Source

Firewood is the most common source of energy in project areas, seconded by charcoal. Production of charcoal and collection of fuel wood for household energy are practiced throughout the project area. These practices are causing extensive deforestation in the project sites. The electricity connectivity is very limited, mainly to houses close to major trading centers as such they use alternative sources of lighting that includes open fires, torches and candles.

3.2.3.7 Information, Communication and Technology

Information, Communication and Technology (ICT) in project area is done through various channels which include: radio, television, phones (mobile) and etc. The mobile network is from the country's two main mobile network service providers i.e. Airtel Malawi and Telecom Networks Malawi (TNM).

The project area also has signal of major radio and television stations in Malawi through FM transmission and Digital satellite television transmission. Some of the radio stations include, Bembeke radio, MBC radio 1 and 2, Times radio, Zodiak Broadcasting Station, Transworld radio, Radio Maria, Radio. TV stations include Zodiak TV, Times TV, MBC TV, Mibawa and many more. Communication is vital for information transfer or exchange. Radios and TVs tend to have a wide coverage than other forms of media in the project area. This means that the communities can be reached through the mentioned communication channels. Although services are good in most parts of the districts, coverage is poor in most parts of the project area.

3.2.3.8 Employment

All in all, majority (88.5%) are employed in agriculture sector. The project will offer employment to several skilled labour force like engineers, designers, environmentalists, economists etc., at the preconstruction stage and it will offer employment both at the construction and operation stage. This impact is applicable in all the three stages. Where possible, the contractor will have to maximize employment of Malawians while paying particular attention to gender consideration. The project will have to consider employing local unskilled labour force too. This has a significant effect on the national economy considering that unemployment is one of the major social challenges facing the country contributing to high levels of poverty.

3.2.3.9 Land Administration

The District Council has been given the powers to administer land matters in the District. The Ministry of Lands and Housing provides backstopping advisory roles. The District have three forms of land tenure systems, public, customary and private. The project will take place at public land. This is the land that was earmarked for school development and has some boundaries. The growing population is the District is exerting pressure on land. According to the new Land law (2018) these areas are under public land tenure system meaning they belong to Government and yet the communities are encroaching making it difficult once Government projects pass through them due to issues of compensations. Apparently, in all sites visited in Dedza no land has been encroached.

3.3 General Environmental and Social Setting for Schools in Ntcheu

3.3.1 Physical environment

3.3.1.1 Topography

The project area has flat areas and gentle slopes and through hilly areas with steep slopes ranging from 1000 - 1700 m above sea level.

3.3.1.2 Geology

The geology of the project areas is formed by basement complex of Pre-Cambrian age to lower Palaeozoic age. Predominant rocks are biotitic gneisses including hornblende and garnet. In addition, calcic-silicate rocks and marble are also strongly developed in the area.

3.3.1.3 Soils

The project sites have soils that vary with altitude. The Plateaus have either furruginous soils with lithosols or ferallitic soils with moderate structures and acidity. The escarpment on the other hand has either sandy soils with lithosols or stony ferruginous soils. In general, the soils have varying fertility levels with Bwanje valley being the only area good for agricultural production. The Soils in the project areas are red brown, ferallitic sandy, sandy – loam, loam, and clay and are generally fertile, and suitable for most arable crops.

3.3.1.4 Climatic Conditions

Climate of the project sites is tropical. The rainfall ranges from 800 - 1,200 mm annually. The project area experiences cool - hot temperatures and high humidity during the rainy season with temperatures ranging from 10 - 37 °C. The project area experience three seasons. The seasons are wet season, which starts from November to mid-April; cool dry season, which starts from May to July; and hot dry season, which starts from August to November.

3.3.2 Biological Environment of the Project Area

3.3.2.1 Flora/Vegetation

The project areas still have some natural vegetation. However, the vegetation of the area has been modified by intensive agriculture activities that are currently taking place in the areas. Charcoal making and firewood selling are some of the activities which also are causing massive deforestation in the project area. No endangered or threatened species were identified in the project area. Vegetation in the project area is generally Tropical Savannah Woodland dominated by brachystegia – julberdinia associations. The main tree species included *Brachystegia boehmii, Brachystegia spiciformis, Brachystegia manga, Comretum molle, Comretum zeyheri, and Percopsisi anglosensis. Some trees species observed during vegetation surveys in the area are Cordyla Africana, Brachystegia spiciformis, Percopsis angolonsisi, Brachestegia manga, Brachstegia boehmii.*

3.3.2.2 Fauna

Due to the availability of vegetative cover in most project areas, some wild animals still exist in the project areas. These include rabbits, hyenas, monkeys, mice and snakes. No endangered or threatened species were identified in the project areas.



Figure 3-5: Dimba Primary School in Ntcheu



Figure 3-6: Earmarked site for Construction of Classroom block Dimba Primary School in Ntcheu



Figure 3-7: Some of the Toilets at Dimba Primary School in Ntcheu



Figure 3-8: Khola Full Primary School in Ntcheu



Figure 3-9: Earmarked site for construction of classroom blocks at Khola Full Primary School in Ntcheu

3.3.3 Social-Economic Environment of the Project Area.

3.3.3.1 Road Network

Land transport in the area and are the most common means of connection between areas. Private bus services (including mini buses) are the main mode of travel between Ntcheu and major destinations of Blantyre, Lilongwe, Balaka and Zomba. There are also pickups and taxis that provide transport to various places within the area. These are used for both passengers and goods. Short trips are served by bicycles or motorbikes, which are often fast across short distances. For the transportation of produce, farmers often use either ox- or donkey-pulled carts. The roads in the project area are classified as earth roads.

3.3.3.2 Water Supply

The project area has five water sources, namely, Borehole, Piped water, Rivers, Springs (kasupe, protected well and others sources. Water for drinking, cooking and washing is supplied by piped water and boreholes which are located in schools and villages. The majority of the schools get water from the boreholes. However, some people around the project area use stream as source of water for domestic use mainly for washing.

3.3.3.3 Agriculture

Major crops for the area are maize, irish potatoes, beans, groundnuts, soya beans, cassava and sweet potatoes. Maize is widely grown in the area regardless of unfavourable weather conditions in some areas.

Livestock production is another important component of land use system in the area. This includes cattle, chickens, pigs, goats, sheep, Rabbit and Ducks. The livestock act as security for the families and are mainly sold in times of hardships and purchasing of farm inputs. They are also used for providing meat and milk (cattle) and cattle are also used for transportation purposes. Apart from grazing in the uncultivated lowlands, they also graze in the rain-fed upland fields after harvest.

3.3.3.4 Population

Based on the survey conducted by the consultant through its environmental and social team, the area population is at 61,956 of which 26,669 are males and 35,287 are females. According to Ntcheu District Council through consultation meeting conducted, there have been high population growth rate in the area. Therefore, the coming in of the project may increase the population and also due sexual interactions between community members.

3.3.3.5 Tribes, Languages and Religion

According to the community leaders on the Focus Group Discussion, participants indicated that there are five main ethnic groups or tribes in the area: Chewas, Ngonis, Yaos, Tumbukas and Mang'anja. The project area, has two dominant ethnic group of people, the Chewas and Ngonis.

They speak Chichewa as their main language. Through random sampling over 70% of the communities explained that they are able to read and write in Chichewa though. However, 100 % of the communities are able to listen Chichewa. English is the official language in Malawi, and it's spoken throughout the district among the people that have attended school. All people of the project area use Chichewa as the communicating language.

People in the project area belong to different religions. The dominant religion is Roman Catholic followed by Anglican and Central Africa Presbyterian (CCAP) Christianity. These different Christian religious groups live in harmony and equally participate in development activities in the area.

3.3.3.6 Health Services

The health services in the district are guided by Health Sector Strategic Plan II 2017 in line with MGDS III, key priority area 5 on health and population and SDGs goal 3 thus on good health and wellbeing. The district is scaling up preventive and curative measures to combat HIV/AIDS, malaria and other preventable diseases. Immunization program are also promoted to reduce maternal and child mortality 97 and morbidity. The district has 39 health facilities that provide health services to the population of Ntcheu. It also serves other communities from neighbouring districts as well as people from Mozambique mainly those living along the borders. The project impact area has several government health centres, namely Champiti Health Centre, Bwanje Health Center, Nsiyaludzu Health Center, Bilila Health Center, Kasinje, Biriwiri health Center and Ntcheu District Hospital. Some health services

provided by the health centre are curative, maternal and preventive. Surgery services and other Illness are referred to District and community Hospital for treatment.

3.3.3.7 Education

Literacy is described as the ability to read and write with understanding in any language. The proportion of the population aged 15 years and above that is literate is at 64 percent indicating that there has been an increase from 57% in 1998. The literacy rate for Ntcheu is equal to national average at 64 percent. The higher share of males aged 15 years and above (68%) is literate compared to their female counterparts (59%). There has been tremendous growth in literacy rate in the district as follow; in 1977 it was at 21 percent, in 1987 it was at 40 percent, in 1998 at 57 and 2008 it was at 64 percent (Population and Housing Census 2018, Analytical Report: Vol. 5).

3.3.3.8 Sanitation and Refuse Disposal

The villages in the project area do not have designated sites for managing different types wastes generated in the area. Indiscriminate open dumping, burning or burying in open areas are common practices (Community Leaders, FDG 2023). These practices can create hazardous and unsanitary environmental and health conditions. Dumping sites and standing water can provide breeding sites for insects and vermin, and burning waste can produce smoke and noxious fumes, affecting people with respiratory problems. However, each household in the area has access to a latrine facility as it is mandatory that each household should have one. The latrines in the area are with and without slabs but are well covered and protected (Community Leaders, FDG 2023).

3.3.3.9 Energy Source

Firewood is the most common source of energy in project area, seconded by charcoal. Production of charcoal and collection of fuel wood for household energy are practiced throughout the project area. These practices are causing extensive deforestation in the project area and have resulted in soil erosion. Not many households in the area have electricity as such they use alternative sources of lighting that includes open fires, torches and candles. Some households use hydropower from Electricity Supply Corporation of Malawi (ESCOM). However, due to the erratic supply of ESCOM's power, some people use solar power as an alternative source of energy.

3.3.3.10 Information, Communication and Technology

Information, Communication and Technology (ICT) in project area is done through various channels which include: radio, television, phones (mobile) and etc. The mobile network is from the country's two main mobile network service providers i.e. Airtel Malawi and Telecom Networks Malawi (TNM).

The project area also has signal of major radio and television stations in Malawi through FM transmission and Digital satellite television transmission. Some of the radio stations include, MBC radio 1 and 2, Times radio, MIJ FM, Ntcheu radio, Zodiak Broadcasting Station, Alinafe radio, BBC, Timveni radio, Transworld radio, Radio Maria, Radio. TV stations include Zodiak TV, Times TV, MBC TV, Mibawa and many more. Communication is vital for information transfer or exchange. Radios and TVs tend to have a wide coverage than other forms of media in the project area. This means that the communities

can be reached through the mentioned communication channels. Although services are good in most parts of the districts, coverage is poor in most parts of the project area. Therefore, rehabilitation of the water supply will help attract other ancillary services that will demand the need to improve the provision of ICT in the project impact area.

3.3.3.11 Employment

The project is already offering employment to several skilled labour force like engineers, designers, environmentalists, economists etc., at the pre-construction stage and it will offer employment both at the construction and operation stage. This impact is applicable in all the three stages. Where possible, the contractor will have to maximize employment of Malawians while paying particular attention to gender consideration. The project will have to consider employing local unskilled labour force too. This has a significant effect on the national economy considering that unemployment is one of the major social challenges facing the country contributing to high levels of poverty.

3.4 General Environmental and Social Setting for Schools in Mchinji

Mchinji district has an area of 3,356 square kilometers (335,600 hectares) and it represents 3.6% of the total land for Malawi. It is located in the Central Region of Malawi and is the fourth largest in the region and sixth largest in Malawi. It borders with Kasungu District to the north, Lilongwe District to the east, Zambia to the west and Mozambique to the south. It is 109 kilometers away from Lilongwe City, which is the Capital of Malawi. It is 421 Kilometers from the Commercial City of Blantyre in the Southern Region and 342 km from Mzuzu, the only City, in the Northern Region. Mchinji Boma is about 12 km away from the Zambia/Malawi border at Mwami. The district is subdivided into 9 Traditional Authorities and 5 Sub-Traditional Authorities.

3.4.1 Physical Environment

3.4.1.1 Topography

The project sites lie between 1,200 and 1,829 meters above sea level on weathered basement. There is also a hilly western part, consisting of Mchinji mountain ranges and has gentle slopes that are 1,600 –830 meters above sea level. Almost all rivers found in the district originate from these hills.

3.4.1.2 Soils

The soils in the project sites are classified as eutric-ferralic, eutric-fersialic, paralithic group in the soil family of Motheriwa, Nkwepela, Euthini and Malamulo in the agro-ecological zones of the upper Bua plain, Mchinji foot-hills, Kochilira-Kazyozyo and south/west Kasungu plain in the district. Most of the project sites have a very deep grey soils with low chemical fertility making it hard for the crops like maize and tobacco to grow without applying organic or inorganic fertilisers. The soil texture on the other hand is mostly sandy making if favourable for the growing of crops such as ground nuts.

3.4.1.3 Hydrology

The most notable rivers in Mchinji and project sites include: Mkalazi, Liwelezi, Kawerawera, Matizi, Rusa, Namange, Champhezi, Kapezi, Mkhono, Lunthwe, Ludzi, Madzimaela, Namitete, Likasi, Kankhowa, Ndaula, Chisitu, Nalisese, Bua, Kaombe, Kachebere, Chipataheme and Maudo. These are the sites that Clerk of Works can use to get sand.

3.4.1.4 Climatic Conditions

The climate of the project sites is greatly influenced by its location within the tropical zone and altitude. The project site generally has a warm tropical climate. The topography determines the distribution and variation of both maximum and minimum temperatures. In winter, there is much less rainfall in project site than in summer. This climate is considered to be Cwa according to the Koppen-Geiger climate classification. The average annual maximum temperature for project sites varies from 24°C to 39°C degrees Celsius with the months of November and December being the hottest. The annual minimum temperatures range from 7.5°C to 12°C degrees Celsius with June and July being the coldest.

In the project sites, rainfall varies due to topography and other factors such as El Nino, La Nina and greenhouse effects. The rainy season starts from November to April while dry season starts from May to October. The main rain bearing systems are the Inter-Tropical Convergence Zone (ITCZ) and the Congo Air Mass. The rainfall pattern shows that during the past few years there has been variability in both amount of rain in millimeters and number of rainfall days. Maximum amounts of rainfall were recorded in 2017. Compared to national average rainfall of over 1000mm, the project areas could be classified as medium rainfall areas of between 750-1000 mm of rainfall per annum.

3.4.2 Biological Environment of the Project Area

3.4.2.1 Flora/Vegetation

Mchinji is endowed with high forest cover in Malawi. Over 17.13 percentage of the total land area is under forest cover. Mchinji and Thyolasanu Forest Reserves are the two major protected upland vegetative areas. They constitute about 56.1 percent of the total land area under forest cover in the district. The Mchinji Forest Reserve covers the largest part (with 19,166 ha), seconded by Thyolasanu Forest Reserve (with 2,219 ha). The reserve stretches through out to a number of Traditional Authorities in the district. The project sites are not close to any forest reserve and the sites do not have any endangered species.



Figure 3-10: Vegetative cover in Mchinji

3.4.2.2 Fauna

Forest reserves in Mchinji have a high biodiversity of flora and fauna. Common wild animals in the forest include common *Dyker (Gwape), Hyenas (Fisi), Leopard (Kambuku), Hare (Kalulu), Reed Buck (Mphoyo) Grysbok (Tungwa), Baboons (Nyani) Jackal (Nkhandwe) and Monkeys (Pusi), and a variety of snakes and birds.* The Wildlife Department is responsible for the conservation and management of wildlife in the reserves through Conservation Services (CS), wildlife Extension and Education (EE), Wildlife administration and Wildlife Research and Development. However, during the time of field assessment, no animal species were spotted, the few shrubs and trees close to primary schools were reported to be habitat for mince, snakes and birds.

3.4.3 Social-Economic Environment of the Project Area.

3.4.3.1 Water Supply

The project area has abundant water resources existing in rivers, springs, wetlands and basement aquifers. Basement aquifers are a reliable source of potable water which is accessed through boreholes.

3.4.3.2 Agriculture

Agriculture, which is the major land use activity in the project site, is the main source of income for households surrounding the schools. Over 90% of the population purely depends on agriculture for their livelihood, income; employment and house hold food security. The national agricultural policy aims at promoting economic growth by raising farm income, employment and house hold food security by focusing on increased agriculture productivity. For the majority of small holder farmers, the land available is very limited and the only means of increasing production is by intensifying production through use of recommended methods of crop and livestock production in order to produce more crops and livestock of better quality per unit of land. However, this intensification has led to a number of environmental problems in the project area.

3.4.3.3 Tribes, Languages and Religion

Two tribal groups are predominant in the project area. The Chewa are predominantly found in Traditional Authorities of Dambe, Kapondo, Mduwa, Mavwere and part of Mlonyeni. The Ngoni are found in traditional authorities Zulu, and Mlonyeni and some parts of Mavwere. There is also a significant population of Senga and Yao people in the project area.

In the project area, about 89% of the people speak Chichewa, 5% speak a mixture of Chingoni and Chisenga and the rest speak other languages like Yao

There is mixing of cultures in the project area as a result of co-existence of the major tribes (Chewa, Ngoni and Senga). Typical Ngonis in Malawi follow the patrilineal system of marriage in which a man pays a bride price (lobola) and the wife belongs to the man's household. On the other hand, the

Chewas predominantly practice matrilineal system where the husband settles at the wife's village. The Chewa and Ngoni particularly practice polygamy and chokolo (Inheriting wife of a deceased brother). The Chewa have their own initiation ceremonies for both boys and girls where society norms are passed on to the young ones. They have dambwe for boys and chinamwali for girls. The Ngoni on the other hand pass cultural norms along to children in their homes, as they grow older. Gulewamkulu dance is the symbol of culture among the Chewa while Ingoma, a war dance, is the cultural symbol of the Ngoni.

3.4.3.4 Health Services

The project area Health Sector delivers health services in line with the National Health Policy, 2018 whose main goal is to improve health status of all Malawians, and to increase clients' satisfaction and financial risk protection towards attainment of Universal Health Coverage (UHC). The national health policy is linked to MGDS III KPA 5 thus "Population and health" and it is also linked to SDG 5 "Ensure healthy lives and promote wellbeing for all at all ages"

The vision of the health sector is to improve the health status of the people in the project area through the provision of effective, efficient and safe health care. To achieve this, the sector implements its interventions in line with other Ministry of Health policies and Health Sector Strategic Plan II, a medium-term strategic plan which outlines objectives, strategies and activities guiding resources over the period 2017-2022.

Maternal, neonatal and child health services is one of the key areas in health delivery systems. It looks at the life of the mother and the newly born child. Several programs are in place to coordinate the activities aimed at improving and safeguarding the lives of the mother and the child. The programs include: family planning, postnatal care, antenatal care and HIV/AIDs. The project area has some health facilities of which the majority (14) are owned by the Ministry of Health. The rest are owned by CHAM (3) and Police (1).

3.4.3.5 Sanitation and Refuse Disposal

The current sanitation interventions in the project area is Community-led Total Sanitation (CLTS), School- led Total Sanitation (SLTS), and Sanitation Marketing at a very small scale. About 46% of the households in the project area use pit latrines with earth/sand slab while 26% of the households use pit latrines without any slab. Improved latrines coverage is very minimal in the district as only 16% and 1% use pit latrines with concrete slabs and VIP latrines respectively

Open defecation is still practiced in the district since 6.2% of the households do not have sanitation facilities, hence the need of creating awareness to the communities to own and use proper pit latrines in all the households in the area. Currently the sanitation intervention in use in all the primary schools in the project area is School-led Total Sanitation (SLTS). The area has only relied on the few WASH

partners in the district for the construction of improved pit latrines in some of the schools in the district. It should be noted that most of the schools lack improved latrines.

3.4.3.6 Energy Source

The project area is supplied with electricity from the national grid. The project area has potential for other solar and wind minigrids. Most of households use firewood and charcoal for cooking and solar products – torch, fire and candles for lighting

3.4.3.7 Information, Communication and Technology

In the project area, the communication system works in line with government's policy on communication guided by the ministry responsible for all communication activities; the Ministry of Information and civic education. The communication sector remains an important part of the Mchinji District Council as it helps the people to connect and share information. The communication sector encompasses radio, television, postal, courier services, mobile and ground telephone and internet services. Radio communication services are available but limited only to the hospital and the police institutions.

The Malawi Postal Corporation is mandated to provide easily accessible, reliable, high quality and affordable postal and financial services to meet people's needs. The district used to have five Post Offices and five Postal Agencies. But presently the Postal agencies which were run by the district council have been closed because of not being effective and the staff has been deployed to other departments within the council. The district now has five post offices.

3.4.3.8 Employment

The labour force in the project area is composed of both skilled and unskilled workers working in the agriculture sector, public service and other private sectors. The Agriculture sector is the highest employer with the labour force of 90 percent. Most of the labour force falls in the age category of 1839 years meaning the labour force is youthful and present a great potential for industrial growth and productivity. The workforce contributes income to the people of impact area through Agricultural industries e.g. Farm estates. At district level, labour sector is mandated to enforce labour legislation through labour inspections in all work places and monitor minimum labour standards.

3.4.3.9 Land Administration

Land in the impact area is administered by the district council office headed by the District Commissioner. Under the DC there is Director of Planning and Director of Administration who assists in administering land. Under the Director there is a lands clerk and other general clerks. The district is implementing land policy through the ministry of lands, housing and urban development. Most of the land in the impact area is customary land with less percentages of public and private also known as leasehold land. Where school blocks and toilets will be constructed in Mchinji, the land is under public land and designated for such development.

4 CHAPTER 4: LEGAL AND POLICY FRAMEWORK

This section provides background information on Government policy and legal framework which is pertinent to Construction of School blocks and Toilets for Central West Education Division under MERP as being proposed. This chapter has been divided into two main sections with the first providing an outline of the most important sectoral policies and the second, focus on legislations which are relevant in providing technical and legal guidelines/framework. In addition, the chapter reviews applicable World Bank's Environmental and Social Standards applicable to Construction of School blocks and Toilets in Central Wes Education Division (CWED). This framework ensures that the project achieves sustainable management, conservation and utilization of natural resources.

4.1 Policy framework

4.1.1 The 2030 Agenda for Sustainable Development

Malawi is a party to the United Nations and has ratified several treaties. As a party, it subscribes to the plan of action for people, planet and prosperity that is intended for achievement by 2030. All its national development instruments, policies and programmes are aligned to this plan. Owing to its objective of advancing resilient infrastructure in the country, the proposed Construction of classroom blocks and school toilets is directly advancing Malawi's contribution to achieving the 2030 Agenda for the SDGs through various targets as follows:

- Target 9.1: Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
- Target 9.2: Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

Additionally, the Project will create employment opportunities at planning, construction and operational phase thereby providing income to various households hence improvement in social economic wellbeing. By using stabilized cement blocks, day-light and other environmentally friendly materials, the Project will demonstrate the advancement and application of sound environmental management principles in infrastructure development.

4.1.2 Malawi Transformation Agenda 2063

Malawi's Vision 2063 (or Malawi 2063) is a youth centric transformational agenda for Malawi. It exudes the burning aspiration and commitment of Malawians to have a "robust Education and Skills Development (GoM, 2020). The vision portrays education as the vehicle for developing her human capacity and social capital. Thus we shall construct and expand disability friendly and gender sensitive school physical infrastructure at all levels with the aim of enhancing the availability of and access to education. Particular attention shall be given to the completion and attainment of quality foundational skills for school going children, especially girls and children with disabilities. The construction of school and sanitation bocks and teachers' houses in Central West Education Division under MERP is therefore well aligned to the aspirations of Malawi Vision 2063 of promoting quality education in Malawi.

4.1.3 The Malawi Growth and Development Strategy (MGDS) III

The primary aim of the MGDS III is to build a productive, competitive and resilient nation by consolidating achievements of MGDS I and MGDS II. It is against this background that MGDS III, which covers the period from 2017 to 2022, has singled out five national priority areas that will spur socioeconomic development in this country. These priority areas are: Agriculture, water development and Climate change management; Education and skills development; Energy industry and tourism development; Transport and ICT infrastructure; and Health and population (GoM, 2017). For the country to be productive, competitive and resilient, there is need to invest in the priorities as outlined in the strategy. The Construction of School blocks and toilets in Central West Education Division under MERP Project is, therefore, directly and indirectly contributing to priority areas set out in the MGDS III by advancing infrastructure development and education and skills development, among others.

4.1.4 National Girls Education Strategy (2019)

National Girls Education Strategy (2019) outlines package of strategic interventions that address barriers to equitable girls' access to education. The strategy ensures that all girls in Malawi access, participate in, complete and excel at all levels of education that empowers them to effectively contribute to the country's sustainable social and economic development. MERP apart from increasing access by increasing the number of school blocks it will also support construction of change rooms and latrines for girls thus Girls inclusive. MERP under component 3, it will support a range of activities to raise the learning achievement of girls, including supporting female learners and improving the numbers of female teachers in schools in remote areas.

4.1.5 National Environmental Action Plan (NEAP)

Malawi prepared National Environmental Action Plan (NEAP) as a framework for integrating the environmental planning into the overall socio-economic development of the country though broad public participation. National Environmental Action Plan (NEAP) highlights key environmental issues that need to be addressed which include soil erosion; deforestation; water resources degradation and depletion; threat to fish resources; threat to biodiversity; human habitat degradation; high pollution

growth among others. NEAP also provides guidelines actions to be taken by stakeholders such as local communities, government agencies, non-governmental organization and donors in environmental planning and management. The Construction of School Blocks and Toilets in Central West Education Division Project will promote the inspirations outlined in the NEAP by integrating environmental consideration in the design, construction and operation phases of the project.

4.1.6 The National Environmental Policy (2004)

National Environmental Policy of 2004 is based on the principles of the National Environmental Action Plan, and provides broad policy framework on environmental planning in development programmes including undertaking environmental and social impact assessments for prescribed projects. The overall goal of the environmental policy is the promotion of sustainable social economic development through the sound management of the environment in Malawi, (GoM, 2004). The policy seeks to meet the following goals:

- Secure, for all persons resident in Malawi now and the future, an environment suitable for their health and well-being;
- Promote efficiency utilization and management of the country's natural resources and encourage, where appropriate, long term self-sufficiency in food, fuel wood and other energy requirements; and
- Facilitate the restoration, maintenance and enhancement of the ecosystems and ecological processes essential for the functioning of the biosphere and prudent use of renewable resources.

The National Environmental Policy has implications on proposed construction of school blocks and toiles in Central West Education Division under MERP. Potential negative impact would be air pollution from dust particles, environmental degradation through cutting down of trees which might lead to soil erosion and poor waste management. As requirement under environmental policy, the project will require to upstream adequate measures for protection of soils from erosion. It will be necessary therefore that an appropriate environmental and social management plan will have to be implemented during implementation and operation of the project in order to mitigate negative impacts.

4.1.7 National Land Policy (2002)

The policy seeks to optimize utilization of Malawi's land resources for development. The policy provides an institutional framework for land management and outlines procedures for protecting land tenure rights, land-based investments and management of development at all levels. The policy classifies land into three categories as customary, private and public.

Customary land is land under the control of traditional leaders which is mainly used for subsistence farming and some for residential, graveyard and woodlot purposes. Public land is held by Government and covers land under government property, such as buildings, roads, game reserves and forests.

Private land is land under private ownership either through leasehold (individuals or corporations for a period of 21-99 years) or freehold (a holder or his/her heirs for all the time and not just a given number of years). The proposed project is going to be carried out on private land as such no land issues are expected to arise from implementation of the project.

The Malawi National Land Policy also focuses on land as a basic resource common to all people of Malawi. The new policy provides opportunities for the people of Malawi to embark on a path of socially and environmentally sustainable development. In addition, the policy highlights a number of approaches for redressing problems facing land resources, (GoM, 2002). Some of the relevant provisions to circumstances of the project under study are as follows:

- Section 9.8.1 of the policy recognizes the need for environmental and social impact assessment
 of all projects planned in fragile eco-systems. This requirement is to integrate adequate
 environmental management plans and also protect biodiversity and water resources. The
 construction of school blocks and toilets in CWED does not fall through any area or forest
 considered as fragile –ecosystem and environmental and social impact assessment and it's
 ESMP has been prepared as it is falls under prescribed list of projects on which ESIA is not
 mandatory.
- The policy recognizes several sectoral policies and strategies in physical planning, environment, forestry, irrigation and wildlife and for this reason; it encourages multi-sectoral approach in land use and management at local district level hence construction of school blocks and toilets in Central West Education Division will involve Mchinji, Lilongwe, Dedza and Ntcheu local Authorities.

4.1.8 National HIV Policy (2012)

The Policy highlights that HIV and AIDS impact on the country is quite significant and affects a range of socio-economic activities be it in agriculture, fisheries, public sector, private sector, tourism, urban areas, rural areas, among others. HIV and AIDS prevalence in the country varies from one region to the other and from rural to urban areas. The highest rate is in the southern region and the lowest in the northern region. The prevalence rate is high in urban areas as compared to the rural areas.

National HIV and AIDS Policy identifies migrant workers and women among highly vulnerable people to transmission of HIV and AIDS other sexually transmitted diseases. In addition, increased disposal of income from migrant workers may enhance some workers to indulge in extra-marital affairs within the surrounding villages. These sexual activities would enhance the spread of HIV and AIDS among workers and local people.

It is therefore proposed that during implementation of the project, vendors, workers as well as surrounding communities should be sensitised on the dangers of HIV and AIDS. Further, Information, Education and Communication (IEC) materials on HIV and AIDS should be distributed. It is also recommended that during construction of school blocks and toilets in CWED under MERP much of the

labour force should be sourced from the surrounding communities to reduce the influx of workers who may exacerbate the HIV and AIDS situation. In addition, there is need to emphasize the issue of prevention, treatment and management of those affected or infected with HIV and AIDS.

4.1.9 National Gender Policy (2015)

The National Gender Policy, which is currently undergoing review, calls for integration of gender responsiveness in planning and implementation of development projects and programmes. It is understood that consideration of gender needs and benefits enhance poverty reduction in both rural and urban environments. This project has to integrate consideration of needs of both males, females and other vulnerable groups in project activities. The potential considerations could be equal employment opportunities to both male and female during the implementation of the project in order to enhance income for both. In addition, it advocates for 50% membership for both sexes in various committees, such as School Management Committee (SMC), Parents and Teachers Association (PTA) and Village Natural Resources Management Committee (VNRMC) to ensure that concerns of all sexes are taken into consideration.

According to the 2018 Population and Housing Census, about 52% of Malawi's population are women. Approximately 97% of women in Malawi participate in subsistence agriculture and women make up 70% of the country's cash crop labour (ADF, 2005). Although this is the case, in Malawi men are predominantly in charge of finances and financial decisions although much of the labour force is provided by women.

The Government of Malawi has made efforts to improve gender equality, for instance in 2002 the Ministry of Gender, Child Welfare and Community Services created a Multi-Sector Country Gender Profile in order to identify the areas of society that need the most attention in regards to gender inequities. Despite governmental efforts, women in Malawi face many challenges when it comes to household and everyday decision-making. The implication of this particular policy is that gender should be carefully balanced in the implementation of the construction of school and sanitation blocks, and teachers' houses in Central West Education Division under Malawi Education Reform Project.

4.1.10 National Youth Policy (2013)

National Youth Policy defines youth as all persons from age 10 to 35 years regardless of their sex, race, education, culture and religion, economic, marital and physical status. It recognizes that youth is a definitive social entity that has its own specific problems, concerns, needs, and aspirations. The definition of youth has continuously changed variably in response to political, economic and social perspectives, (GoM, 2015). Construction of school and sanitation blocks, and teachers' houses in Central West Education Division under MERP Project will mostly employ the youth as they are innovative and energetic. There will be skills transfer from qualified experienced personnel to the youth. The project will provide an enabling environment for the youth to meet their aspiration as Malawi has a large number of youth with various talents that need nurturing in line with the goal of the National

Youth Policy which is to create an enabling environment for all young people to develop to their full potential in order to contribute significantly to personal and sustainable national development.

4.1.11 National Water Policy (2007)

The policy addresses all aspects of water management including development of water resources and service delivery and it emphasizes that every Malawian has an equal right of access to water and sanitation services for sustainable socio-economic development of the country. The overall policy goal is sustainable management and utilization of water resources in order to provide water of acceptable quality and sufficient quantities, and ensure availability of efficient and effective and sanitation services that satisfy the basic requirements of every Malawian, and for the enhancement of the country's natural ecosystems, (GoM, 2007). It is therefore important that the proposed construction of school and sanitation blocks, and teachers' houses in Central West Education Division under MERP will not contribute towards the degradation and depletion of water resources in the zone of influence.

4.1.12 National Forest Policy (2016)

The policy recognizes the invaluable contribution of forests and trees in improving socio-economic and environmental benefits. In Malawi, both natural and man-made forests play an important role in providing basic human needs such as shelter, food, fodder, fibre, energy and pharmaceuticals. Forests also contribute to the national economy by supporting agriculture which is the mainstay of the national economy through controlling soil erosion, improving soil fertility and regulating water flow. The goal of the Policy is to improve provision of forest goods and services to contribute towards sustainable development of Malawi through protection and conservation of forest resources. The policy aspires to control deforestation and forest degradation. The policy promotes strategies that will contribute to increased forest cover by 2% from the current 28% to 30% by 2030, and sustainable management of existing forest resources, (GoM, 2016). The construction of school and sanitation blocks, and teachers houses in CWED under MERP will promote the inspiration of National Forest Policy and afforestation programme will be implemented to replenish the trees that have been cut down.

4.1.13 Malawi Mines and Minerals Policy (2007)

The Mines and Minerals Policy aims at guiding and directing mineral development and stresses private sector initiatives and the need to attract modern technology and necessary investment capital for large-scale mining. The policy also sets out strategies for rationalizing artisanal and small scale mining in order to ensure gainful employment and poverty alleviation. It also aims at initiating actions to mitigate the adverse environmental and social aspects of mining, (GoM, 2007). The construction of school and sanitation blocks and teachers' houses in CWED under MERP will involve quarry and sand mining hence the need to acquire permits and to put measures for mitigating the adverse environmental and social impacts as outlined in the ESMP.
4.1.14 The National Climate Change Management Policy (2016)

The goal of the National Climate Change Management Policy is to create an environment for the development of a country-wide, coordinated and harmonized approach to climate change management, which attends to the needs and concerns of all sectors of society, while ensuring continued sustainable development. The Policy seeks to guide programming of interventions for reduction of greenhouse gas emissions in the atmosphere, as well as adapting to the adverse effects of climatic change and climate variability.

The policy is linked with a series of legislative sectoral frameworks and strategies to integrate environment and climate change management in socio-economic developmental activities. These include the Malawi Irrigation Policy and Development Strategy (2000), National Land Resources Management Policy and Strategies (2000), National Land Policy (2002), Food Security Policy (2006) and National Water Policy (2005), among others. The policy has six priority areas for climate change management in the country and one key priority area is climate change adaptation. The policy reiterates that as a developing country, adaptation to climate change is a priority area for Malawi due to its vulnerability to adverse effects of climate change and limited adaptive capacity.

Notwithstanding the foregoing, the policy commits to reduce vulnerabilities of populations in Malawi and promote community and ecosystem resilience to the impacts of climate change as well as ensuring that communities are able to adapt to climate change by promoting climate change adaptive development in the long term. The implication of this policy is that issues of climate change should be taken seriously in the implementation of the project because its impact on people's livelihood is very high and the design and construction of school and sanitation blocks, and teachers' houses in CWED under MERP should be climate proofed structures.

4.1.15 National Sanitation Policy (2008)

The goal of the National Sanitation Policy (NSP) is to promote effective coordination and develop mechanisms for the delivery of sanitation and hygiene promotion at national level. The NSP aims at providing a framework for development of programmes and initiatives that shall address sanitation and hygiene challenges as cited in the policy. These programmes will contribute to improving the health and quality of human life, a better environment and a new way for sustainable wealth creation.

The NSP is linked with other relevant government policies and programmes, among them the Constitution of Malawi revised in 1995 which enshrines responsible management of the environment to provide a healthy living and working environment for all the people of Malawi; also linked to the NSP is the Malawi Growth and Development Strategy II, which was developed in 2016, and among other things seeks to increase access to clean water and sanitation, improve the nutritional status of children and ensure food security; furthermore the NSP is linked to the National Environmental Policy, adopted in 2004 which outlines the need for pollution control and the proper disposal of wastewater,

solid waste and the protection of water bodies, with the general principle of 'polluter pays'. In line with the Policy, the developer namely Ministry of Education should ensure that the clerk of works provides sanitary facilities such as toilets to male and female workers or local artisans so as to minimise incidences of open defecation that can lead to pollution of water in Mchinji, Lilongwe Rural West, Lilongwe Rural East, Lilongwe Urban, Dedza and Ntcheu.

4.2 Legal framework

4.2.1 The Constitution of the Republic of Malawi, 1995

In Malawi, the Environment Management Act of 2017 provides the basic legal framework for environment planning including the preparation of environmental and social impact assessments for prescribed projects (Part VI of the Act). Chapter 6 invalidates any written law on the protection and management of the environment or the conservation and sustainable utilization of natural resources that is deemed inconsistent with the EMA, to the extent of the inconsistency. Notable sections of the Act that are of relevance to this constitution of school blocks and toilets in CWED under MERP are highlighted hereafter.

- a) Section 7. It establishes the Malawi Environment Protection Authority (MEPA) as the principal agency for the protection and management of the environment and sustainable utilization of natural resources. Through the Act, the Malawi Environment Protection Authority has powers to review and approve Environmental and Social Impact Assessments, strategic environmental assessments and other relevant environmental assessments in accordance with this Act;
- b) Section 9 sets out the functions of the MEPA that include review and approval of ESIAs, strategic environmental assessments and other relevant environmental assessments in accordance with this Act.
- c) Section 31 proscribes the execution of projects for which an EIA is required without the written approval of the Authority. Where an approval is granted, the implementer is required to proceed in accordance with the conditions imposed in the approval.

This implies that implementation of the proposed development thus construction of school and sanitation blocks, and teachers' houses in CWED under MERP will await approval by the MEPA, and should be guided by the conditions laid out in the licence issued by the MEPA.

4.2.2 Environment Management Act (2017)

The Environment Management Act makes provision for the protection and management of the environment and the conservation and sustainable utilization of natural resources.³ The Act is the principal piece of legislation on the protection and management of the environment.⁴ Under Section

³ See the Long title of the Act

⁴ Section 7 of the Act

6, the Act states that 'subject to the constitution, where a written law on the protection and management of the environment or the conservation and sustainable utilization of natural resources is inconsistent with any provision of the Act, the written law shall be invalid to the extent of the inconsistency.'

In order to integrate environmental and social considerations in projects, the Act provides for environmental planning and the need for Environmental and Social Impact Assessment (ESIA). The environmental planning is required to be done both at national and district levels. Section 31 of the Act is on environmental and social impact assessments. The Act stipulates that the Minister may, on the recommendation of the Malawi Environment Protection Authority (MEPA), specify by notice published in the Gazette, the type and size of project which shall not be implemented unless an Environmental and Social Impact Assessment is carried out. It also specifies that a person shall not undertake any project for which an Environmental and Social Impact Assessment is required without the written approval of the Authority, and except in accordance with any conditions imposed in that approval.

Section 26 (3) of the Act provides that a Licensing Authority shall not issue any license with respect to a project for which an ESIA is required under the Act unless the Director General has certified in writing that the project has been approved by the Minister or that an ESIA is not required under the Act. In line with provisions of this Act, the Ministry of Education through Malawi Education Reform Programme (MERP) has initiated the development of this ESMP to ensure that all environmental and social considerations are incorporated in the implementation of construction activities for all classroom and sanitation blocks and teachers' houses in Central West Education Division.

4.2.3 Education Act (2013)

The Education act of 2013 Part II, Section 5 talks about promotion of education where goals of education in Malawi are stipulated. Among the goals is to promote equality of education opportunities for all Malawians by identifying and removing barriers to achievements. Development of students' knowledge, understanding and skills needed for Malawians to 15 compete successfully in the modern and over changing world is also being emphasized. The implication is that MERP will support in removing the barriers faced in education sector through the expansion of some schools and building capacity of selected teachers

4.2.4 Employment (Amendment) Act (2021)

The legal framework for child labour in Malawi is contained in the Employment Act of 2000 (CAP 55:01). The Act sets the minimum age for admission of a child to employment at 14 years. The Act further prohibits children between the ages of 14 and 18 to work in hazardous work. The employment (amendment), 2021 has redefined " industrial undertaking" as (a) mine, quarry and other works for the extraction of minerals from the earth, (b) an industry in which articles are manufactured, altered, or demolished, or in which materials are transformed including ship building and the generation, transformation and transmission of electricity or power of any kind; (c) construction, maintenance, or

demolition works of any infrastructure; and (d) transport of passenger or goods by road, rail, sea or in land waterway, including the handling of goods at docks, quays, wharves and warehouses. In line with provisions of this Act, the MERP with SMC through the Clerk of Works will ensure that under-aged people (less than 18 years old) are not employed in the construction works as local artisans among others.

4.2.5 The Child Care (Justice and Protection) Act of 2010

The act prohibits child betrothal, forced child marriage, and harmful practices against children. The Act states that person who, unlawfully takes, retains or conceals a child without the consent of the parent or without the consent of any other person who has lawful custody of the child commits an offence and shall be liable to imprisonment or ten years. The implication of this act to MERP is that Clerks of Works and Local Artisans must not retain or conceal or involve any child in any activity as relates to construct of school blocks and sanitation facilities.

4.2.6 Water Resources Act (2013)

The Water Resources Act (2013) provides for the management, conservation, use and control of water resources; for the acquisition and regulation of rights to use water; and for matters connected therewith or incidental thereto.

Part VIII, Section 89 (1) prohibits any person who owns, controls, occupies or uses land on which an activity or process is or was performed to pollute water resources and which, unless authorized under this Part, causes, has caused or is likely to cause pollution of a water resource. The Act tasks all occupiers of a land to prevent pollution from occurring, continuing or recurring. As such it is an offence to alter the flow of or pollute or foul any public water. The Act defines pollution or fouling of public water to mean the discharge into or in the vicinity of public water or in a place where public water is likely to flow, of any matter or substance likely to cause injury whether directly to public health, livestock, animal life, fish, crops orchards or gardens to which such water is used or which occasions, or which is likely to occasion a nuisance. In compliance with provisions of the Water Resources Act, the Ministry of Education through Malawi Education Reform Programme will ensure that the clerk of works for the construction activities does not pollute water from any water sources in the project area.

4.2.7 Land Related Acts

4.2.7.1 Land Act (2016)

The Act was enacted to provide for land administration and management in Malawi. The Act groups land into two categories, "private land" and "public land". Public land comprises of Government land and unallocated customary land. The Land Act also makes provisions for land acquisition, which includes compensation of people affected by any project. Section 13 sub-sections (1), (2) and (3), states that "any person who, by reason of any acquisition, suffers any disturbance or loss or damage to any

interest which he may have or immediately prior to the occurrence of any of the events referred to in this section, may have had in such land shall be paid such compensation for such disturbance, loss or damage as is reasonable."

4.2.7.2 Land Act Amendment (2022)

The Act categorizes Land as public land, customary land or private land. "Public land" means land held in trust for the people of Malawi and managed by Government. "Private land" means all land which is owned, held or occupied under a freehold title, leasehold title or as a customary estate or which is registered as private land under the Registered Land Act. "Customary land" means land held, occupied and used in accordance with customary law and practice prevailing in the traditional land management area (GoM, 2022).

4.2.7.3 Customary Land Act (2016)

In this Act, Customary Land is defined as all land which is held, occupied or used under customary law but does not include public land. Section 17 Subsection 4 says, "Where any portion of the customary land to be transferred has been allocated to a person or a group of persons under a customary estate or a derivative right to use the land, the land committee shall inform those persons or, where any one of those persons is absent, a member of the family occupying or using the land with that person, of the contents of the notice". Section 17 subsection 8 states that customary land shall be transferred subject to payment of appropriate compensation as assessed by a registered valuer and agreed upon by the land committee and the Commissioner. Section 20 (1) (c) says that customary estate shall be allocated by a land committee to a partnership or corporate body, the majority of whose members or shareholders are citizens of Malawi (GoM, 2016).

4.2.7.4 Customary Land (Amendment) Act (2022)

Sections 4 and 6 of the Act states that a land committee and a Traditional Authority shall manage the customary land within their areas of jurisdiction in accordance with the prevailing customary law, on trust, as if the committee or the Traditional Authority were a trustee of, and the residents in the area were beneficiaries under, a trust of the customary land (GoM, 2022).

4.2.7.5 Lands Acquisition (Amendment) Act (2017)

The Act gives powers to the Minister or local government authority, to acquire land for public utility, either compulsorily or by agreement; and pay appropriate compensation thereof. Section 4 of the Act gives powers to the acquiring authority to enter, dig, clear, set out and mark the boundaries of the proposed land, do all other acts necessary to ascertain whether the land is or may be suitable, provided such entry is preceded by a notice to the occupier 7 days before; and the acquiring authority is ready to pay for the damage done by the persons entering such land. Section 9, states that the acquiring authority shall pay appropriate compensation and that it shall be in one lump sum. Section 10 lists the grounds for compensation being: loss of occupational rights, loss of land, loss of structure, loss of

business, relocation costs, loss of good will, costs of professional expenses, injurious affection, nuisance, loss or reduction of tenure or disturbance (GoM, 2017).

The proposed construction of school and sanitation blocks, and teachers' houses in CWED under MERP may not only use the existing public land; rather portions of customary land may have to be acquired for the project. In case of land acquisition for the recommended section, this entails involuntary acquisition of land and the owner will probably suffer disturbance or loss or damage to any interest which they may have prior to the occurrence of the project. Therefore, MERP-PFT should develop a Land Agreement Forms to guide the project on land acquisition from community members who will voluntarily donate their land to the project to obtain extra soil for back filling if needed.

4.2.8 Physical Planning Act (2016)

The physical planning act of 2016 is a principal act for regulating land use planning and physical developments in Malawi. The aim is to enhance orderly spatial growth of human settlements activities. The law promotes optimum use of land and service infrastructures, protect and conserve fragile environmental systems in space. These objectives are achieved by controlling building uses in designated zones local planning committee or commissioner for Physical Planning.

The control of developments is regulated under various sections in part V of the Physical Planning Act. Section 40 prescribes environmental and socio-economic assessment for large scale development projects before they can be granted planning permission under this act. Normally, this screening is undertaken by relevant authorities on large projects before they can be sanctioned under this Act.

The implications of this Act to the proposed construction of school blocks and toilets in CWED under MERP is that the Ministry of Education through MERP has to undertake environmental assessment to comply with section 40 of this Act because the law compels the developer and the local council to identify and assess major detrimental effects posed by the project to people and the natural environment and to strategize appropriate measures of addressing such concerns.

4.2.9 Malawi Disability Act (2012)

The Malawi Disability Act, 2012 makes provision for the equalization of opportunities for persons with disabilities through the promotion and protection of their rights, among other strategies. Such rights shall be accorded by ensuring accessibility, enhancing access to premises and the provision of services or amenities and applying deliberate measures for eliminating discrimination (GoM, 2012). Through section of the Act, Government commits to take appropriate measures to ensure that persons with disabilities have access to the physical environment, transportation and systems and other facilities and services available or provided by among others:

a) Ensuring that private entities that offer facilities and services which are available or provided to the public take into account all aspects of accessibility for persons with disabilities;

- b) Raising awareness and providing appropriate training on accessibility issues facing persons with disabilities; and
- c) Ensuring the attainment of a barrier free environment that enables persons with disabilities to have access to public and private buildings and establishments and such other places in line with universal designs.

Section 9: proscribes discrimination in accessing premises and the provision of services or amenities. Section 10: Advances the rights of persons with disabilities to equal opportunity.

Therefore, the proposed construction of school blocks, sanitation facilities, and teachers houses in CWED under MERP shall make provision for inclusive design features in pursuance of the prescriptions and proscriptions advanced by this law. The Client shall also use the guidance provided by this ESMP to modify existing structures and services in meeting with this legislation.

4.2.10 Local Government Act (1998) (Amended, 2017)

Local government act provides legal mandate for local assemblies in the planning, administration and implementation of various issues and development programs in their respective geographical districts. One main function of the local councils is that of local environmental planning and management. Some of the environmental management functions are provided in section 2 of the second schedule of the functions of the council outlined in Local Government Act. These include town planning, building control, local afforestation programmes, control of soil erosion, and appropriate management of solid and liquid wastes. The proposed project is located within Mchinji, Lilongwe, Dedza and Ntcheu District Councils. The proponent will have to collaborate with the council on matters in tree planting, undertaking HIV and AIDS interventions on construction site, undertaking HIV and AIDS sensitization to workers mainly local artisans during construction phase. It is suggested that the proponent has to work with the council on matters regarding collection, treatment and disposal of solid and liquid wastes from the site. This suggestion is in view of the fact that Mchinji, Lilongwe, Dedza and Ntcheu District Councils has considerable experience in waste management within the district and has put in place an operational system for solid wastes dump site.

4.2.11 Forest Act, (1997)

The Forestry Act, 1997 provides for participatory forestry, forest management, forestry research, forestry education, forestry industries. Protection and rehabilitation of environmentally fragile areas and international cooperation in forestry and for matters incidental thereto or connected therewith.

Section 34 of the Act states that any person who or community which protects a tree or forest, whether planted or naturally growing in any land which that person or community is entitled to use, shall acquire and retain the ownership of the tree and forest with the right to sustainable harvest and dispose of the

produce. In this regard, the project shall ensure that naturally growing trees and planted ones are protected during the implementation of project activities. The clerk of works for the construction of school blocks, toilet facilities, and teachers' houses shall also be advised to minimize cutting down of trees. They will also be advised to minimize the clearance of land during construction activities.

Part VI of the Act is on afforestation. Section 35 of the Act provides for the promotion of tree growing in forest reserve, public land, customary land and private land by the government, non-governmental organizations and the community. In line with the Section, Ministry of Education through MERP will ensure that trees are planted around school premises as this will not only contribute to improvement of vegetative cover in the project area but will also protect the structure from strong winds.

4.2.12 Occupational Safety, Health and Welfare Act (1997)

The Act provides regulatory mechanism to ensure safe and secure workplaces in Malawi. Under section 6 and 7 of this act, all workplaces (be it project site) require "workplace registration certificate" from Director of Occupational Safety, Health and Welfare in the Ministry of Labour. General safety facilities stipulated for most workplaces include the following: adequate ventilation, cleaning materials and cleanliness of workplaces, and lightning, washing facilities, change rooms for some workers, sanitary conveniences and first-aid kit. Both employers and employees are sensitized on basic procedures for proper use and operations of the welfare and safety facilities within workplaces. Non-compliance or negligence on the use of work safety facilities is an offence under section 82 and 83 of the Act. Penalties include a fine of up to K200, 000.00 and 12-month imprisonment of the offenders.

Section 56 and 57 provide guidelines on prevention of fire out breaks, and control of incidences of fire outbreaks within workplaces. Section stipulates some recommended means of fire escape from workplaces such as sites and offices. These have to be properly labelled with red letters and kept free of obstruction at all times Examples include Emergency escape door and emergency assembly points.

Section 58 stipulates the provision of protective clothing (such as gloves, foot wear, screens and goggles, ear muff and head covering) to protect workers from excessive exposure to nuisances with some work activities. And section 59 stipulates the provision of Person Protection Equipment (PPE) such as breathing masks to employees against excessive inhalation of dust and fumes. Such incidences are common with mining site.

Some of the implications from the Occupational Safety, Health and Welfare Act for consideration by the clerk of works in collaboration with the School Management Committee (SMC) under MoE-MERP at the construction sites of the proposed school blocks, sanitation facilities, and teachers' houses are as follows:

Identification of potential hazards to local artisans, particularly those that may be life threatening;

- a) Provision of preventive and protective measures, including modification, substitution, or elimination of hazardous conditions or substances;
- b) Training of local artisans and maintenance of training records;
- c) Documentation and reporting of occupational accidents, diseases and incidents;

- d) Emergency prevention and preparedness and response arrangements to emergency situations;
- e) Remedies for adverse impacts such as occupational injuries, deaths, disability and disease.

It entails that the clerk of works will have to develop and implement procedures to establish and maintain a safe working environment, including that workplaces, equipment and processes under their control are safe and without risk to health, including by use of appropriate measures relating to chemical, physical and biological substances and agents. Ministry of Education under MERP will actively promote understanding, and methods for, implementation of Occupational Health and Safety (OHS) requirements, as well as in providing information to local artisans, training on occupational safety and health, and provision of personal protective equipment (PPE) without expense to the local artisans⁵.

The SMC shall have a grievance redress mechanism. In cases where the SMC that is employing or engaging the clerk of works and local artisans is not able to provide a grievance mechanism to such workers, the council should make the grievance mechanism and provide the required assistance to the local artisans in accordance with best social safeguards practice as propagated by the World Bank (International Bank for Reconstruction and Development/The World Bank, 2017).

4.2.13 Gender Equality Act (2013)

An Act to promote gender equality, equal integration, influence empowerment, dignity and opportunities, for men and women in all functions of society, to prohibit and provide redress for sex discrimination, harmful practices and sexual harassment, to provide for public awareness on promotion of gender equality and to provide for connected matters. Section 6(1) of the Act states that a person who commits an act of harassment if he or she engages in any form of unwanted verbal, non-verbal or physical conduct of a sexual nature in circumstances, would have anticipated that the other person would be offended, humiliated or intimidated, and (2) a person who sexually harasses another in terms of the foregoing subsection is liable to a fine and imprisonment specified under subsection (2).

Section (7) of the Act makes provision for Government to take active measures to ensure that employees have developed and are implementing appropriate policy and procedures aimed at eliminating sexual harassment in the workplace.

In line with the provisions of this Act, the MoE through MERP and the clerk of works for the project will promote gender equality when it comes to engagement of labour force. In addition, the MERP will ensure that the composition of community structures such as Grievance Redress Mechanism Committee (GRMC) is gender inclusive.

⁵ This should be borne by the contractor.

4.2.14 Public Health Act, 1948 (Revised, 2014)

Public Health Act of 1948 (Revised, 2014) provides legal framework on planning and management of a wide range of health-related issues including environmental Health, occupation health and solid waste management.

Section 79 parts (a)-(b) provide legal power to local authority to enforce the provision of sewage works for large scale development projects. Section 80 stipulates requirements for preparation of detailed plans for planned sewage works for implementation. Section 82 outlines some activities which can limit the free flow of wastes into sewage works and which must be avoided as much as possible. These activities include disposal of solid wastes in oxidation ponds, disposal of chemical refuse, waste steam, and petroleum spirit or carbon calcium. Section 87 of the Public Health Act stipulates the need for proper drainage works for new buildings. The drainage works have to be designed so as to carefully drain out storm water and sub soil from the building sites and cartilage. Section 88 stipulates the requirements for separate toilets for both male and female persons in public buildings or buildings which would be used by both male and female employees.

The implication to the proposed construction of school blocks and toilets in CWED under MERP is that there is need to provide appropriate toilets and provision of proper storm water drains as part of this development. The design has to include provision of drainage works and provision of adequate toilets for both male and female workers.

4.2.15 Applicable Guidelines, Regulations and Standards

4.2.15.1 The Environment Management (Waste Management and Sanitation) Regulations of 2008

The Environment Management (Waste Management and Sanitation) Regulations of 2008 is a subsidiary legislation of the Environment Management Act. It expands and hence elaborates the provisions of the EMA as regards the management of various forms of waste. It provides definitions for various forms of waste and related matters, identifies and allocates waste management roles and responsibilities, and prescribes protocols for the management of various types of waste including general/municipal solid waste, municipal liquid waste, and hazardous waste. For example, the Regulations define hazardous wastes as "any waste which has been identified in the Seventh Schedule of the Regulations (Categories of Hazardous Wastes to be Controlled) hereto or any waste having the characteristics defined in the Eighth Schedule (List of Hazardous Characteristics) and includes medical waste and infectious waste". Briefly, the hazardous characteristics include corrosives, ecotoxic, explosives, flammable liquids, flammable solids, infectious substances extremely hazardous to health, liberation of toxic gases in contact with air or water, organic peroxides, oxidizing, radioactive wastes, substances or wastes liable to spontaneous combustion, substances or wastes, which in contact with water emit flammable gases, toxic (delayed or chronic) and toxic or poisonous (acute) (GoM, 2008).

Section 8 of the Regulations accords every generator of waste the responsibility for the safe and sanitary storage of all general or municipal solid waste accumulated on his or her property so as not to promote the propagation, harbourage or attraction of vectors or the creation of nuisances. Additionally, any method of storage adopted by a generator pursuant to the previous sub-regulation shall accommodate the anticipated solid waste loading and shall allow for efficient and safe waste removal or collection. This implies that the Ministry of Education under MERP through a clerk of works shall bear the responsibility of managing all forms of waste generated throughout the lifecycle of this Project.

4.2.15.2 COVID-19 Workplace Guidelines

Government of Malawi prepared the COVID-19 Workplace Guidelines in April 2020 in response to World Health Organization (WHO)'s declaration on March 11, 2020 that COVID-19 had reached the level of a pandemic⁶. The Guidelines are meant for adherence by employers and employees throughout the country, to mitigate the spread of COVID 19 at the workplace, with immediate effect. They provide steps aimed at:

- Safeguarding the health of the employees and all the people they come into contact with;
- Ensuring business continuity to protect jobs and sustain the country's economy; and
- Ensuring availability of social protection measures in the event of job losses (GoM, 2020).

General preventive measures include, but are not limited to the following:

c) Employers/employees returning from areas of significant risk areas and those who have had contact with infected persons to undergo self - quarantine and strictly observe quarantine rules and where necessary, be placed under institutional quarantine;

Covering nose and mouth with a disposable tissue when coughing or sneezing and coughing into the crook of elbow when tissue is not available;

- Avoid touching eyes, nose and mouth;
- Eat thoroughly cooked food, such as, meat and eggs; and
- Avoid handshakes and close contact;

Further guidelines are further elaborated in the Public Health (Corona Virus Prevention, Containment and Treatment) Rules, 2020, National COVID-19 Preparedness and Response Plan and daily reports and updates by the Ministry of Health. Ministry of Education under MERP Project through the clerk of works will abide to all COVID-19 measures in the implementation of construction of school blocks and toiles in Central West Education Division.

⁶ A pandemic is the worldwide spread of a new disease.

4.2.15.3 Public Health (Cholera) (Prevention, Containment and Management) Guidelines, 2023.

The Government of Malawi developed guidelines on Cholera Prevention, Containment and Management in February 2023. The guidelines outlines the establishment of establish a public health emergency management committee within jurisdiction area that shall be responsible for coordinating all cholera preparedness, prevention and control activities at various level such as district, town, school and construction site as the case may be, including, surveillance, response and enforcement activities; It prescribes measures for cholera prevention and control by different categories including; Water and Sanitation, Food and Hygiene, Cholera case management, Cholera, death and burial. Some of the provision of the guideline are that;

- *a)* All schools and Construction sites should have hand-washing facilities with access hand-washing with soap.
- b) All schools and Construction sites should have adequate, functional and well-maintained ablution facilities, like latrines with facilities for hand-washing with soap that meet minimum sanitation standards.
- c) All water drawn from unprotected and unsafe sources, including boreholes must be disinfected at source or before use.
- d) All water sources, boreholes, shallow wells and unprotected springs and water bodies, like rivers, lakes, etc; shall be tested on a weekly basis and results published.
- *e)* All households in the affected district or hotspots shall be provided with pot to pot chlorination or other approved water disinfection products.

The guidelines also mandate the Ministry of Health and district councils, town councils, municipal councils or city councils, as the case may be, under an obligation to provide and promote the use World Health Organization approved cholera vaccine in the targeted affected areas as an additional cholera control intervention if the vaccine is available. The implication is that MERP, SMC, clerk of works and local artisans must abide by these provisions.

4.2.15.4 Malawi Building Regulations 2019

Malawi Building Regulations 2019 provide minimum standards and requirements for the use, alteration, modification and improvement of any such land, and alteration, addition, modification, improvement, design and use of any such proposed or existing building, including location and occupancy of such building, and repair, replacement and maintenance of any such building structures, elements, systems, equipment, fittings and fixtures (GoM, 2019). These regulations are utterly relevant to the proposed development as it constitutes majorly, building activities. The following guidance is provided for effective design and construction of offices:

 Water requirements where office services are provided to be calculated at 90 litres per head for domestic purposes and 45 litres for sanitation requirements (Total design requirement of 135 litres per head/day. In consideration for people with physical disabilities, a wall adjacent to any such toilet shall be so firmly attached with such grab bars as per these Regulations to permit adequate use of such facilities with Persons Living with Disability.

Execution of the construction of school blocks and toilets in CWED ought to adhere to the National Building Regulations of 2019 and other existing standards that cover various aspects of construction including: general materials and building products; specifications for buildings structure; materials used in plumbing; electrical works; flooring, walling and roofing; and building openings.

4.2.15.5 National Education Standards (2015)

National Education Standards (2015) sets down expectations of education quality in important aspects of school education in Malawi. The Standards encompass key features of effective leadership, management and teaching and identify expected outcomes for learners. The standards are aligned to the Malawi Growth and Development Strategy III (MGDS III) and the National Education Sector Investment Plan 2020 - 2030. The Program will support the National Education Sector Investment Plan 2020-2030) and it is entirely designed around its implementation plan, reflecting strong government ownership. It aims at improving equitable access to quality learning for all children in Primary Education, by ensuring the provision of: i. Improved equitable, inclusive access and participation in primary education: ii. Improved quality and relevance of teaching and learning in primary school education; and iii. Efficient governance, management and accountability of primary education service delivery

4.3 ESIA Administrative Framework

The Malawi Environment Protection Authority (MEPA), established under the Environment Management Act (EMA) of 2017, is the principal agency for the protection and management of the environment and sustainable utilization of natural resources. It is mandated to coordinate, monitor, supervise, and consult all relevant stakeholders on matters relating to environment, natural resources and climate change management in Malawi. For purposes of management of the environment, the MEPA has powers to oversee all relevant institutions and authorities such as, lead agencies; advisory committees; District Environment Sub-Committees; and Local Environment and Natural Resources Committees. In the performance of its functions the MEPA can delegate any of those functions to a lead agency, relevant advisory committee or any other public officer.

4.4 Summary of Main Statutory Approvals/Licences to be obtained for the Project

Implementation of the construction works for school blocks and toilets in CWED under MERP will require a set of approvals from various institutions besides the environmental and social impact assessment certificate to be obtained from MEPA. These approvals are processed and issued by licensing agencies after clearance from the Director General of MEPA as stipulated in section 26 (3) of

Environmental Management Act. Tables 4.1 and 4.2 provide a summary of relevant statutory and regulatory approvals to be obtained in line with sound environmental management practices and in compliance with other relevant pieces of legislation.

Statutory approvals/Licenses required	Regulatory Framework	Processing institution	Designated Responsible officer for Processing
Environmental and Social Impact Assessment Certificate To guide synchronization of environmental management in construction of the hall of residence.	Environment Management, 2017	Malawi Environment Protection Authority (MEPA)	Director General

 Table 4-1: Statutory approvals/Licenses required prior to project implementation

Table 4-2: Statutory	Approvals/licences to	be obtained upon	approval of the FSIA r	enort
rable + 2.5 atutory	Approvais/ incences to	be obtained upon	approval of the LSIA I	eport

Statutory approvals/Licenses required	Regulatory Framework	Processing institution	Designated Responsible officer for Processing
Artisanal mining permit for authorization to mine sand, soil and aggregate required for construction	Mines and Minerals Act, 2019	District Councils	District Commissioner
Development Planning Permit	Physical Planning Act 2016	District Councils	District Commissioner
Waste Management Permit (for appropriate disposal of waste)	Environment Management (Waste Management and Sanitation) Regulations of 2008	District Councils	District Commissioner

4.5 World Banks Environmental and Social Standards and Environmental and Social Framework

In addition to the review of relevant national policy and legal framework, applicable World Bank Environmental and Social Standards have also been reviewed. The World Bank environmental and social standards are the mechanism for addressing environmental and social issues in the project design, implementation and operation, and they provide a framework for consultation with communities and for public disclosure. The table 4-3 outlines environmental and social standards relevant to the implementation of this project.

SN	ENVIRONMENTAL AND SOCIAL STANDARDS	OBJECTIVES OF THE STANDARDS	RELEVANCE
1	ESS1: Assessment and management of Environmental and Social Risks and Impacts	 To identify, evaluate and manage the environment and social risks and impacts of the project in a manner consistent with the ESSs. To adopt a mitigation hierarchy approach to: (a) Anticipate and avoid risks and impacts; (b) Where avoidance is not possible, minimize or reduce risks and impacts to acceptable levels; (c) Once risks and impacts have been minimized or reduced, mitigate; and (d) Where significant residual impacts remain, compensate for or offset them, where technically and financially feasible. To adopt differentiated measures so that adverse impacts do not fall disproportionately on the disadvantaged or vulnerable, and they are not disadvantaged in sharing development benefits and opportunities resulting from the project. To utilize national environmental and social institutions, systems, laws, regulations and procedures in the assessment, development and implementation of projects, whenever appropriate. 	Yes
2	ESS2: Labor and Working Conditions	 To promote safety and health at work To promote the fair treatment, non-discrimination and equal opportunity of project workers. To protect project workers, including vulnerable workers such as women, persons with disabilities, children (of working age, in accordance with this ESS) and migrant workers, contracted workers, community workers and primary supply workers, as appropriate To prevent the use of all forms of forced labor and child labor To support the principles of freedom of association and collective bargaining of project workers in a manner consistent with national law. To provide project workers with accessible means to raise workplace concerns 	Yes
3	ESS3: Resource Efficiency and Pollution	 To promote the sustainable use of resources, including energy, water and raw materials. To avoid or minimize adverse impacts on human health and the environment by avoiding or minimizing pollution from project activities. 	Yes

Table 4-3: World Bank Environmental and Social Standards relevant for this project

	Prevention and Management		Prevention and D To avoid or minimize project-related emissions of short and long-lived climate pollutants. To avoid or minimize generation of hazardous and non-hazardous waste. To minimize and manage the risks and impacts associated with pesticide use		
4	ESS4: Community Health and Safety		To anticipate and avoid adverse impacts on the health and safety of project affected communities during the project life cycle from both routine and non-routine circumstances To promote quality and safety, and considerations relating to climate change, in the design and construction of infrastructure, including dams. To avoid or minimize community exposure to project-related traffic and road safety risks, diseases and hazardous materials. To have in place effective measures to address emergency events. To ensure that the safeguarding of personnel and property is carried out in a manner that avoids or minimizes risks to the project-affected communities	Yes	
5	ESS10: Stakeholder Engagement and Information Disclosure		To establish a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build and maintain a constructive relationship with them, in particular project-affected parties. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance. To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them. To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format. To provide project-affected parties with accessible and inclusive means to raise issues and grievances, and allow Borrowers to respond to and manage such grievances.	Yes	

SN	WORLD BANK ESS PROVISIONS	NATIONAL LEGAL INSTRUMENTS PROVISIONS	GAP(S) IDENTIFIED	HOW THE GAPS HAVE BEEN ADDRESSED (<i>IF APPLICABLE</i>)
1	ESS1: Assessment and management of Environmental and Social Risks and Impacts	 Environmental Management Act (2017) EIA Guidelines (1997) 	Environmental Management Act (2017) and EIA Guidelines (1997) does not indicate the need to prepare ESMF for projects to guide the preparation of project specific ESIAs and ESMP	Preparation of the ESMF for Malawi Education Reform Programme
2	ESS2: Labour and Working Conditions	 The Labour Relations Act (1996) Occupational Safety, Health and Welfare Act, (1997) Employment Act (2000) 	The national legislation does not mention the need to develop Labour Management Plan or Procedures	The Malawi Education Reform Programme has followed ESS2 and developed Labour Management Procedures with relevant provisions to bridge the gap
3	ESS3: Resource Efficiency and Pollution Prevention and Management	 Environment Management Act (2017) Environmental Management (Waste Management and Sanitation) Regulations, (2008) 	The national legislation mostly focuses on pollution prevention and less on aspects of resource efficiency	The project will screen its activities for cumulative impacts, once locations are known and the possibility of cumulative impacts can be assessed.
4	ESS4: Community Health and Safety	 Occupational Safety, Health and Welfare Act, (1997) 	The Occupational Safety, Health and Welfare Act, (1997) does not focus much on community health and safety	This gap has been addressed through the implementation of ESS4 which addresses potential risks and impacts on communities that may be affected by project activities.

 Table 4-4: Gaps between National Legislation and World Bank Environmental and Social Standards

5	ESS10: Stakeholder Engagement and Information Disclosure	 ElA guidelines (1997) Local Government Act (1998) National Decentralization 	I No provision for development of the GRM	The project has developed a Stakeholder Engagement Plan which includes a GRM
		National Decentralization		
		Policy (2000)		

CHAPTER 5: STAKEHOLDER IDENTIFICATION AND ENGAGEMENT

The chapter identifies and analyzes various types of project stakeholders in order to address the consultation and engagement requirements during the project implementation. It also discusses the stakeholder's engagement activities, which were undertaken.

5.1 Stakeholder's Identification and Analysis

During the Environmental and social assessment study, stakeholder identification and analysis was undertaken to identify key stakeholders who will be affected or have an interest in the implementation and management of the project aspects including the ESMP. The identification and analysis provide an overview of the type project stakeholders, topics of engagement, methods of consultation, frequency and responsible institutions. Project stakeholders have been identified in order to address the consultation requirements. These stakeholders need to be informed about Project activities and consulted throughout the entire project cycle. The identified stakeholders for the proposed Construction of School blocks, sanitation facilities, and teachers' houses in Central West Education division have been grouped into two:

- a) Project- Affected Parties-Individual or groups who are affected or likely to be affected by the project; and
- b) Interested Parties- individual or groups who may have an interest in the project.

Special attention shall be paid to PAPs and disadvantaged or vulnerable individuals or groups. Disadvantaged or vulnerable groups refers to those who may be more likely be adversely affected by the project impacts and /or more limited than others in their ability to take advantage of a project's benefits. Such an individual or group is also more likely be excluded from or unable to participate fully in the mainstream consultation process and as such may require specific measures or assistance to do so. Vulnerable groups will be informed and consulted in a specific way, suited to their needs and vulnerability status. Tables 5-1 and 5-2 show the project affected person and project interested parties



SN	STAKEHOLDER	TOPICS OF ENGAGEMENT	METHODS OF CONSULTATIONS	FREQUENCY	RESPONSIBLE ENTITY
1	Affected Communities	·			·
1.1	Villages surrounding St Dominic, Mayera, Kawere, Chankhanga, Zulu, Chikuta and Ndaula Primary Schools in Mchinji				
1.2	Nkhukwa, Ng,ombekwawa, Nsabwemanyaza, Mkoma, Chiuzira, Mlale and Buluzi Primary Schools in Lilongwe, Rural East	Project Design (Scope and Activities)			
1.3	Likuni Boys, Chiwenga, Mchedwa, Nasala, Kambadzo, Mngwangwa, Mzumazi, Njewa, Chitedze and Chitipi Primary Schools in Lilongwe, Rural West	 ESMP Procedure and Processes and Disclosure, Grievance Redress Management Procedure, Opportunity for 	 Focus Group Discussions, Village Meetings, Announcement in local and national media, Community Liaison - Personnel 		SMC, MERP-PFT MEPA,
1.4	St Johns Primary Schools in Lilongwe Urban	Employment	designated by district council	Quarterly	District Councils
1.5	Chipalukwa, Chikolere, Chimphazi Primary Schools in Dedza				
1.6	Nkhande, Bemvu, Sabwera, Mpotola, Khola and Dimba Primary Schools in Ntcheu				
2	Disadvantages and Vulnerable Gr	oups			
2.1	Women headed Household	Project Design (Scope and	Focus Group Discussions,		
2.2	Elderly Headed Households	Activities)	Village Meetings,	Quarterly	Ministry of Education
2.3	Child Headed Households	ESMP Procedure	Individual Meetings,	Quarterry	District Councils
2.4	Households with disabled persons	and	Community Liaison		

Table 5-1: Key Project Affected Parties

2.5	Households in extreme poverty	•	Processes and Disclosure, Grievance Redress Management Procedure, Opportunity for Employment			
3	Affected Traditional Authority's	, Vil	age Development Committee	es and Area Development Committees	I	I
3.1	TAs in Mchinji	•	Project Design (Scope and			
3.1	TAs in Lilongwe Rural East		Activities)			
3.1	TAs in Lilongwe Rural West	•	ESMP Procedure	Focus Group Discussions,		
3.1	TAs in Lilongwe Urban		and	 Disclosure of written information, 		SMC Ministry of
3.1	TAs in Dedza		Processes and Disclosure,	Community Liaison personnel	Quarterly	Education, District
3.1	TAs in Ntcheu	•	Grievance Redress Management Procedure, Opportunity for Employment	designated by district council		Councils

Table 5-2: Interested Parties

SN	STAKEHOLDER	TOPICS OF ENGAGEMENT	METHODS OF CONSULTATIONS	FREQUENCY	RESPONSIBLE ENTITY	
1	Government Ministries, Department and Agencies					
1.1	Ministry of Finance	Project preparation				
1.2	Ministry of Education	Progress	 Disclosure of written 			
1.3	Ministry of Gender, Children, Disability and Social Welfare	Project rationale, scope and activities	informationPublic meetings	Quarterly	MERP-PFT MEPA, Ministry of Education,	
1.4	Malawi Environment Protection Authority	ESMP processes and DisclosureProject Coordination	Project Website			

1.5	Ministry of Lands, Housing and Urban Development	Grievance mechanism process			
2	District Councils and Committees				
2.1	Mchinji District Council and Mchinji District Executive Committee (DEC), Mchinji DESC	 Project preparation 	• Disclosure of		
2.2	Lilongwe District Council and Lilongwe DEC, Lilongwe DESC	Progress Project rationale, scope and activities	written information	Quarterly	MERP-PFT MEPA, Ministry of Education,
2.3	Dedza District Council and Dedza DEC, Dedza DESC	ESIA & SEP processes and Disclosure	Weetings		
2.4	Ntcheu District Council, Ntcheu DEC, Ntcheu DESC	Project CoordinationGrievance mechanism process			
3	Non-Governmental Organisations (NGOs) and Civil Society Organisations			
3.1	Center for Environment Policy and Advocacy (CEPA)	Project Preparation Progress	0		
3.2	Coalition for the Empowerment of Women and Girls	Project scope and activitiesSafeguard Instruments Preparation	Disclosure of written		
3.3	Elderly People Associations	Progress Anticipated Project Impacts	information	Quarterly	MERP-PFT MEPA, Ministry of Education
3.4	Malawi Aids Counselling Resource Organization	 Employment Opportunity Project Grievance mechanism 	· Meetings Project website		winistry of Education
3.5	National Association for People Living with HIV/AIDs in Malawi	Project Coordination			

5.2 Information Disclosure and Communication Tool

In order to adequately respond to the needs of different groups, communication and information channels have been designed for all identified stakeholders in accordance with their needs. The MERP PFT/Ministry of Education will disclose the following:

- a) Project information sheet
- b) Project description and activities
- c) Project timelines
- d) Non-Technical Summary of the ESMP in local Language
- e) Project Grievance Redress Mechanism

The information will be disclosed by posting them at Director of Education, Youth and Sports Office information board and through community engagement meetings. All interested stakeholders will be timely informed about the exact time and place of venue by using the foreseen means of communications.

5.3 Stakeholder's Consultation/engagement carried out

The stakeholder's consultation meetings were carried out at various levels during the environmental and social assessment study. Specifically, the consultants conducted key informant interviews with representative of District Environment Sub-Committee (DESC) including Environmental District Officer (EDO), Labour Office, DESK Officer for MERP, District Commissioners and Director of Education, Youth and Sports (Annex 6). The consultations were held using Focus Group Discussions (FGDs), Face-to-Face Interviews and Meetings. The main aim of the consultations was to gather stakeholders concern or interest from institutions, communities and individuals who may be affected and/or have interest in the Project. The key objectives of public consultations were to:

- a) Communicate about the project design scope and activities
- b) Communicate and clarify the objectives, activities and the ESMP preparation process for the project
- c) Capture the views and perceptions of people who may be affected or have an interest in the proposed project, and provides a means to take their views into account as inputs to improve the project design and implementation, thereby avoiding or reducing adverse impacts, and enhancing benefits;
- d) Validate and verify secondary data obtained from literature review;
- e) Improve the quality of environmental and social impact assessments;
- f) Gather and verify environmental and socioeconomic baseline information within which the project will be implemented and get some views, concerns and ideas that may contribute to the improvement of the design and implementation of the irrigation scheme
- g) Facilitate and provide a forum for public dialogue and contribution on issues regarding the ESMP for the proposed irrigation project.

Table 5-3: provides a detailed information of stakeholders consulted at district and community levels

SN	DISTRICT COUNCIL	TYPE OF STAKEHOLDER	METHOD OF CONSULTATIONS	MALES	FEMALES	TOTAL
		DESC Members	Key Informant Interviews	6	3	9
		Local leaders	Face to Face Meetings	10	3	13
1	Mchinji	Community members (Potential				
		Beneficiaries)	Focus Group Discussions	11	6	17
			Total	27	12	39
		DESC Members	Key Informant Interviews	8	10	18
		Local leaders	Face to Face Meetings	7	9	16
2	Lilongwe	Community members (Potential		20	20	57
		Beneficiaries)	Focus Group Discussions	28	29	57
			Total	43	48	91
	Dedza	DESC Members	Key Informant Interviews	13	6	19
		Local leaders	Face to Face Meetings	9	3	12
3		Community members (Potential Beneficiaries)	Focus Group Discussions	24	26	50
			Total	46	35	81
		Total4348DESC MembersKey Informant Interviews136.ocal leadersFace to Face Meetings93Community membersPotentialPotential2426Beneficiaries)Focus Group Discussions2426Total4635DESC MembersKey Informant Interviews125.ocal leadersFace to Face Meetings92	17			
		Local leaders	Face to Face Meetings	9	2	11
4	Ntcheu	Community members (Potential				
		Beneficiaries)	Focus Group Discussions	28	22	50
			Total	49	29	78
			GRAND TOTAL	165	124	289

Annex 11.1 provides a summary of the key issues raised by different stakeholders during the meetings and the response provided. However, it should be noted that most of the issues raised were meant for noting by the consultants for consideration in the ESMP development. All concerns, views and comments raised by stakeholders have been incorporated in the development of the ESMP and associated plans to ensure that they are considered during the detailed design. Figure 5-1 below show meetings and FGDs conducted with the beneficiary community members respectively.



Figure 5-1: Focus Group Discussion in Session with PTA

Figure 5-2: Focus Group Discussion in session with School Management Committee in Ntcheu



Figure 5-3: Photo taken after Key Informant Interview with District Commissioner Ntcheu-The former DEM



Figure 5-4: Focus Group Discussions in session with leaners in Dedza



Focus group discussion at Kajochi school in Mchinji. A site for construction of female teacher's house

5.4 Grievance Redress Mechanism

The GRM for the MERP Program provides for negotiation and agreement by consensus between the institution and affected persons to resolve grievances expressed by the people affected by the program activities. Thus, the process of grievance redress mechanisms will initially be handled by

grievance redress committees, which operate within the school/community setting. MERP has adopted the MESIP GRM system, which has been tried and proven functional. One area that GRM need to improve is on the involvement of Head teachers in schools. MESIP GRM left out Head teachers in its implementation. This created a big gap in terms of coordination and data records. MERP should ensure that Head teachers are the secretaries for all GRM committees. This will improve record keeping and coordination. The Grievance redress mechanism system for MERP has been established at four levels; (a) School Level: there will be two committees at school level, which are (i) School & Community Grievance Redress Management Committee (SCGRMC) and Workers Grievance Redress Management Committee (VGRMC). (b) Zonal Grievance Redress Management Committee (DGRMC) at District level, and (d) Program Facilitating Team, Grievance Redress Management Committee (PFT-GRMC) at program facilitation level. The PFTGRMC shall be the top most and last committee in handling grievances. The public need to be sensitized of the existence of these structures.

CHAPTER 6: IMPACT IDENTIFICATION, ANALYSIS AND THEIR MANAGEMENT MEASURES

The chapter provide a methodology impacts and analysis. It also proposes enhancement and mitigation measures for the identified positive and negative impacts respectively.

6.1 Impact Identification

The development of the proposed construction of school blocks and toilets in CWED under MERP is likely going to induce and generate a wide range of impacts on the physical, biological and social environments in the project area. Some of the impacts are expected to be positive while others will be negative. The main purpose of this chapter is therefore to identify the potential environmental and social impacts and risks that will be associated with the construction of school blocks, sanitation facilities, and teachers' houses in CWED under MERP, assess their extent and significance and propose measures to manage them. Specifically, this Chapter aims at:

- a) Identifying potential environmental and social impacts arising from implementation of the proposed project activities;
- b) Assessing the possible extent/severity of the predicted impacts (both positive and negative);
- c) Assessing the significance of the predicted impacts; and
- d) Recommending measures for managing the anticipated impact

6.1.1 Methodology for Impact Identification

The methodology adopted for impact prediction mainly considered the impacts at various phases of the project (i.e planning, construction, de-moblisation and operation phase) and the activities to be undertaken at each phase. The impacts were identified by considering project inputs, activities and outputs in all the project phases and how these would impact on the environment and the surrounding communities. A step-by-step approach was taken to identify the potential impacts as follows:

Step 1. Assessment of baseline conditions

The purpose of assessing baseline conditions was to understand the existing situation as this is the basis for determining changes that may occur as a result of the proposed project.

Step 2. Examination of projects input of the proposed project

Project inputs such as project equipment and materials were examined to determine the potential changes and impacts on the biophysical, social and cultural environment that would be created through the application and use of project inputs.

Step 3. Examination of project activities that will be undertaken

Project activities were examined to identify the impacts that the activities would bring on the biophysical and socio-economic environment.

Step 4. Examination of project outputs associated with the proposed project

Project outputs were examined to determine the potential changes and impacts that would happen through the delivery of project outputs.

Step 5. Determination of environmental impacts

A combination of techniques was used to isolate the impacts as well as the causes and sources of the impacts. A Leopold matrix was used to identify direct potential environmental impacts that can arise from the project. A combination of professional judgment and expert consultation was used to identify both the direct and indirect impacts on the biophysical, social and cultural environment.

6.2 Analysis of Predicted Impacts

After identifying the positive and negative environmental impacts the construction of school blocks and toilets in CWED under MERP will have on the environment and social lives of people, further analysis was conducted to determine the extent and significance of the impacts. The aspects that were considered were magnitude, significance, probability of occurrence and duration of impacts which are explained below;

6.2.1 Approach and Methodology of Impact Analysis

An impact is defined as "Any change to the environment, whether adverse or beneficial, wholly or partially resulting from an organisation's environmental aspects". The ESIA process ranks impacts according to their significance determined by considering project activity event magnitude and receptor sensitivity. Impact analysis was undertaken by examining the impacts based on the following:

- a) The impacts were examined in terms of probability of occurrence;
- b) The impacts were examined in terms of magnitude;
- c) The impacts were examined in terms of duration; and
- e) The impacts were examined in terms of significance

The ESIA study has used a multi-criteria analysis method in determining the significance of the impact. The significance of an impact was determined by considering and measuring the magnitude of the predicted effect and the sensitivity of the receiving environment:

- **Magnitude** considers the characteristics of the change (timing, scale, and duration of the impact) which would probably affect the target receptor as a result of the proposed Project.
- **Sensitivity** is defined as the sensitivity of the receiving environment to change, including its capacity to accommodate the changes the projects may bring about.

6.2.1.1 **Determination of Magnitude**

Magnitude is a measure of the general degree, extensiveness, or scale of impacts. The magnitude was scored at three levels i.e. local level, regional level and national level.

6.2.1.2 Probability of occurrence

It provides an estimate of the probability of an impact occurring before mitigation is applied. The impacts were considered as:

- a) Possible (impact may occur but it is not probable)
- b) Probable (the impact is very likely to occur); and
- c) Definite (impact is unavoidable).

6.2.1.3 **Duration**

It refers to the period of time over which an impact may occur, from once-off to continuous for the life of the project. Duration of impacts was considered in terms of the following criteria:

- a) Short term (less than 5 years);
- b) Medium term (between 5 and 10 years) and
- c) Long term (over 10 years)

6.2.1.4 Significance

Significance is a measure of the importance of a particular action on the environmental factor in the specific instance under consideration. This will be scored using colours for both positive and negative impacts. Red colour represents negative impacts while the green colour represents the positive impacts. The assessment of the significance level was done before the implementation of the mitigation measures. The intensity of the colour will represent the severity of the impacts as presented in Figure. 6-1 below and Table 6-1 shows impact scoring matrix with significance levels.

SN	NEGATIVE IMPACT	SIGNIFICANCE	POSITIVE IMPACTS
1		Negligible	
2		Low	
3		Moderate	
4		High	

Table 6-1: Severity of Impact

Table 6-2: Impact scoring matrix with significance levels

SN	ENVIRONMENTAL/SOCIAL IMPACT	PROBABILITY OF OCCURRENCE	DURATION OF	MAGNITUDE OF IMPACT	SIGNIFICANCE OF THE IMPACT
1	Planning and Design Phase				
1.1	Positive Impacts				
1.1.1	Creation of Employment	Definite	Short Term	National Level	
1.1.2	Increased Government Revenue through Taxes	Definite	Short Term	National Level	
1.1.3	Increased Transfer of knowledge and skills	Definite	Short Term	Regional and National Level	
1.2	Negative impacts				
1.2.1	Risk of designing non inclusive structures	Possible	Short Term	National Level	
1.2.2	Increased gaseous emission mainly carbon dioxide from vehicular movement	Define	Short Term	National Level	
1.2.3	Risk for Gender Based Violence (GBV), Sexual Harassment, Sexual Exploitation and Abuse (SEA)	Possible	Short Term	National Level	
2	Pre-construction and Construction Phase				
2.1	Positive Impacts				
2.1.1	Increased Employment Opportunities	Definite	Short Term	National Level	
2.1.2	Increased Business Opportunities	Definite	Short Term	National Level	
2.1.3	Source of Government Revenue	Definite	Short Term	Local, Regional and National Level	
2.1.4	Increased Transfer of knowledge and skills	Definite	Short Term	National Level	
2.2	Negative impacts				
2.2.1	Loss of Vegetation	Definite	Short Term	National Level	

2.2.2	Increased Risk of Soil Erosion	Definite	Short Term	National Level	
2.2.3	Noise pollution	Definite	Short Term	Local, Regional and National Level	
2.2.4	Dust emissions	Definite	Short Term	Local, Regional and National Level	
2.2.5	Increased Generation of Solid Waste	Definite	Short Term	Local, Regional and National Level	
2.2.6	Increased Generation of Liquid Waste	Definite	Short Term	Local, Regional and National Level	

SN	ENVIRONMENTAL/SOCIAL IMPACT	PROBABILITY OF OCCURRENCE	DURATION OF	MAGNITUDE OF IMPACT	SIGNIFICANCE OF THE IMPACT
2.2.7	Depletion of Local Resources	Definite	Short Term	Local, Regional and National Level	
2.2.8	Increased conflicts of water use	Definite	Short Term	Local, Regional and National Level	
2.2.9	Risk of Child labour	Definite	Short Term	Local, Regional and National Level	
2.2.10	Increased Risk of Sexual Exploitation and Abuse and Sexual Harassment	Definite	Short Term	Local, Regional and National Level	
2.2.11	Increased Risk of HIV and AIDS, and STIs	Definite	Short Term	Local, Regional and National Level	
2.2.12	Increased risks of Gender Based Violence	Definite	Short Term	Local, Regional and National Level	
2.2.13	Disruption of Classes	Definite	Short Term	Local, Regional and National Level	
2.2.14	Occupational Health and Safety Risks	Definite	Short Term	Local, Regional and National Level	
2.2.15	Public Safety Risks	Definite	Short Term	Local, Regional and National Level	
2.2.16	Traffic safety risks	Definite	Short Term	Local Level	
2.2.17	Risk of excluding vulnerable populations:	Definite	Short Term	Local, Regional and National Level	
2.2.18	Increase in Theft Cases	Definite	Short Term	Local, Regional and National Level	
2.2.19	Increased risk of spread of communicable diseases such as COVID-19 and Cholera	Definite	Short Term	Local, Regional and National Level	

2.2.20	Risk of occupying school blocks for storage of construction materials	Definite	Short Term	Local, Regional and National Level	
3	Demobilization phase				
3.1	Positive Impacts				
3.1.1	Improvement of scenery	Definite	Short Term	National Level	
3.2	Negative impacts				
3.2.1	Demolition of temporary facilities	Definite	Short Term	National Level	
3.2.2	Loss of employment	Definite	Short Term	Local, Regional and National Level	
4	Operational and maintenance Phase				
4.1	Positive Impacts				
4.1.1	Increase in number of learners enrolled	Definite	Short Term	National Level	
440					
4.1.2	Improved learning environment:	Definite	Short Term	National Level	
4.1.2 SN	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT	Definite PROBABILITY OF OCCURRENCE	Short Term DURATION OF IMPACT	National Level MAGNITUDE OF IMPACT	SIGNIFICANCE OF THE IMPACT
4.1.2 SN	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT	Definite PROBABILITY OF OCCURRENCE	Short Term DURATION OF IMPACT	National Level MAGNITUDE OF IMPACT	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners:	Definite PROBABILITY OF OCCURRENCE Definite	Short Term DURATION OF IMPACT Short Term	National Level MAGNITUDE OF IMPACT National Level	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3 4.1.4	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners: Increase in Employment Opportunities	Definite PROBABILITY OF OCCURRENCE Definite Definite	Short Term DURATION OF IMPACT Short Term Short Term	National Level MAGNITUDE OF IMPACT National Level National Level	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3 4.1.4 4.1.5	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners: Increase in Employment Opportunities Increased Transfer of knowledge and skills	Definite PROBABILITY OF OCCURRENCE Definite Definite Definite Definite	Short Term DURATION OF IMPACT Short Term Short Term Short Term	National Level MAGNITUDE OF IMPACT National Level National Level Local, Regional and National Level	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3 4.1.4 4.1.5 4.2	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners: Increase in Employment Opportunities Increased Transfer of knowledge and skills Negative impacts	Definite PROBABILITY OF OCCURRENCE Definite Definite Definite	Short Term DURATION OF IMPACT Short Term Short Term Short Term	National Level MAGNITUDE OF IMPACT National Level National Level Local, Regional and National Level	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3 4.1.4 4.1.5 4.2	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners: Increase in Employment Opportunities Increased Transfer of knowledge and skills Negative impacts Increase in Generation of waste	Definite PROBABILITY OF OCCURRENCE Definite Definite Definite Definite Definite	Short Term DURATION OF IMPACT Short Term Short Term Short Term Short Term Short Term	National Level MAGNITUDE OF IMPACT National Level Local, Regional and National Level National Level National Level	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3 4.1.4 4.1.5 4.2 4.2.1	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners: Increase in Employment Opportunities Increased Transfer of knowledge and skills Negative impacts Increase in Generation of waste Water Pollution	Definite PROBABILITY OF OCCURRENCE Definite Definite Definite Definite Definite Definite Definite	Short Term DURATION OF IMPACT Short Term Short Term Short Term Short Term Short Term	National Level MAGNITUDE OF IMPACT National Level Local, Regional and National Level National Level Local, Regional and National Level	SIGNIFICANCE OF THE IMPACT
4.1.2 SN 4.1.3 4.1.4 4.1.5 4.2.1 4.2.2 4.2.3	Improved learning environment: ENVIRONMENTAL/SOCIAL IMPACT Increase in Retention of Teachers and Learners: Increase in Employment Opportunities Increased Transfer of knowledge and skills Negative impacts Increase in Generation of waste Water Pollution Vandalism of constructed facilities	Definite PROBABILITY OF OCCURRENCE Definite Definite Definite Definite Definite Definite Definite Definite Definite	Short Term DURATION OF IMPACT Short Term	National Level MAGNITUDE OF IMPACT National Level Local, Regional and National Level National Level Local, Regional and National Level National Level National Level	SIGNIFICANCE OF THE IMPACT
4.2.5	Increased Risk of HIV and AIDS, and STIs	Definite	Short Term	National Level	
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6.3 Evaluation of main impacts and their management measures

The proposed construction of school blocks and toilets in CWED under MERP is expected to induce both positive and negative environmental and social impacts. The positive impacts are mostly on socioeconomic improvement of the surrounding communities and the nation at large. The negative impacts are on socio-economic and the environment. This section of the report discusses the potential environmental and social impacts of the proposed project. The impacts described are both beneficial and adverse occurring on physical, biological, human health and socioeconomic environment during the planning construction and operational phase.

6.3.1 Planning and design phase

6.3.1.1 Positive Impacts

(i) Creation of Employment

Significant statement: During the planning phase of the project, consultants will be engaged to do detail designs and Bills of Quantities (BoQ) and environmental assessments for the proposed construction of school blocks and toilets. These studies will create employment mainly at national level

Enhancement measures

- a) The developer thus Ministry of Education through MERP Projects hall ensure that were possible consultants that will be engaged to do different types of studies are local consultants and were not possible, the international consultant engaged on the project should include at least 50% Malawians as part of their personnel.
- (ii) Increased Government Revenue through Taxes

Significant statement: The implementation of the project will increase revenue and taxes for Government of Malawi (GOM). Revenues will mainly be collected by Malawi Review Authority from taxes charged during various studies or consultancies (Withholding Tax and Value Added Taxes).

Enhancement Measures

- a) Remit taxes to Malawi Revenue Authority (MRA) on time
- b) Recruit qualified and registered consultants from Malawi to conduct various studies
- (iii) Increased Transfer of knowledge and skills

Significant statement: During execution of various studies associate consultants and research assistants will be engaged to support various aspects of the study including data collection and report compilation. The interaction with communities during data collection exercise will foster transfer of knowledge and skills between and among consultants and communities

Enhancement measures

b) The developer thus Ministry of Education through MERP Projects hall ensure that were possible consultants that will be engaged to do different types of studies are local consultants and were not possible, the international consultant engaged on the project should include at least 50% Malawians as part of their personnel.

6.3.1.2 Negative impacts

(i) Risk of designing non inclusive structures

Significant statement: During the design studies architects might over look some critical aspects of the design including inclusion on the ramps on the schools blocks and sanitation facilities

Mitigation measures

a) Sensitize Architects on the need of designing disability friendly structure

(ii) Increased gaseous emission mainly carbon dioxide from vehicular movement

Significant statement: During studies there will be movement to district councils especially visit to the schools where construction of school blocks will take place. The movement will use vehicles which use fossil fuel which release Carbon dioxide which is a green-house gas that contribute to global warming and climate change

Mitigation measures a)

Plant trees

- b) Promote co-sharing of vehicles
- c) Use on-line methods such as virtual meeting to consult the key stakeholders
- (iii) Risk for Gender Based Violence (GBV), Sexual Harassment, Sexual Exploitation and Abuse (SEA) Significant statement: During various studies sometimes the females end up being sexually abused by their male supervisors. Aside from those employed by the industry, other female graduates may come to seek for temporary job. Vulnerable by financial status, these women often end up being sexually abused.

- a) Sensitization of research assistants on zero tolerance to acts of sexual exploitation and abuse.
- b) MERP PFT should include a "Code of Conduct" clause in the contracts for Local Artisans.
- c) Establishment and Implementation of a vibrant Grievance Redress Mechanism (GRM) to address employer-worker and community relations issues such as Gender-based violence

(GBV); and Sexual exploitation and abuse (SEA)

6.3.2 Pre-construction and Construction phase

6.3.2.1 Positive Impacts

(i) Increased Employment Opportunities:

Significant statement: The construction of school blocks and toilets will create employment opportunities for local artisans, clerk of works, skilled and unskilled laborers from the surrounding community.

Enhancement measures

- c) Prioritize the employment of people (both men and female) from within the project area; and
- d) Payment of wages and salaries of above the minimum stipulated Government rates.
- e) Placement of workers on pension scheme
- f) Provision of employment contracts with terms and conditions that are in line with the employment Act
- g) Implementation of a vibrant Grievance Redress Mechanism (GRM) to address employerworker and community relations issues such as worker labour conflicts and poor work conditions, suspected corruption and theft cases; violence against children; Gender-based violence (GBV); and Sexual exploitation and abuse (SEA).
- (ii) Increased Business Opportunities:

Significant statement: The construction of school blocks and toilets under MERP project will require construction materials such as cement, quarry stone, sand, steel bars and plumbing materials amongst others. Even though the specific quantities are not yet determined it is clear that large quantities of these materials will be required. Local businesses from within the Mchinji, Dedza, Lilongwe and Ntcheu district and those from beyond will be able to supply these materials thereby improving their profitability. Local artisans will provide market for goods from local businesses thereby promoting their expansion. Vendors from within the project area will be able to sell products such as vegetables, fruits and maize to the workers thereby increasing their income and wellbeing of their families.

Enhancement measures

- d) Procure building materials and supplies from small scale businesses;
- e) Purchase hardware materials at better prices to ensure Malawian local businesses off-set the costs and expand their businesses; and
- f) Purchase of construction materials from emerging local Malawian business persons within Mchinji, Dedza, Lilongwe and Ntcheu district.

(iii) Source of Government Revenue: The construction works will increase the sources of Government revenue through remittance of various taxes.

Significant statement: Taxes will be collected from the sales of construction materials and services procured for use on the project. Employees during construction and operation of the school blocks will pay income tax to government. The revenue realized will assist the Government in the provision of social services for its citizens and Mchinji, Dedza, Lilongwe and Ntcheu District Councils are responsible for the provision of social services such as sanitation, markets and social amenities amongst others.

Enhancement measures

- c) Institute prudent revenue collection and financial management systems to enhance revenue collection and minimize losses; and
- d) Procurement of building materials and supplies from tax compliant business enterprises
- (iv) Increased Transfer of knowledge and skills

Significant statement: During construction various artisans with various expertise in various construction field will be engaged. The interaction among local artisans and with communities will foster transfer of knowledge and skills between and among artisans and communities

Enhancement measures

- c) Recruit local artisans from surrounding communities
- d) Engage fresh graduate from technical college on TEVET programme

6.3.2.2 Negative impacts

(xvi) Loss of Vegetation:

Significant statement: Some land portions at the program sites will need to be cleared of vegetation to allow for the construction of the buildings. This would result in the loss of vegetative cover at the project area, and may expose the land to the elements of weather.

Mitigation measures

- c) Land to be cleared and excavated will be minimized;
- d) Vegetation surrounding the site will not be cleared.

(xvii) Increased Risk of Soil Erosion:

Significant statement: Top soil striping on the site may result into increased surface runoff. This potential increase in runoff coupled with excavations to foundations could enhance erosion, which could cause silting of the natural drainage channel. This in turn could adversely affect the hydrological properties of the area and receiving streams, and could lead to flooding.

Mitigation measures

- d) Restrict removal of vegetation from areas directly affected by the construction;
- e) Construct run-off barriers with topsoil or stones; and
- f) Use stockpiled topsoil for developing areas vulnerable to erosion during landscaping.

(xviii) Noise pollution:

Significant statement: Noise will occur in the course of construction activities including transportation and workers on site.

Mitigation measures

- c) Local artisans will be sensitized on the need to reduce noise levels on site.
- d) Vehicles will have proper maintenance and will be checked regularly in order to avoid noise
- e) Rescheduling of noisy activities to handle them weekends and other off-peak hours
- f) Adhering to standard work hours of 7:30Am to 12:00Pm then 1:00PM to 4:30 PM
- g) Use recommended Personal Protective Equipment (PPE).
- h) Avoid unnecessary hooting of vehicles

(xix) Dust emissions:

Significant statement: Dust emissions from site clearing, excavations and levelling will occur during this phase thereby affecting air quality and inducing human health implications.

Mitigation measures:

- d) Sprinkling of water on dusty spots to suppress dust;
- e) Provide appropriate Personal Protective Equipment (PPE) to Local Artisans e.g. dust masks;
- f) Enforcing speed limits within the site of operation, 20 kilometers per hour;
- g) Soil that will be removed during the excavation of foundations will be re-used on the site;
- h) Unnecessary clearing of vegetation to be avoided at all times.

(xx) Increased Generation of Solid Waste

Significant statement: During the construction and de-commissioning phases solid waste is likely to be generated from clearing of vegetation, removal of top and sub soil, builder's rubble, general construction refuse mainly wood cut-offs, wood shavings, plastic cut-offs, empty cement sacks, and minor hazardous waste including paint tins, cleaning acids and oils.

Indiscriminate disposal of solid wastes will cause air and water pollution, nuisance, enhance the multiplication of pests and spread of diseases within the area. In addition, this would contribute to nuisance and unhygienic conditions of the location.

Mitigation measures:

- d) Construct waste dump pits for disposal of biodegrable waste, make compost and reuse as manure for crop production.
- e) Reuse and recycle plastics and other non-biodegradable waste.
- f) Construct adequate temporary toilets for local artisans.
- g) Soil and rubble produced during the excavation and construction to be re-used for filling in of stands;

(xxi) Increased Generation of Liquid Waste

Significant statement: Liquid waste is expected to be generated from the construction site during construction phase. Wastewater would result from the cleaning of the construction equipment. Improper handling of wastewater and spillage of wastewater would lead to poor sanitation, soil and land pollution and

Mitigation measures:

- e) Any spills will be cleaned up immediately;
- f) Workers will be trained on the proper disposal of wastewater.

(xxii) Depletion of Local Resources

Significant statement: Construction works for the project will require building materials such as sand, gravel and quarry stone. In anticipation to sell these products for use by the project, local people are likely to engage in the mining of sand around the project and surrounding areas. Indiscriminate sand, quarry and gravel mining would result in the depletion of these local resources.

Mitigation measures:

- g) Use of concrete bricks for construction works;
- h) Use concrete slabs for construction of storm water drains; and
- i) Use of licensed clerk of works.
- j) Obtain sand, gravel and quarry permit form district council

(xxiii) Increased conflicts of water use:

Significant statement: In some other schools was points are not adequate. They do have one borehole which is used by both communities and school learners. Bringing construction works may result in more conflicts among school learners, communities and local artisans.

- f) Establish and orient vibrant Grievance Redress Management committees
- g) Develop a water usage plan for communities and local contractor

(xxiv) Risk of Child labour

Significant statement: There is potential risk of underage employment of children by contractors as a source of cheap labour.

Mitigation measures:

- h) Employ people that are aged 18 and above in accordance with labour laws in Malawi; and
- i) Display posters at the project site that warn and inform against child labour; and
- j) Put in place proper procedures for reporting and addressing child labour cases.

(xxv) Increased Risk of Sexual Exploitation and Abuse and Sexual Harassment

Significant statement: In construction industry, women often take up the lower levels of the construction pyramid. Sometimes the females end up being sexually abused by their male supervisors. Aside from those employed by the industry, other females (women and girls) may come to sell and supply all forms of merchandize to local artisans. Vulnerable by financial status, these women often end up being sexually abused.

Mitigation measures:

- c) Sensitization of project workers mainly local artisans on zero tolerance to acts of sexual exploitation and abuse.
- d) Management should include a "Code of Conduct" clause in the workers' contracts which among others would condemn and discourage sexual abuse and exploitation of females within and outside the workplace.

(xxvi) Increased Risk of HIV and AIDS, and STIs

Significant statement: Construction works will provide employment opportunity to surrounding communities which will lead to increase in disposable income. This may increase social interaction among males and females resulting in increased risks of HIV and AIDS, and STIs.

Mitigation measures:

- d) Raise awareness on the risk of HIV and AIDS and other STIs
- e) Distribution of HIV and AIDS, and STI prevention and control products such as condoms.
- f) Provide Information Education and Communication on HIV and AIDS

(xxvii) Increased risks of Gender Based Violence:

Significant statement: This includes sex in exchange for jobs, sexual harassment in and around construction sites and rape. Workers on program site may indulge in malpractices such as relationships with under aged, raping, physical assault, use of sexual provocative language etc. A Gender Based Action shall be developed to avoid such issues.

Mitigation measures:

- c) Sensitize communities on GBV risks related to the program during stakeholders' engagement prior to implementation of program activities;
- d) Develop and institute an effective grievance redress mechanism and sensitize the community on the same before implementation of program activities;
- e) Define GBV requirements and expectations in contractual documents;
- f) Ensure that code of conducts are signed and understood by all workers;
- g) Engage a GBV service provider to train and sensitize workers and communities on GBV issues and management of GBV cases;
- h) Provide separate sanitary facilities for men and women; and
- i) Provide appropriate signage on GBV in local language.

(xxviii) Disruption of Classes:

Significant statement: Classes may be disrupted due to noise from the workers, vehicles delivering materials and those carrying officers for monitoring of program activities. Classes could also be disrupted due to workers' grievances that might be directed to Head teacher for redress. Furthermore, occupancy of classrooms through storage of construction materials might disrupt classes.

Mitigation measures:

- c) Delivering construction materials should be done after classes or during weekends.
- d) Consider constructions to be done during holidays
- e) Identify alternative routes to the construction sites to avoid or minimize disruption of school traffic
- f) Local Artisans and all workers should adhere to code of conduct for their worker

(xxix) Occupational Health and Safety Risks:

Significant statement: Construction site workers will be exposed to occupational health and safety risks such as strains from repeated movements, lifting of heavy objects, slips, falls and accidental cuts from tools and machines and exposure to waste and infection from works related to expansion of the school latrine capacity. In addition, wet cement is corrosive when in contact with human skin. Dust from cement may also cause respiratory infections

- d) Provide personal protective equipment (PPE) to local artisans
- e) Provide first aid kits
- f) Conduct on site trainings to workers on Health and Safety

- g) Display relevant signage including road signs at strategic places.
- h) Provide safe scaffolding
- i) Ensure that all precautions are followed when handling construction materials
- j) Restrict speed limits to 20km per hour.

(xxx) Public Safety Risks:

Significant statement: Excavations, pits and heaps of unconsolidated material will be left overnight at the end of a working day at the construction site. These would make the construction site dangerous to teachers, learners, surrounding communities and stray animals which might pass across the site.

Mitigation measures:

- c) Local contractors to hoard all the construction areas. Local contractors must hoard the construction site using corrugated iron sheets.
- d) Conduct sensitization meetings to communities
- e) Install signage to limit access
- f) Record trespassing on construction sites as part of regular monitoring.
- g) Where necessary undertake construction during holidays

(xxxi) Traffic safety risks:

Significant statement: Risks for workers and community due to construction vehicles accessing the site Water Pollution: Poor management of liquid and solid waste may lead to pollution of water bodies and groundwater in the vicinity of program sites.

Mitigation measures:

- a) Install signage to control speed of traffic
- b) Provide humps
- c) Identify alternative routes that are less busy

(xxxii) Risk of excluding vulnerable populations:

Significant statement: Vulnerable groups may be excluded from participating in construction works thereby denying them opportunity of employment.

- a) Establish and orient vibrant GRM Committee
- b) Recruit workers through the district labour office to ensure that vulnerable people also benefit

(xxxiii) Increase in Theft Cases:

Significant statement: There would be an increase of theft cases of building materials especially where wage payments are delayed by employer.

Mitigation measures:

- a) Sensitize the school management and communities, PTA and surrounding communities on security issues.
- b) Facilitate formation of community policing committees
- (xxxiv) Increased risk of spread of communicable diseases such as COVID-19 and Cholera **Significant statement:** The proposed project will most likely increase interaction of people to work on the project site mainly to construct and monitor and this may increase physical contact resulting in increased risk to COVID-19. In addition, unsafe hygienic situation may result in spread of cholera

Mitigation measures:

- c) Enforce COVID-19 prevention measures on workers and the entire establishment as provided for by the World Health Organization (WHO) and the Government of Malawi.
- d) Sensitize the local artisans on safe hygiene practices

(xxxv) Risk of occupying school blocks for storage of construction materials;

Significant statement: It may happen that other schools would want to keep construction materials in classroom blocks thereby disturbing learners' classes increased conflicts of water use:

Mitigation measures:

a) Sensitize the local contractor and communities on the need of renting a separate room for storage of materials

6.3.3 Demobilization phase

6.3.3.1 Positive Impacts

(i) Improvement of scenery:

Significant statement: The constructed school facilities will change the general outlook of the school Improvement of scenery: premises positively.

Enhancement measures:

- a) Landscape the school premises after construction
- b) Conduct regular maintenance of constructed structure

6.3.3.2 Negative impacts

(i) Demolition of temporary facilities:

Significant statement: Once construction works are completed the local contractor will demolish all temporary facilities including toilets and storage room. Loss of employment: Once the construction works are completed the workers will be laid down.

Mitigation measures:

- a) Ensure that all temporary facilities including toilets and storage room are demolished and the area is properly levelled.
- (ii) Loss of employment:

Significant statement: Once the construction works are completed the workers will be laid down.

Mitigation measures:

- b) Ensure all workers are sensitized on program activity completion dates.
- c) Ensure workers are paid their terminal benefits on time

6.3.4 Operational and Maintenance phase

6.3.4.1 Positive Impacts

(viii) Increase in number of learners enrolled:

Significant statement: The increase in building structure may lead to increase in number of students enrolled in public primary schools.

Enhancement measures:

- c) Construct school blocks and toilets according to designs
- d) Undertake regular maintenance of the school blocks and toilets;
- (ix) Improved learning environment:

Significant statement: An increase in number of classes may lead to reduced Pupil Classroom Ratio (PCR)

Enhancement measures:

- c) Construct school blocks and toilets according to designs
- d) Undertake regular maintenance of the school blocks and toilets;

(x) Increase in Retention of Teachers and Learners:

Significant statement: Expansion of the schools will motivate learners from the surrounding community to continue learning at the same school and minimize transfer requests by teachers.

Enhancement measures:

- c) Construct school blocks and toilets according to designs
- d) Undertake regular maintenance of the school blocks and toilets;
- (xi) Increase in Employment Opportunities:

Significant statement: The increase in building structures may lead to creation of job opportunities for teachers, and local artisans etc.

Enhancement measures:

- a) Prioritize the employment of people (both men and female) from within the project area; and
- b) Payment of wages and salaries of above the minimum stipulated Government rates.
- c) Placement of workers on pension scheme
- d) Provision of employment contracts with terms and conditions that are in line with the employment Act

6.3.4.2 Negative impacts

(i) Increase in Generation of waste:

Significant statement: The operation phase activities will generate considerable amount of solid and liquid waste which may include waste water, paper wastes, food packaging and residues, etc. These would need to be appropriately disposed of.

Mitigation measures:

- a) Store waste in designated locations before final disposal at government approved dumping sites
- b) Raise awareness on 4Rs (Refuse, Reduce, Reuse and Recycle)
- c) Provide sanitary facilities where need arises.
- (ii) Water Pollution:

Significant statement: Poor management of waste may lead to pollution of water bodies and groundwater in the vicinity of project sites.

Mitigation measures:

a) Construct adequate latrines to reduce water pollution though human wastes

- b) Clear all storm water drainage system from time to time.
- (iii) Vandalism of constructed facilities:

Significant statement: The newly constructed facilities are at risk of being vandalized by learners most especially during riots. The School management will need to put in place measures to secure and sustain the facilities.

Mitigation measures:

- a) Strengthen school rules and regulations
- b) Sensitise learners, teachers, Local leaders and community.
- c) Establish/involve community policing
- (iv) Increase in Theft Cases:

Significant statement: There would be an increase of theft cases of school materials. *Mitigation measures:*

- a) Conduct sensitization meetings targeting school management and communities.
- b) Facilitate formation of community policing committees
- (v) Increased Risk of HIV and AIDS, and STIs

Significant statement: The school blocks will provide employment opportunity to surrounding communities to do maintenance and may result in recruitment of more primary school teachers which will lead to increase in disposable income. This may increase social interaction among males and females resulting in increased risks of HIV and AIDS, and STIs.

Mitigation measures:

- g) Raise awareness on the risk of HIV and AIDS and other STIs
- h) Distribution of HIV and AIDS, and STI prevention and control products such as condoms.
- i) Provide Information Education and Communication on HIV and AIDS

6.4. Description of site specific environmental and social impacts for construction of female teachers' houses.

6.4.1. Kajochi school in Mchinji district

6.4.1.1. Loss of trees and vegetative cover

<u>The site has 3 natural shrubs which will not be affected but its cover in thatching grass which will be cleared to pave way for construction.</u>

- i. Replace the trees/shrubs cut by planting 10 trees with every tree cut
- ii. Limit the clearing of the grass to the construction site only
- iii. Plant flower shrubs, creeping grass after land scaping

6.4.1.2. Noise pollution

The site is close to other classroom blocks. Noisy work will disrupt learning and teaching at the school

Mitigation measures

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.2. Mlambe school in Dedza district

6.4.2.1. Noise pollution

The site is close to classroom blocks. The construction works might involve noise thereby disrupting the learning and teaching process.

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.3. Chikuyu school in Dedza district

6.4.3.1. Loss of natural shrubs and grass

The site has 3 natural shrubs and grass which will be cleared to pave way for the construction works *Mitigation measures*

- i. Replace each tree/shrub cut with 10 trees at a site not planned for any future expansion of the school
- ii. Limit clearing of the grass to the site
- iii. Plant flowers and clipping grass after land scaping

6.4.3.2. Loss of crops

Though the site is within the school premises and at the school land, during rainy season the site is used as a garden for one of the teachers at the school at the school.

- i. Construction works to start after the crops have been harvested
- ii. Inform the teacher gardening at the site about the construction activities

6.4.3.3. Noise pollution

The site is close to other classroom blocks. The construction works might involve noise which can disrupt learning and teaching at the school

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.4. Namanolo school in Dedza district

6.4.4.1. <u>Risk of accidents due to proximity to sporting ground</u>

The site is approximately 20 meters to the football pitch. This might lead to accidents during sporting activities

Mitigation measures

- i. Engage the school management to suspend all the major sporting activities at the ground during the constriction period
- ii. All sporting activities to be done during days when there is no construction works at the site
- iii. Suspending the construction works when major sporting activities are being hosted at the pitch

6.4.4.2. Noise pollution

The site is very close to classroom block and other teachers' houses. The noise from the construction can disrupt classes and disturb the occupants of the other houses

Mitigation measures

- v. Inform staff of the anticipated noisy construction activities before commencement;
- vi. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- vii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- viii. All noisy work to be done off school hours and during weekends

6.4.5. Mkungula school in Lilongwe rural west

6.4.5.1. Loss of crops

Though the site is within the school premises and at the school land, during rainy season the site is used as a garden for one of the teachers at the school at the school.

- i. Construction works to start after the crops have been harvested
- ii. Inform the teacher gardening at the site about the construction activities

6.4.5.2. Noise pollution

The site is close to other classroom blocks. The construction works might involve noise which can disrupt learning and teaching at the school

Mitigation measures

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.6. Mbununu school in Lilongwe rural east

6.4.6.1. Loss of vegetative cover and natural shrubs

The site has natural shrubs and grass. These will be cleared to pave way for construction

<u>Mitigation measures</u>

- i. Replace each tree/shrub cut with 10 trees at a site not planned for any future expansion of the school
- ii. Limit clearing of the grass to the site
- iii. Plant flowers and clipping grass after land scaping

6.4.6.2. <u>Risk of accidents due to proximity to an earth road</u>

The site is close to an earth road that passes through the school to M'balang'ombe trading center. The interaction between the road users and the construction site might lead to accidents

Mitigation measures

- i. Inform all the construction workers on the safety measures to prevent accidents involving the road users
- ii. Put in place signage to notify road users of the construction works
- iii. Put in place a signage on the speed limit to 20 km/hr for road users as they approach the construction site.

6.4.6.3. Noise pollution

The site is close to other classroom blocks. The construction works might involve noise which can disrupt learning and teaching at the school

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.7. Mdabwi school in Lilongwe rural east

6.4.7.1. Noise pollution

The site is close to other classroom blocks and teachers' houses. The construction works might involve noise which can disrupt learning and teaching at the school and also disturb the occupants of the other houses.

Mitigation measures

The site is close to other classroom blocks. The construction works might involve noise which can disrupt learning and teaching at the school

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.8. Kafumbata primary school in Ntcheu

6.4.8.1. Loss of trees and vegetative cover

The site has 3 exotic trees and grass. These will be cleared to pave way for construction works.

Mitigation measures

- i. Replace each tree/shrub cut with 10 trees at a site not planned for any future expansion of the school
- ii. Limit clearing of the grass to the site
- iii. Plant flowers and clipping grass after land scaping

6.4.8.2. Noise pollution

The site is close to the classroom block and teachers' houses. The construction work shall involve noise. This will disrupt classes.

Mitigation measures

The site is close to other classroom blocks. The construction works might involve noise which can disrupt learning and teaching at the school

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.9. Chidyamakala primary school in Ntcheu

6.4.9.1. Loss of crops

Though the site is within the school premises and at the school land, during rainy season the site is used as a garden for one of the teachers at the school at the school.

Mitigation measures

- i. Construction works to start after the crops have been harvested
- ii. Inform the teacher gardening at the site about the construction activities

6.4.9.2. Noise pollution

The site is close to other classroom blocks. The construction works might involve noise which can disrupt learning and teaching at the school

Mitigation measures

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. All noisy work to be done off school hours and during weekends

6.4.9.3. <u>Risk of accidents due to proximity to sporting ground</u>

The site is approximately 25 meters to the football pitch. This might lead to accidents during sporting activities

- i. Engage the school management to suspend all the major sporting activities at the ground during the constriction period
- ii. All sporting activities to be done during days when there is no construction works at the site
- iii. Suspending the construction works when major sporting activities are being hosted at the pitch

CHAPTER 7: IMPLEMENTATION ARRANGEMENTS AND CAPACITY BUILDING

7.1 Implementation Arrangement

To ensure successful implementation of this Environmental and Social Management Plan (ESMPs) there is a need for concerted efforts from various key stakeholders. The key stakeholders include; MEPA- the Clerk of Works, the Program Facilitating Team (PFT), District councils, School Management Committee (SMC) and Parent Teacher Association (PTA) and the Communities among others. Figure 7-1 illustrates the possible structure of this institutional organization. Details of the responsibilities of each of the key role-players have been provided.



Figure 7-1: Implementation Arrangement for ESMP

- 1. **The Ministry of Education through MERP PFT** is ultimately responsible for compliance with all conditions of ESMP approval. The PFT shall:
 - Ensure that the ESMP approval and all required approvals and permits have been obtained prior to commencement of construction activities on the site;
 - Ensure that MEPA has been notified of the date on which construction activities will commence prior to commencement of any activity;
 - Ensure that all conditions of approval are complied with;

- Appoint the required specialists to input into the planning and design phase;
- Ensure that the recommendations of the ESMP are included in the construction works contract;
- Ensure that operation of the project is undertaken in line with the requirements of the operational phase ESMP; and
- Continuously seek to improve any negative environmental and social impacts, which result from the operational phase.
- 2. **MERP-PFT** as the project management unit answerable to the World Bank has the role of ensuring that all the Environmental and Social Safeguards are implemented to satisfy the funding conditions. This will include conducting inspections and monitoring activities, as well as reviewing monthly and incidence reports from the Clerks of Works. Additionally, the PFT has the right of entry to investigate suspected or reported incidences.
- 3. **Clerk of Works and Local Artisans:** The construction work team will include one Clerk of Works who shall perform the following roles:
 - Ensure implementation of all applicable environmental mitigation measures during all works on site;
 - Ensure that all artisans, suppliers, agents etc. are fully aware of the environmental requirements detailed in the ESMP;
 - Conducting capacity building for the artisans in relation to the implementation of the ESMPs;
 - Ensure that the works on the site are conducted in an environmentally controlled manner;
 - Inform the MERP-PFT through SMC and MEPA should environmental conditions on the site deteriorate, e.g. dumping, pollution, littering and damage to vegetation etc.;
 - Carry out instructions issued by Inspectors from various institutions including MEPA, required to comply with the ESMP; and
 - Order the removal of person(s) and/or equipment not complying with the Environmental and Social Management Plan.
- 4. **All Staff:** All construction and operation and maintenance employees and visitors must receive site induction of the requirements of this ESMP prior to starting work on the Project. The induction will include but not limited to the environmental and social parameters depending on their involvement in the Project.
- 5. **The District Councils.** The District Council's Environmental Officer must work with the MERP-PFT in monitoring the implementation of the ESMP.

- 6. School Management Committee (SMC), Parent Teachers Association (PTA) and Surrounding Communities; Work with contractors to implement some the activities highlighted in the ESMP including planting of trees, vertiver grass, supervise the contractor in the implementation of activities highlighted in ESMPs
- 7. **Malawi Environmental Protection Authority (MEPA)** is the regulator for the protection of environment. It has the responsibility of reviewing this ESMP and issuing an approval to proceed with the development. MEPA has officers who will conduct inspections and monitor compliance with the implementation of the ESMP during the construction and operation phase of the project.

The ESMP has also provided other stakeholders who have monitoring roles as provided by the legal framework for Malawi. These stakeholders have the right of entry and the Clerk of Works will be required to record and implement their recommendations.

7.2 Capacity Building

The successful implementation of the ESMP depends on the capacity of the implementing stakeholders. Capacity building includes the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively. The Environmental and Social Management Framework for MERP identified some capacity gaps in relation to understanding, development and implementation of various safeguards instruments. To seal the capacity gaps training is required. The training programs should target District Council staff and frontline staff. The training should be conducted by Ministry of Education, MEPA, Ministry responsible for Gender, Ministry of Labour (Department of Occupational Health and Safety) and Ministry of Lands.

CHAPTER 8: ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN

8.1 Introduction

This chapter gives a range of expected positive and negative environmental and social impacts for the proposed construction of school blocks and toilets that have been identified and assessed. To effectively deal with the main impacts identified for the various phases of the project; and monitor the implementation of the mitigation and enhancement measures for the impacts an Environmental and Social Management and an Environmental and Social Monitoring Plan have been developed and presented in this chapter. These plans will provide a framework which will guide the implementation and monitoring of the proposed measures as an integral part of the project implementation process. It should be highlighted that the role of project proponent (Malawi Government) in the monitoring exercise will be assumed by a Ministry of Education – Malawi Education Reform Programme (MERP). This is because the proponent will contract out the implementation of the project to clerk of works. It should be pointed out that the Mchinji, Lilongwe, Dedza and Ntcheu District Council have been assigned a wide range of monitoring tasks. The total cost for ESMP implementation and monitoring is MK138, 600,000.00. The 80% which is MK110, 880, 00.00 is for actual implementation cost for 7 education district under CWED namely Lilongwe Urban, Lilongwe Rural East, Lilongwe Rural West, Lilongwe Urban, Mchinji, Dedza and Ntcheu. The 20% thus MK27, 720, 000.00 is for monitoring the mitigation measures by 7 education districts and national level responsible institutions such as MEPA and MERP-PFT among others. This is local government authority responsible for coordinating the mainstreaming of environment consideration in development projects at the local level. Essentially, the Environmental and Social Management Plan and the Environmental and Social Monitoring Plan will:

- a) Recommend mitigation measures for preventing, minimizing or redressing the anticipated negative environmental and socio-economic impacts of the project;
- b) Recommend measures for enhancing the expected environmental and socio-economic benefits of the project;
- c) Recommend an appropriate institutional framework to be responsible for the implementation of the mitigation and enhancement measures; and
- d) Present an Environmental and Social Monitoring Plan for monitoring progress in the implementation of the proposed mitigation measures with assigned timeframes and required resources

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility		Time Frame	Estimated Budget
					Mitigation	Monitoring		
1	Generic Social Impacts d	uring Planning and Design Phase						
1.1	Positive Impacts				-			
1.1.1	Increased employment opportunities to consultants for preparation of ESMPs	Recruit qualified Malawian Consultants to conduct ESIA and prepare Engineering designs for the School blocks	Number of Consultants recruited from Malawi	1	Not Applicable - NA	MERP-PFT	Planning Phase	Operational Cost
1.1.2	Increased Government Revenue through taxes	Remit taxes to MRA in full and timely.	Availability of Tax clearance certificate	1	NA	MERP-PFT	Planning Phase	Operational Cost
1.1.3	Increased Transfer of knowledge and skills	Recruit qualified Malawian to work as Associate consultants and Research Assistants	Number of Associate consultants and Research Assistants recruited from Malawi	10	NA	MERP-PFT	Planning Phase	Operational Cost
1.2	Negative Impacts							
1.2.1	Risk of designing non inclusive structures	Sensitize Architects on the need of designing disability friendly structure	Designs with inclusive structures	1	NA	MERP-PFT	Planning Phase	Operational Cost

Table 8-1: Environmental and Social Management and Monitoring Plan

1.2.2	Increased gaseous emission mainly CO ₂ from vehicles	Limit movement and co-sharing of the vehicles	Number of vehicles used	1	NA	MERP-PFT	Planning Phase	Operational Cost
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SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility		Time Frame	Estimated Budget	
					Mitigation	Monitoring			
1.2.3	Risk for Gender Based Violence (GBV), Sexual Harassment, Sexual Exploitation and Abuse (SEA)	Sign Code of Conduct	Number of Code of Conduct Signed	1	MERP-PFT	MoE	Planning Phase	Operational Cost	
2	Generic Social Impacts d	uring Pre-construction and Constr	uction Phase						
2.1	Positive Impacts	ositive Impacts							

2.1.1	Increased Employment Opportunities	 Prioritize the employment of people (both men and female) from within the project area; and Payment of wages and salaries of above the minimum stipulated Government rates. Placement of workers on pension scheme Provision of employment contracts with terms and conditions that are in line with the employment Act Implementation of a vibrant Grievance Redress Mechanism (GRM) 	Number of local employees recruited from within the project area. Availability of pension scheme if works go beyond three months Availability of employment contracts with good terms and conditions in-line with the employment Availability of vibrant GRM Committee	80	Clerk of Works (CoW)	MERP-PFT	Preconstruction and construction phase	3,500,000.00
			GRM Committee	1				

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility	Time Frame	Estimated Budget
					Mitigation Monitoring		

2.1.2	Increased Business Opportunities	 Procure building materials and supplies from small scale businesses; Purchase hardware materials at better prices to ensure Malawian local businesses offset the costs and expand their businesses; and Purchase of construction materials from emerging local Malawian business persons within Mchinji, Dedza, Lilongwe and Ntcheu district. 	Number of Micro, Small and Medium Enterprises (MSMEs) engaged	25	CoW	MERP-PFT	Preconstruction and construction phase	2,100,000.00
2.1.3	Source of Government Revenue	 Institute prudent revenue collection and financial management systems to enhance revenue collection and minimize losses; Procurement of building materials and supplies from tax compliant business enterprises 	Tax Clearance Certificates	1	CoW	MERP-PFT	Preconstruction and construction phase	2,100,000.00
2.1.4	Increased Transfer of knowledge and skills	 Recruit local artisans from surrounding communities Engage fresh graduate from technical college on TEVET programme 	Percentage of local artisans with certificates from credited institution	85%	CoW	MERP-PFT	Preconstruction and construction phase	700,000.00
1.2	Negative Impacts							

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil	ity	Time Frame	Estimated Budget
					Mitigation	Monitoring		
2.2.1	Loss of Vegetation	 Land to be cleared and excavated will be minimized; Vegetation surrounding the site will not be cleared. 	Number of seedlings planted	120,000	SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	14,000,000.00
2.2.2	Increased Risk of Soil Erosion	 Restrict removal of vegetation from areas directly affected by the construction; Construct run-off barriers with topsoil or stones; and Use stockpiled topsoil for developing areas vulnerable to erosion during landscaping. Plant trees 	Area of the land in Hectares with landscape restoration activities	85 hectares	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	7,000,000.00

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility	Time Frame	Estimated Budget
					Mitigation Monitoring		

2.2.3	Noise pollution	 Local artisans will be sensitized on the need to reduce noise levels on site. Vehicles will have proper maintenance and will be checked regularly in order to avoid noise Rescheduling of noisy activities to handle them weekends and other off-peak hours Adhering to standard work hours of 7:30Am to 12:00Pm then 1:00PM to 4:30 PM Use recommended Personal Protective Equipment (PPE). Avoid unnecessary hooting of vehicles 	Percentage of local artisans sensitized on noise levels Availability of maintenance records for the vehicles Percentage of workers with noise Personal Protective Equipment	100 1 75%	CoW, SMC, PTA	MERP-PFT	Preconstruction and construction phase	2,800,000.00
2.2.4	Dust emissions	 Sprinkling of water on dusty spots to suppress dust; Provide appropriate Personal Protective Equipment (PPE) to Local Artisans e.g. dust masks; Enforcing speed limits within the site of operation, 20 kilometers per hour; Soil that will be removed during the excavation of foundations will be re-used on the site; Unnecessary clearing of vegetation to be avoided at all times. 	Percentage of workers with dust Personal Protective Equipment	75%	CoW, SMC, PTA	MERP-PFT	Preconstruction and construction phase	700,000.00

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil	ity	Time Frame	Estimated Budget
					Mitigation	Monitoring		
2.2.5	Increased Generation of Solid Waste	 Construct waste dump pits for disposal of biodegrable waste, make compost and reuse as manure for crop production. Reuse and recycle plastics and other non-biodegradable waste. Construct adequate temporary toilets for local artisans. Soil and rubble produced during the excavation and construction to be re-used for filling in of stands; 	Number of waste dumpsite available at the school premise Number of toilets for males and female workers Non-availability of soil and rubble produced after excavation	2 2 100%	CoW, SMC, PTA	MERP-PFT	Preconstruction and construction phase	700,000.00
2.2.6	Increased Generation of Liquid Waste	 Any spills will be cleaned up immediately; Workers will be trained on the proper disposal of wastewater. 	Percentage of local artisans trained on waste management	95	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00
2.2.7	Depletion of Local Resources	 Use of concrete bricks for construction works; Use concrete slabs for construction of storm water drains; and Use of licensed clerk of works. Obtain sand, gravel and quarry permit form district council 	Percentage of CoW with licenses	100%	SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil	ity	Time Frame	Estimated Budget
2.2.8	Increased conflicts of water use	 Establish and orient vibrant Grievance Redress Management committees. Develop a water usage plan for communities and local contractor 	Number of Water Usage Plan on School	1	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	1,400,000.00
2.2.9	Risk of Child labour	 Employ people that are aged 18 and above in accordance with labour laws in Malawi; and Display posters at the project site that warn and inform against child labour; and Put in place proper procedures for reporting and addressing child labour cases. 	Percentage of workers above 18 years of age Number of Information, Education and Communication Materials on School Availability of Signed Code of Conduct	100% 20	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	1,400,000.00

2.2.10	Increased Risk of Sexual Exploitation and Abuse and Sexual Harassment	 Sensitization of project workers mainly local artisans on zero tolerance to acts of sexual exploitation and abuse. Management should include a "Code of Conduct" clause in the workers' contracts which among others would condemn and discourage sexual abuse and exploitation of females within and outside the workplace. 	Percentage of Workers Sensitized on GBV Percentage of local artisans with signed code of conduct	100% 100%	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	21,000,000.00
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SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Responsibility		Time Frame	Estimated Budget	
					Mitigation	Monitoring		
2.2.11	Increased Risk of HIV and AIDS, and STIs	 Raise awareness on the risk of HIV and AIDS and other STIs Distribution of HIV and AIDS, and STI prevention and control products such as condoms. Provide Information Education and Communication on HIV and AIDS 	Number of awareness meetings conducted	20	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	14,000,000.00
			Availability of condoms at strategic places mainly toilets	2				
			Number of IEC materials on HIV and AIDs	20				

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility	Time Frame	Estimated Budget
					Mitigation Monitoring		

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility		Time Frame	Estimated Budget
					Mitigation	Monitoring		
2.2.13	Disruption of Classes	 Delivering construction materials should be done after classes or during weekends. Consider constructions to be done during holidays Identify alternative routes to the construction sites to avoid or minimize disruption of school traffic. Local contractors and all workers should adhere to code of conduct for their worker 	Number of classes disrupted by construction activities	0	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00
2.2.14	Occupational Health and Safety Risks	 Provide personal protective equipment (PPE) to local artisans Provide first aid kits Conduct on site trainings to workers on Health and Safety Display relevant signage including road signs at strategic places. Provide safe scaffolding Ensure that all precautions are followed when handling construction materials Restrict speed limits to 20km per hour 	Number of Occupation Health and Safety Management Plans on School	1	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	14,000,000.00

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil	ity	Time Frame	Estimated Budget
					Mitigation	Monitoring		
2.2.15	Public Safety Risks	 Local contractors to hoard all the construction areas. Local contractors must hoard the construction site using corrugated iron sheets. Conduct sensitization meetings to communities Install signage to limit access. Record trespassing on construction sites as part of regular monitoring. Where necessary undertake construction during holidays 	Availability of screened off area during construction Number of Sensitization meetings conducted Number of signage mounted on safety	1 20 20	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	14,000,000.00
2.2.16	Traffic safety risks	 Install signage to control speed of traffic Provide humps Identify alternative routes that are less busier 	Number of signage mounted on safety	20	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00
2.2.17	Risk of excluding vulnerable populations:	 Establish and orient vibrant GRM Committee. Recruit workers through the district labour office to ensure that vulnerable people also benefit 	Number of Grievance Redress Management Committee established and functional on school	1	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00
SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibility t		Time Frame	Estimated Budget
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					Mitigation	Monitoring		
2.2.18	Increase in Theft Cases	 Sensitize the school management and communities, PTA and surrounding communities on security issues. Facilitate formation of community policing committees 	Number of Policing committees established and functional on school	1	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00
2.2.19	Increased risk of spread of communicable diseases such as COVID- 19 and Cholera	 Enforce COVID-19 prevention measures on workers and the entire establishment as provided for by the World Health Organization (WHO) and the Government of Malawi. Sensitize the local artisans on safe hygiene practices 	Number of sensitization meetings conducted on COVID 19 and safe hygiene practices on school	2	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	1,400,000.00
2.2.20	Risk of occupying school blocks for storage of construction materials	Sensitize the local contractor and communities on the need of renting a separate room for storage of materials	Number of sensitization meetings conducted	1	CoW, SMC, PTA	MERP-PFT District Councils	Preconstruction and construction phase	700,000.00
3	Demobilization phase							
3.1	Positive Impacts	-						
3.1.1		 Landscape the school after construction CoW, SMC, 	Number of premises landscape MERP- Demobilisation	PFT				

Improvement of scenery programmes 1 District 700,000.00 G Conduct regular maintenance of PTA phase implemented on Councils constructed structure school

3.2 Negative impacts

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil Mitigation	ity Monitoring	Time Frame	Estimated Budget
3.2.1	Demolition of temporary facilities	Ensure that all temporary facilities including toilets and storage room are demolished and the area is properly levelled.	Percentage of temporary facilities removed	100%	CoW, SMC, PTA	MERP-PFT District Councils	Demobilisation phase	700,000.00
3.2.2	Loss of employment	 Ensure all workers are sensitized on program activity completion dates. Ensure workers are paid their terminal benefits on time 	Number of sensitization meetings conducted with local artisans on completion dates	1	CoW, SMC, PTA	MERP-PFT District Councils	Demobilisation phase	700,000.00
4	Operational and maintenance Phase							
4.1	Positive Impacts							

4.1.1	Increase in number of learners enrolled	 Construct school blocks and toilets according to designs Undertake regular maintenance of the school blocks and toilets 	Number of school learners enrolled on school	10	SMC, PTA	MERP-PFT District Councils	Operational Phase	1,400,000.00
4.1.2	Improved learning environment:	 Construct school blocks and toilets according to designs Undertake regular maintenance of the school blocks and toilets; 	Increase in percentage of the pass rate per school	5%	SMC, PTA	MERP-PFT District Councils	Operational Phase	1,400,000.00

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil Mitigation	ity Monitoring	Time Frame	Estimated Budget
4.1.3	Increase in Retention of Teachers and Learners:	 Construct school blocks and toilets according to designs Undertake regular maintenance of the school blocks and toilets; 	Number of teachers requesting for transfer	0	SMC, PTA	MERP-PFT District Councils	Operational Phase	Operational Cost

4.1.4	Increase in Employment Opportunities	 Prioritize the employment of people (both men and female) from within the project area; and Payment of wages and salaries of above the minimum stipulated Government rates. Placement of workers on pension scheme Provision of employment contracts with terms and conditions that are in line with the employment Act 	Number of local artisans from surrounding communities recruited for the maintenance of the school Availability of Pension scheme Availability of Contracts for workers	3	SMC, PTA	MERP-PFT District Councils	Operational Phase	Operational Cost
4.1.5	Increased Transfer of knowledge and skills	 Recruit Local Artisans both fresh graduates from Technical Colleges on TEVET Programe and from surrounding communities 	Percentage of fresh graduates from Technical colleges		SMC, PTA	MERP-PFT District Councils	Operational Phase	Operational Cost

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil	ity	Time Frame	Estimated Budget
					Mitigation	Monitoring		

4.2	Negative impacts							
4.2.1	Increase in Generation of waste	 Store waste in designated locations before final disposal at government approved dumping sites Raise awareness on 4Rs (Refuse, Reduce, Reuse and Recycle Provide sanitary facilities where need arises. 	Number of Waste Management Pans developed and implemented on school. The WTP includes awareness programmes and provision of sanitary facilities	1	SMC, PTA	MERP-PFT District Councils	Operational Phase	700,000.00
4.2.2	Water Pollution	 Construct adequate latrines to reduce water pollution though human wastes Clear all storm water drainage system from time to time. 	Number of sanitation facilities established for male and females artisans	2	SMC, PTA	MERP-PFT District Councils	Operational Phase	700,000.00
4.2.3	Vandalism of constructed facilities	 Strengthen school rules and regulations. Sensitise learners, teachers, Local leaders and community. 	Availability of Bylaws in the Area Percentage of learners sensitized Number of community policing	1	SMC, PTA	MERP-PFT District Councils	Operational Phase	700,000.00

SN	Potential Impacts	Enhancement/Recommended Mitigation Measures	Performance Indicator	Target	Responsibil	ity	Time Frame	Estimated Budget
					Mitigation	Monitoring		
		D Establish/involve community policing	committee established and functional on school	1				
4.2.4	Increase in Theft Cases	 Conduct sensitization meetings targeting school management and communities. Facilitate formation of community policing committees 	Number of sensitization meetings conducted Number of theft cases reported on school	20 0	SMC, PTA	MERP-PFT District Councils	Operational Phase	700,000.00
4.2.5	Increased Risk of HIV and AIDS, and STIs	 Raise awareness on the risk of HIV and AIDS and other STIs b) Distribution of HIV and AIDS, and STI prevention and control products such as condoms. Provide Information Education and Communication on HIV and AIDS 	Number of awareness campaigns conducted Number of IEC materials produced on HIV and AIDS on	20 5	SMC, PTA	MERP-PFT District Councils	Operational Phase	700,000.00
			school					
А	TOTAL COST							138,600,000.00

CHAPTER 9: CONCLUSION AND RECOMMENDATIONS

9.1 Conclusion

The Malawi Government through the Ministry of Education under Malawi Education Reform Programme (MERP) with financial support from the World Bank would like to construct some school blocks, sanitation facilities and teachers' houses in Central West Education Division (CWED) which covers Mchinji, Lilongwe Rural West, Lilongwe Rural East, Lilongwe Urban, Dedza and Ntcheu. The construction of low-cost classrooms will be done by local artisans with supervision of clerk of works. From the environment assessment conducted for the construction of school blocks and toilets in the project sites, it is evident that there are some significant positive impacts and also potential negative project impacts which relate to the surrounding environment. It should be noted, however, that despite the above probable negative impacts, with adequate design and implementation of mitigation measures discussed in this ESMP report, the environmental effects can be minimized and reduced to acceptable levels. It is recommended that strict monitoring measures be instituted all relevant stakeholders including Ministry of Education through MERP – PFT, School Management Committee, Parents and Teachers Association (PTA), clerk of Works and Local Artisans considering the need to protect adheres to acceptable practices and standards. The project will bring significant benefits in terms of fostering socio-economic growth. It is the consultant's view that the project be allowed to proceed on condition that the measures proposed in this report are fully implemented.

9.2 Recommendations

The following are the recommendations made from the environmental assessment:

- a) It is important that this ESMP Report is implemented according to the set schedules and targets. It is also important that implementation is done in all phases of the project;
- b) The Ministry of Education through MERP should make resources available to facilitate the implementation of the ESMP and the monitoring plan;
- c) All major stakeholders of the project including Malawi Environment Protection Authority (MEPA) and district councils should be fully engaged and given full access to the premises for purposes of monitoring;
- d) The district councils through the DESC should ensure that all important data is regularly collected and analysed to assist Ministry of Education – MERP in making informed decisions and the same should be made available to monitoring authorities for evaluation of the performance
- e) Occupational safety and health issues are critical in projects of this nature; as such, the MoEMERP through SMC should make appropriate investments in training on safety and health as well as provision of adequate equipment for successful implementation.
- f) The female teachers' houses should have solar power for lighting and security

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11 ANNEXES

11.1 Annex 1: Summary of Issues raised during stakeholder consultations

It should be noted that many issues were raised and were common in all the districts visited and have been incorporated in this ESMP Report. The issues were on cutting down of trees, Gender Based Violence, Conflicts on land use, creation of job opportunities, improvement of the outlook of school, increment in enrollment and improvement of performance of learners. The table below outlines outstanding issues that need special attention by the MERP-PFT and MEPA

SN	INSTITUTION	ISSUE/CONCERN RAISED	HOW THE ISSUE HAS BEEN ADDRESSED IN THE ESMP REPORT
1	Ministry of Labour	• The MERP-Project through the PFT should procure Personal Protective Equipment and distribute to local artisans as most of the times Clerk of Works do not have the capacity to procure materials and they do not plan for it.	The issues were noted and incorporated in the ESMP. Under Occupational Health and Safety, the consultant has included provision of PPE. Signing of the
		 The Local Artisans and Clerks of Works will be under School Management Committee (SMC) and they need to pay the LA not less than minimum government wage 	Contract, which includes Code of Conduct with clear working conditions including the
		• When you engage the LA make sure that construction works are completed not more than three months. After three months, it will be that Local Artisans and Clerks of Works need to be paid gratuity. The gratuity is 5 percent of the monthly salary multiplied by number of months worked.	the issues will be presented to the MERP-PFT for further action.
		• The MERP-PFT need to set aside resources that can be used as compensation in the invent of injury or accident or death of local artisan or clerk of works.	

2	Malawi Environment Protection Authority (MEPA)/Environmental Affairs Department (MEPA)	The project need to work with Environmental District Officers (EDO) to issue out sand and quarry permit where Clerk of Works can obtain sand and quarry.	Obtaining permits and licenses has been included under Policy and Legal framework
SN	INSTITUTION	ISSUE/CONCERN RAISED	HOW THE ISSUE HAS BEEN ADDRESSED IN THE ESMP REPORT
3	Ministry of Local Government and Rural Development	 The MERP Project through DESK Officers should work with Director of Planning and Development (DPD) to obtain development planning permit 	Obtaining permits and licenses has been included under Policy and Legal framework
4	Mchinji District	 The will create job opportunities for it and us is good that it will use builders from here than taking builders elsewhere and work here. 	This is was noted and included in the ESMP
		 It will be good to use builders and foremen from the surrounding communities as they will not indulge in corruption including theft and this will make us to have good classrooms. 	
5	Lilongwe	• The Government should not worry about land the school here has considerable land area that has been reserved for such development.	This is was noted and included in the ESMP.
		 We want to understand the roles of community members in the project so that we should get prepared in advance. 	Communities will be sensitized and will be informed on their roles in the project
6	Dedza District	 It has been a traditional that in Malawi, communities contribute bricks, I don't know if we are required to contribute the bricks. 	Communities were informed that burnt bricks are not allowed in World Bank project and cement blocks will
		 During MESIP, because of inflation, the resources were not enough and parents were requested to contribute to finalise the construction works, and there were a 	be used. Communities were informed about contingency planning on the project

		lot of hustles as some parents were not willing to make contribution	
7	Ntcheu District	 When will the construction works commerce? How long will the project take to complete the construction works? 	Construction activities will start when all preparatory works are completed including trainings and construction works will be in 3 months

11.2 Annex 2: Labour Management Procedures



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMME LABOUR MANAGEMENT PROCEDURE

Introduction

These Labour Management Procedures (LMP) have been prepared as a safeguard to address labor related issues that may arise in courseof the implementation of Malawi Education Reform Program (MERP)which is to be implemented by Government of Malawi, through Ministry of Education (MoE). The MERP will be implemented with financial support from the International Development Association (IDA) of the World Bank and the Global Partnership for Education (GPE).

The main objective of LMP is to ensure that all labor issues are managed properly including occupational Safety and Health issues during the implementation of the program.

The development objective of MERP is to strengthen learning environments in lower primary. The program scope consists of five components which contribute to the Program Development Objective (PDO), and these are: Component 1. Improved learning environments in lower primary. Component 2.

Supporting equitable learning. Component 3. School Leadership Program. Component 4. Policy reform for improved efficiency, equity and learning (Variable part/performance-based conditions); and Component 5. Project Management, and Sector Program Support and Coordination

Objective of the Labor Management Procedures

The implementation of the Malawi Education Reform Program (MERP) is expected to utilize the government, private and community human resources which are available at national, district and community levels.

The Malawi Government recognizes that sound worker-management relationships, fair treatment of workers, promotion of gender equality and protection from gender-based violence (GBV) and provision of safe and healthy working conditions enhances development benefits of a program. It is for this reason that these labor management procedures have been developed for the MERP. The objectives of the labor management procedures are to:

- To promote safety and health at work;
- To promote appropriate labor practices which include non-discrimination and equal employment opportunity to all eligible community members;
- To protect program workers, including vulnerable workers such as women, persons with disabilities, migrant workers, contracted workers, community workers and primary supply workers, as appropriate;
- To prevent the use of all forms of forced labour and child labour;
- To support the principles of freedom of association and collective bargaining of program workers in a manner consistent with national law; and
- To provide program workers with accessible means to raise workplace grievances.

Types of Workers for MERP

It is expected that the MERP will engage different categories of workers. These will include: Direct Workers, Contracted workers, Community Workers, Migrant workers and Primary Supply Workers.

Direct workers: Direct workers would likely include Ministry of Education Staff, Malawi Education Reform Programme Project Implementation Staff (PFT), Environmental Affairs Department (EAD) and Malawi Environment Protection Authority (MEPA) and district councils

Contracted Workers: Contracted workers would be hired for environmental assessments, design and Supervision activities. The subcontractors' workforces will also be considered to be contracted workers. Key personnel for contracted workers will be skilled workers i.e. those with specialized skills. However skilled workers will require support of unskilled workers to perform certain tasks such as cleaning and secretarial services.

Community workers: The community workers refers to local artisans who will work on infrastructure sub-projects. The following terms and conditions will guide management of community workers enrolled under the infrastructural works:

- Local Artisans must be targeted and enrolled in the infrastructural works;
- Local Artisans to be employed in the infrastructural works should be above 18 years
- Where wages are applicable, they will be pegged to the minimum wage rate established by the national labour laws;
- Enrolled local artisans should be willing and able to undertake 8 hours of work per day for days in a week;
- Payment of wages will be done monthly on the last day of each month or per agreement;

Migrant workers: It is expected that the project will require a combination of local workers from nearby villages, workers from other parts of Malawi, and workers from other countries. The "internal migrants" would be workers who already have experience working on infrastructure projects. Foreign "migrant" workers are likely to be management and technical staff. The number of migrant workers would depend on proposed activities to be implemented.

Primary supply workers: As part of the environmental and social assessment, the project will identify potential risks of child labor, forced labor and serious safety issues which may arise in relation to primary suppliers. The labor management procedures will set out roles and responsibilities for monitoring primary suppliers. The project will engage primary suppliers that can demonstrate that they are meeting the relevant requirements of this LMP.

Assessment of Key Potential Labour Risks Project activities

Significant use of labour is mostly expected to arise during Construction phase for the Construction of School blocks and toilets.

Key Labour Risks

During consultations that were held with communities including representatives from Ministry of Labour, Skills and Innovation, a number of labour related risks that are anticipated during Construction of School blocks and toilets were identified. These included;

- Occupation, Safety and Health risks during construction;
- Risk of communicable diseases;
- Clerk of Works noncompliance with local labour laws and regulations;
- Influx of migrant workers;
- Gender Based Violence/Sexual Exploitation and Abuse (GBV/SEA);
- Child labour;
- Risk of contracting HIV/AIDS;

The project will address these risks by undertaking site specific risk and hazard assessments and incorporating mitigation measures for the identified risks into the project specific environmental,

social, health and safety management plans. Table 1 presents a summary of the possible mitigation measures for the potential identified risks.

Potential Risks	Mi	tigation measures
Occupation, Safety and Health Risks during construction		Provide appropriate PPE to workers; Train workers regularly on occupational safety and health risks prevention:
		Enforce the use of PPE by workers;
		Put appropriate warning signs in areas with high risk of safety; and
		Facilitate the formation of GRM to look at Occupational safety, Health Welfare issues at the site.
Risk of communicable diseasesSpread of HIV/AIDS, Cholera and Malaria to workforce and Local Community		Sensitize local artisans and surrounding communities on different communicable diseases including Sexually Transmitted Diseases and ways of preventing them; Encourage workers and communities to go for voluntary screening/ medical check-up/testing;
		Provide Information, Education and Communication materials on different communicable diseases including Sexually transmitted diseases;
Clerk of Works noncompliance with local labour laws and regulations- Lack of protection for workers		Clerk of Works should sign Code of Conduct (See Annex 3) before commencement of construction works, which contains among other issues, labour related laws and regulations;
		Sensitize workers on labour related issues and regulations to ensure that the contractor is compliant.
Increased risk of influx of migrant workers- Competition over local resources		Engage much of nonskilled labour force from surrounding communities to minimize the risk of migrant workers and associated negative impacts. In situations that the required skills are found within the surrounding communities these should be given priority;
Potential Risks	Mi	tigation measures
Gender based violence-Suppression of women rights		Sensitize workers and surrounding communities on dangers and prevention of Gender Based Violence
		Provide equal employment opportunities to men, women, youth and the disabled
		Prepare, adopt and implement worker's code of conduct
Child labor-Disturbance of child's education, health and safety		Sensitize surrounding communities on issues of child labour;
		Employ people that are aged 18 and above;

Table 1: Possible mitigation measures for the potential risks

Risk of contracting HIV/AIDS-Risk extended to both workforce and local Community	Sensitize workers and surrounding communities on HIV and AIDS; Provide free condoms to workers;
	Provide Information, Education and Communication materials to workers
Sexual Exploitation and Abuse-Both	Prepare and implement GBV/SEA Action plan
for workforce and local communities	Carry out community sensitization
particular under aged girls	Women and girl's empowerment
	Prepare, adopt and implement worker code of conduct
Discrimination and exclusion of	Development of WGRM
vulnerable groups;	Development of deliberate policy for gender equality
Labor disputes and conditions of	Establishment of WGRMC
employment.	Development of LMP

Workers Grievance Redress Mechanism (WGRM)

The MERP will have Workers Grievance Redress Mechanism (WGRM) to ensure that workers have the ability and opportunity to lodge complaints or concerns, without cost, and with the assurance of expedited and satisfactory settlement of disputes that may arise during the implementation of the program. All workers under the program will be informed of the WGRM and the procedures that will be involved. All Area Executive Committees (AECs), School Management Committees (SMCs), Village Development Committees (VDCs) and artisans, will have to be informed and involved in the development of WGRM within their systems.

Code of Conduct

All artisans and their workers to be engaged in the implementation of MERP will be provided with a code of conduct that will commit them to create and maintain an environment which prevents social risks. This code of conduct aims at preventing and/ or mitigating social risks within the context of the program. Social risks that may arise include but not limited to GBV; SEA, non-payment of wages; HIV and AIDS, COVID-19, health and safety issues.

Conclusion

These Labour Management Procedures has identified the main labor requirements and risks associated with the program implementation and help in determining the resources necessary to address program labour issues. The LMP is a living document, which is initiated early in program preparation, and is reviewed and updated throughout development and implementation of the program. The LMP were prepared as a 'stand-alone document' as a requirement under ESS 2 of the World Bank environmental and social framework.

11.3 Annex 3: Sample of Code of Conduct for Local Artisans and Clerk of Works



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMME CODE OF CONDUCT FOR WORKERS – CLERK OF WORKS AND LOCAL ARTISANS

I, ______, acknowledge that preventing any misconduct as stipulated in this code of conduct, including gender based violence (GBV), child abuse/exploitation (CAE) are important. Any activity, which constitute acts of gross misconduct are therefore grounds for sanctions, penalties or even termination of employment. All forms of misconduct are unacceptable be it on the work site, the work site surroundings. Prosecution of those who commit any such misconduct will be pursued as appropriate.

I agree that while working on this project, I will:

- 1. Consent to security background check;
- 2. Treat women, children (persons under the age of 18) and persons with disability with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, birth or other status;
- 3. Not use language or behaviour towards men, women or children/learners that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
- 4. Not participate in sexual activity with children/learners—including grooming or through digital media. Mistaken belief regarding the age of a child and consent from the child is not a defence;
- 5. Not exchange money, employment, goods, or services for sex, with community members including sexual favours or other forms of humiliating, degrading or exploitative behaviour;
- 6. Not have sexual interactions with members of the communities surrounding the work place, worker's camps and fellow workers that are not agreed to with full consent by all parties involved in the sexual act (see definition of consent above). This includes relationships involving the withholding, promise of actual provision of benefit (monetary or non-monetary) to community members in exchange for sex such sexual activity is considered "nonconsensual" within the scope of this Code;
- 7. Attend trainings related to HIV and AIDS, GBV, CAE, occupational health and any other relevant courses on safety as requested by my employer;
- 8. Report to the relevant committee any situation where I may have concerns or suspicions regarding acts of misconduct by a fellow worker, whether in my company or not, or any breaches of this code of conduct provided it is done in good faith;

- 9. With regard to children (under the age of 18):
 - Not invite unaccompanied children into my home, unless they are at immediate risk of injury or in physical danger.
 - Not sleep close to unsupervised children unless absolutely necessary, in which case I must obtain my supervisor's permission, and ensure that another adult is present if possible.
 - Refrain from physical punishment or discipline of children.
 - Avoid sending learners to buy various merchandise or on errands;
 - Refrain from hiring children for domestic or other labour, which is inappropriate given their age, or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
 - Comply with all relevant local legislation, including labour laws in relation to child labour.
- 10. Refrain from any form of theft for assets and facilities including from surrounding communities.11. Remain in designated working area during working hours;
- 12. Refrain from possession of alcohol and illegal drugs and other controlled substances in the workplace and being under influence of these substances on the job and during workings hours;
- 13. Wear mandatory PPE at all times during work;
- 14. Follow prescribed environmental occupation health and safety standards; 15. Channel grievances through the established grievance redress mechanism.

I understand that the onus is on me to use common sense and avoid actions or behaviours that could be construed as misconduct or breach this code of conduct.

I acknowledge that I have read and understand this Code of Conduct, and the implications have been explained with regard to sanctions on-going employment should I not comply.

Signed by:	 	
Signature:		
Date:	 	
FOR THE ARTISAN		
Signed by:	 	
Signature:		

Date: _____

11.4 4: Gender Based Violence Management Plan



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMME GENDER BASED VIOLENCE MANAGEMENT PLAN

Introduction

Gender Based Violence is defined as any conduct, comment, gesture, or contact perpetrated by an individual based on gender on the work site or in its surroundings, or in any place that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to another individual without his/her consent, including threats of such acts, coercion, or arbitrary deprivations of liberty.

The objective of the GBV mitigation plan is to prevent sexual exploitation and abuse of women and children during implementation of the project through improved project risk assessment, active community engagement, and the design and monitoring of systems to minimize risks. It is expected that construction of school blocks and toilets in Central West Education Division will have a moderate GBV risk hence the preparation of this GBV action plan as part of sub-projects ESMPs.

The GBV Risks of the project

During the construction phase the project will involve local contractors thus clerk of works that will employ both men and women from surrounding communities (local artisans) increasing the risk of social impacts such as Gender Based Violence. The populations at high risk of GBV are women and girls because gender-based violence is largely rooted in societal norms that perpetuate power differentials between men and women. The major risk factors that aggravate GBV include

- High levels of poverty in the project area;
- Large population of young women;
- Power differentials between women and men:
- Education level of women;
- Unstable social conditions;
- Employment rate of women (economic empowerment)
- Existence of norms supporting gender inequality;
- Lack of institutional support;
- High crime levels/violence

Some of the forms of gender-based violence that could arise from the program includes:

- Rape and sexual assault;
- Sexual harassment;

Annex

- Unwanted sexual advances including touching
- Physical violence/ assault
- Use of abusive, sexually provocative, demeaning or culturally inappropriate language;
- Domestic violence;
- Sexual interactions that are not agreed to with full consent by all parties;
- Exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior; and \Box Discrimination against women and children.

Mitigation measure

To mitigate the risks of the GBV risks associated with the construction works in CWED, the following mitigation measures will have to be applied before and during the implementation of the construction activities:

- Sensitize communities on GBV risks related to the construction activities during stakeholders engagement prior to implementation of program activities;
- Develop and institute an effective grievance redress mechanism and sensitize the community on the same before implementation of program activities;
- Define GBV requirements and expectations in contractual documents;
- Ensure that code of conducts are signed and understood by all workers;
- Include a GBV response Plan in the local contractor ESMP and should be evaluated prior to program activities implementation;
- Engage a GBV service provider to train and sensitize workers and communities on GBV issues and management of GBV cases;
- Provide separate sanitary facilities for men and women; and D Provide appropriate signage on GBV in local language.

Some serious risks of GBV such as rape, sexual assault and physical violence should be reported to the Police as early as possible as they are criminal in nature.

Prevention and mitigation against program-related risk of sexual exploitation and abuse requires interaction and collaboration between different stakeholders that includes:

- Women and girls/children at risk, as well as other vulnerable populations in the targeted communities;
- Community leaders that can play a role in GBV mitigation; such as chiefs, religious leaders etc.;
 Local contractors;

- Government agencies at central and local levels, such as Ministry of Education; Ministry of Gender, Malawi Police service, District Councils and Ministry of labor; and
- The World Bank

11.5 5: COVID 19 Management Strategy



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMME COVID 19 GUIDELINES ON BEST PRACTICES FOR CONSTRUCTION SITES

1.0 Introduction 1.1 Background information

In light of the COVID-19 disease that the World Health Organisation (WHO) has declared as a pandemic, the Ministry of Education would like to provide guidelines to all education institutions in the country that will undertake construction activities on how to manage the disease and contain the virus.

All Clerk of Works are requested to follow the guidelines prescribed below for the prevention and management of the Coronavirus for the protection against infection of local artisans, learners, staff and the general public.

1.2 Overview of COVID 19

What is Covid-19?

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold.

What Are The Symptoms Of Covid-19?

Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.

How Does Covid-19 Spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

Annex

What Is The Treatment For Covid-19?

Currently there is no available vaccine for COVID-19. However, many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. There are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

Who Is Most At Risk?

More lessons are being drawn everyday about how COVID-19 affects people. It must be pointed out that everyone is at risk. However, older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, lessons are still drawn about how it affects children. It is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children.

What Are The Signs And Symptoms Of Coronavirus?

The most common symptoms of COVID-19 are fever, tiredness, and dry cough. However, some patients have muscle aches, runny nose, nasal congestion, sore throat, and or diarrhoea. Most people (about 80%) recover from the disease without needing special treatment and others become infected but don't develop any symptoms and don't feel unwell. People with cough, difficulty breathing, and or fever should seek medical attention urgently.

1.3 Specific Guidelines and Best Practices for Construction activities in relation to COVID 19

- 1) Provide hand washing facilities with soap for all workers at all times
- 2) Workers should ensure that they frequently wash their hands for at least 20 seconds at every interval
- 3) Disinfect the sites as well as the equipment
- 4) Checking body temperatures for all workers reporting for work and any other visitors to the site on daily basis
- 5) Maintain minimum of 1-meter social distance
- 6) Identify and maintain a room to act as an isolation room
- 7) Introduce working shifts
- 8) Display posters or any related COVID 19 messages around the site
- There should be no communal dishes served on site, and each worker should have an individual plate
- 10) Provide PPE to all workers and visitors
- 11) Ensure that all PPE is disinfected
- 12) There should be no exchange of PPE between workers
- 13) Conduct proper disposal of COVID 19 related PPE like masks and gloves
- 14) Include COVID 19 messages in the toolbox talks
- 15) Maintain a contact list for health personnel on site

16) Meetings should always be conducted on open air

11.6 6: Traffic Management Plan



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMME TRAFFIC MANAGEMENT PLAN

Traffic Management plan

Any project which generates or relocates traffic (including bicycle or pedestrian traffic), influences travel speeds, travel modes, traffic composition or traffic patterns, and is likely to result in new or changed road safety risks, needs to be assessed. There are at least four types of projects where traffic and road safety risks arise.

Type A-Transport

Transport projects with road construction or rehabilitation (e.g., highways, rural roads); urban transport projects (e.g., Bus Rapid Transit (BRT), metro); any project which leads to new or changed road infrastructure (e.g., through access roads) such as ports, railways and aviation infrastructure.

Type B-Other

Transport (non-road infrastructure improvement) and non-transport projects which change speeds, traffic mix or volume, vulnerable road user (pedestrians, bicyclists, motorcyclists) mix, volume, routes or facilities. Examples may include policy changes on speed limits or vehicle import regulations, or the opening of a facility which draws trucks or pedestrians, etc.

Type C-Construction only: Projects with road safety impacts during construction only; and

Type D-Vehicle procurements: Projects with vehicle procurements as the only influence on road safety (e.g., fleets or even project vehicles).

Table1: Guiding Questions for Identifying Overall Project Traffic and Road Safety Risk

At Risk Group	During Project Implementation Phase	During Project Operation
		Phase

Annex		
Project Workers/Local Artisans	 What are the operating speeds and traffic environment at project's constructions areas? Are the workers protected from traffic by safety barriers? (e.g., if construction workers are near traffic 	Should be recognized that these issues apply during construction as well as for maintenance work

	and operating speeds are not managed down to 30km/h, in the absence of safety barriers effectively protecting workers the risk is high). What is the complexity of civil works? What is the experience and capacity of the contractor(s) and IA in managing similar work zones? What is the level of traffic enforcement in the country in general, and the project areas in particular?	during road operations
Affected Communities	Who are the affected-communities and where they are located relative to the project road or sites? How much exposure will affectedcommunities have to construction traffic, not just at the work site but on haul routes, etc.? Are there particularly vulnerable sites such as schools and hospitals affected by the construction site or haul routes? What will be the impact on mobility and accessibility of communities given current usage and mobility needs?	Extent to which infrastructure improvements can mitigate any increase in speeds likely to arise. Provision of facilities to protect vulnerable users. How the mobility and accessibility of communities will be affected during the operation phase

Road Users	To what extent will construction impact on road users, particularly vulnerable ones (i.e., pedestrians, cyclists, motorcyclists)? Does the current level of traffic enforcement create a general deterrence atmosphere leading to general obedience to traffic regulations?	Baseline FSI risk along the project roads-and likely FSI risk from improved facilities Road safety management capacity and institutional framework Road safety
		infrastructure facilities
		Speed management potential.
		Vehicle safety levels

		Use of restraint systems by occupants
		Post-crash care
		Traffic growth and composition
Overall Project Traffic and Road Safety Risk	 Summarize the Risks during project Implementation focusing on highest risk areas 	Summarize the Risks during Project Operation focusing on highest risk areas

Road Safety During Construction

Construction activities in themselves should almost always be considered High-risk. Working on roads and roadsides poses significant risks to workers and motorists, because of changed roadway conditions, disrupted traffic flow, limited working space, and movement of construction and public vehicles near workers and worksites. Consequently, the safe and effective management of traffic and the process needed to keep road-users safe construction, as an essential requirement of any work undertaken on roads (whether on the roadway, shoulder or roadside).

Table 2: Risk Table for Managing Traffic During Construction

HIERACHY OF SAFETY CONTROLS Consider the practicability of control measures, from left to right Select the most predictable given the circumstances and level of hazard record the reason if a higher-level control measure is not considered practical						
Safety hazard/ risk factors	Elimination/ Substitution	Isolation/ Engineering	Administrative (Behavioral)			
 Clearance to traffic (Clearance between the edge of a lane carrying traffic and the worksite. Roadworks vehicle, equipment and pedestrians 	 Road closure Detour onto other roads Side track past the works 	 barriers Lane closure adjacent to work area Vehicle-mounted attenuators 	 Speed reduction Warning signs/ VMS Delineation of travel path 			

High speed through worksite	 Road closure Detour onto other roads 	 Safety barriers Lane closure adjacent to work area Portable traffic signals 	 Speed reduction Warning signs/ VMS Traffic controller Temporary road humps
	 Side tracks past the roadworks 	 Vehicle mounted attenuators 	
 Poor advance sight distance to worksite (<200 meters) 	 Road closure Traffic diversion past the works 	 Vehicle mounted attenuators Lead and/ or tail vehicle(s) 	 Extra advance warning signs/VMS Speed reduction Delineation of travel path
 Poor observation by motorists of directions/ instructions 	 Road closure Traffic diversion past the works 	 Lane closure adjacent to work area Portable traffic signals 	 Speed reduction Police presence Extra signs/VMS Temporary road humps Re-assess information provided
 Narrow pavement width with no escape route (<2.9 meters width) 	 Road closure Traffic diversion past the works 	Safety barriers	 Speed reduction Delineation of travel path
Presence of workers o at the worksite	 Road closure Traffic diversion past the works 	 Safety barriers Increased separation from vehicular traffic 	 Speed reduction Warning signs Delineation of travel path and worksite
 Excavation adjacent to traffic 	 Road closure Traffic diversion past works 	 Different construction method Safety barriers 	 Speed reduction Delineation of travel path

11.7 Annex 7: Disaster Risk Management and Emergency Response Plan



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMME DISASTER RISK MANAGEMENT AND EMERGENCY RESPONSE PLAN

Background Information

Malawi has experienced a variety of man-made and natural disasters which include floods, dry spells, stormy rains, strong winds, hailstorms, landslides, earthquakes, pest infestations, disease outbreaks, fires and ad-hoc accidents. In Malawi, climate variability and climate change impacts and effects are now more pronounced than before, becoming more frequent and increasing in magnitude and spatial distribution. Disasters disrupt learning, people's livelihoods, endanger human and food and nutrition security, damage infrastructure including school blocks and hinder economic growth and development, among others.

It is with this understanding that this Disaster Risk Management and Emergency Response Plan has been prepared to guide Local Artisans, communities and School Management Committee to establish operational procedures for management and response to specific hazards based on risks identified. The six prioritized anticipated hazards include: floods; fire, dry spells and drought; Landslides, disease outbreak and pest infestation; strong winds and stormy rains.

Potential Risks	Mitigation/Response measures	
Risk of Flooding	 Design of classroom blocks and toilets should consider floo mainly in flood prone areas by raising the foundation of the cla room block and toilets 	ods ass
	Construct classrooms and toilets according to design	
	 Integrate DRM topics including early warning systems in SMC a local artisans training programmes 	and
	□ Enforce construction of classrooms blocks on safer places;	
	 Enhance coordination between SMC and Village Civil Protection Committee (VCPC) 	
	Install river line gauges to monitor water levels	
	Put appropriate warning signs in areas with high risk of safety; an	nd

Table 1: Possible mitigation measures for the potential risks

		Designate Evacuation centers
		Plant trees to prevent excessive run off
Risk of Fire		Provide at least two escaping ways for the buildings
		Install smoke detectors if possible
		Provide First Aid kit at all times
		Do not block exit ways with storage staff
Potential Risks	Mi	tigation/Response measures
		Construct fire breaks in the school woodlots and forest areas
		Designate fire assembly points and label them or place a sign post
		Call the Fire Department
Risk of Dry spells and drought		The SMC should Collaborate with VCPC to develop Drought Management Plan for the school
		Drill high yielding boreholes to augment available water supply sources
Risk of Land slides		Improve the drainage system by removing debris.
		Excavating to unload the top of the slope.
		Plan trees to bind the lose soils
		Construct a protective berm or wall to buttress the bottom of the slope.
Disease outbreak; pest infestation;		Promote good hygiene practices to learners and surrounding communities
		Engage learners and surrounding communities to report any strange diseases or pest
Strong winds and stormy		Design the classroom blocks and toilets to withstand strong winds
rains		Construct classrooms and toilets according to design
		Plant trees to act as wind breaks and control excessive run off

Capacity Building

The local artisans and SMC should be encouraged to use the available resources and capacity of the area as it is sustainable than looking for external support. The Capacity is the combination of all strengths, attributes and resources available within a community, society or organization that can be used to achieve desired goals. Available resources may include oxcarts, bicycles and mobile phones. Strengths within a community include community social groups or structures such as Village Civil Protection Committee (VCPC) and Village Development Committee (VDC). A strong coping capacity that is, the combination of all the strengths and resources available within a community, will reduce its vulnerability. Coping capacity is the ability of people, organisations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.

Implementation Arrangement and Coordination

It should be noted that the success for implementation of this DRM and Emergency response plan requires concerted efforts by various stakeholders including school learners, School Management Committee (SMC), Local Artisans, Village Civil Protection Committee, District Council, MERP PFT and Ministry of Education among others. This stakeholders have various roles in DRM and there is a need for strong coordination among the key players.

Conclusion

To sum up, it is the primary role of the VCPC to respond to disasters at village level and they are mandated to deal with DRM issues hence local artisans and SMC must strongly link with the VCPC. When implementing this plan, reference should also be made to other guidelines developed by Government such as DRM Manual, Contingency Plans and Emergency Response Plan in Education Sector among others.

11.8 Annex 8: Chance Finds Procedure



MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAMMME CHANCE FIND PROCEDURE

Introduction

Cultural property includes monuments, structures, works of art, or sites of significance points of view, and are defined as sites and structures having archaeological, historical, architectural, or religious significance, and natural sites with cultural values. This includes cemeteries, graveyards and graves. Screening for the proposed indicate the possibility of encountering such items at the proposed project site, hence the need for a chance find procedure.

What to do in Case of Chance Finds

- a) Stop the construction activities in the area of the chance find;
- b) Delineate the discovered site or area;
- c) Secure the site to prevent any damage or loss of removable objects;
- d) Notify the supervisor who in turn will notify the responsible local authorities;
- e) Responsible local authorities and the ministry responsible for monuments and relics⁷ will take charge of protecting and preserving the site before deciding on subsequent appropriate procedures.
- f) The Ministry responsible for monuments and relics will discuss and resolve with the proponent and the Ministry responsible for lands on how to handle the chance find. Resolutions may

⁷ At the time of project, the mandate was with the Department of Museums and Monuments.

include changes in the layout (such as when finding an irremovable remain of cultural or archeological importance), change of location, salvage.

- g) Implementation of authority decision concerning the management of the finding shall be communicated in writing by the Ministry responsible for monuments and relics.
- h) Construction work could resume only after permission is given from the responsible local authorities and the Department of Museums and Monuments concerning safeguard of the heritage.

These procedures must be referred to as standard provisions in contracts for the project.

Reporting

Chance find mitigation will be included in the EMP and form part of the activities to be monitored by the project. During project supervision, the Site Supervisor should monitor the above regulations to ensure observance. Relevant findings will be recorded in supervision reports and Implementation Completion Reports will assess the overall effectiveness of the project's cultural property mitigation, management, and activities, as appropriate.

11.9 Annex 6: List of the Key Stakeholders Consulted

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1	Fred Movete	DC .	MCDC	0999939034	Fre
2	Noel Dalaman	CF.A	Mc -De	0799134887	the
3	CHRISPIN JOKO	E10	Mc-AF	0999615532	my
4	Manana Kani rawa	r PGDO	MC_Gender	0888885269	Alta
5	Games an annoran	a bear office	Equestion	0999 781 829	the sea
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MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES

NAME OF THE DISTRICT: M. LITUSI - KAWERE FP SCHOOL.

13	SN NAME DOSITION				
	1	POSITION	INSTITUTION	CONTACT	SIGNATURE
	Lekereni Kamang	Headteacher	Kawere	0999148951	Hamanga
	Aaron Josephy	P.T.A. Chairman	Kawere	0991405174	A. Josephie
	Robert CHAMES	MEMBERS SMC	KAMERO	0993641117	RI etternes
4	ALESS Maisurani	Treasurer PTA	Inconsere	0991095877	A: Mcisurcini
5	Yusht Adamsn	Secretary SMC	KAWERE	0990313180	Del.
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	SIN 1	NAME	POSITION	INSTITUTION	CONTACT	CICILI T
	2	GABRIEL CHIKADZA	HEADTEACHER	EDUCATION	0993310.377	SIGNATURE
	3	Magadalona Banda	member		0995560400	Mi Banda
	4	Zeliya Lyson	Member		-	M. Banda
	5	NOPHILER JUSEPH	Member		-	N. JUSPAT
	6	Forold CHisoni	PTE.			Fatisonie
	7	LASEND CHEINGA	SMC CHAIR		0996446890	ROW
-	8	Tauling Mpingadi	a PTE		099219940	2 Ow
-	9	Paul Mateo	PIE		0991131846	P.M. Tembo
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MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES

NAME OF THE DISTRICT: MCHINGI-24L4 PRIMARY SCHOOL.

SN	NAME	DOGUTION			
1	INAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
2	MULENIGA MAGABALENA	5 HT	ZULU SCHOOL	0497361687	mega
	GLADYS ALLASI	P.T.A Chair	2mly School	0995408517	G. AKLASI
3	Moreen Moyo	SMIC	Zulu School	0990597224	MI. MICYO
4	GODFREY CHAMOTO	VICE P.T.A	ZULU SCHOOL	099 4085324	9 chamble
5	Charity Daudi	Member PTA	Zwen Schoe		C Jauly
6	Angella chimuvi	Member BMie	Zulu School	0997074010	A. Chimuri
7	Falazia Phulani	S.M.C Treasure	Zuly School	0995771373	F. Phulani
8	Moses Albert	SMS	Zulu school	0999683445	ARingo
9	Shedreck Tsamba	TTA member	Zum school	0999110703	An -
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	2	JOSEPH B	KACHEPA	DEPUTY HEADTEACH	RE ST DOMINIC	0993161350	Kelm
	3	DOROTHY	MBENE	SECRETARY MC	ST DOMINE	0999043657	Danhareno I
	4	PAUL M.	AGOMBO	CHAIRPERSON S.C.	ST DOMINIC	D999213090	All my and
	6	Joug LAS	PHIRI	MEMPER DIA	ST DOMINIC	011204401	PM
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	1	JOSHUA NKHATA	HEAPTEACHER	CHANKHANGA	0999746713	THIS	
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	3	W. Ackim NKhata	SME	Chan thanga	0986166789	titteto	
	4	SANIEL MANGOCH	SMC CHAIRMAN	CHANKHANGA	0999149147	Arras	
	5	Louis CHATLARd	SHAC MEMBER	CHANKBANGA	0995 356897	1 - Chatland	
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Annex 6.2: List of the Key Stakeholders Consulted in Lilongwe Rural East





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MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES

NAME OF THE DISTRICT: LILONGWE - KACHISSA FP SCHOOL

H	SIN	NAME	POSITION	INSTITUTION	CONTACT	CION
-	1	E-L CHIKWEKWE	DEPUTY HEAD	KACHITSA	0995900854	SIGNATURE
	2	matchele charing	PTA	La Chi tea	9996164755	M. Chazing
	3	Lysard Monna	msc	Kachitsa	0995298671	2 Moring
	4	Joice Chidzaye	MG	Kathitsa		J. Chielson
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		N NAME	POSITION	INSTITUTION	CONTACT	SICNATION
	2	Jane Mataya	Head Teacher	Chiuzina	0995-62556	JUGRATURE
	3	KERTHA NYIRENDA	Vice chair Smc	CHIUZIRA	0992763529)	Brinenda
-	4	JOSOPHAT MCHEPA	Secretary SMC	CHIUZIRA	0909779933	the ma
+	5	Lufina Kasamba	Chair PTA	CHIUZIRA	0999404938	L: Wasamba
-	6	OLiveta LazaLo	Secretary M.G	CHIUZIRA	0993265504	10000
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	NAME OF THE DISTRICT: LILONGWE RURAL EASI						
Γ	SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE	
	1	MARK CHOLERO	Headfeacher	Chagogo	0995120177	BAS	
	2	LINGSS ZINGAND	Deputy HTEOCO	Chagogo	0999497576	2	
	3	gladys msampha	mother Group	Chagogo	0983084773	,	
-	4	LUCY Bambiso	P/A VIS	chagogo	0996550382	L.Banbisa	
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		LIST O	MA F STAKEHOLD SOCIAL M	MINISTRY OF LAWI EDUCATION RE ERS CONSULTED FOI ANAGEMENT PLAN F	F EDUCATION CFORM PROGRAM () R PREPARATION OF OR CONSTRUCTION	MERP) 'ENVIRONMENTA NACTIVITIES	AL AND
		NAME OF 7	HE DISTRICT:	LILUING P	NETITUTION	KNIINH FIS	MOOL .
	SN	NA	ME	POSITION	INSTITUTION	CONTACT	SIGNATURE
	1	FIDRIDA	KAMBIYA	HEADTEACHER	NG OMBGKWA-WA	0996602993	Barbar
	2	ES.Ze	Scijinani		~ SJOMBCKWqua	09-1710817	ESIZO-
	3	Anineb	Black	Lembi	ngonbekawa		Aunebi
	4	kchilise 1	nagodi	m sungi	ngomberiocusa		khinise
	5	Fleting k	adakwinda	Chair P TA	Ngiombetwawa	0994251241	E.kadakwinda
F	6	Feleson	sikatenga	choir SMC	Ng'omberwawa	0993047638	8100
F	7	Samisor	Rusanali	PTA Member	Ngomberswawa	0997905182	Shori
F	8	ki inivesi	Tockezni	PTA Monber	NS' onbekwarm	0984679160	Cener 7.fa
	9	ינייקוריאית	ZIFG	TeTreasure SMC	psi ombekuang	09959-18051	1. 21.4
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	MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES NAME OF THE DISTRICT LILONGWE - CHIMWALATED SCHOOL						
5	NAME OF THE DISTRICT SN NAME 1	POSITION	INSTITUTION	CONTACT	SIGNATURE		
	MJ. LUDGAMA	HEADREACHER	CHIMWALATEP	0998056955	AR		
3	Daniele Gelycopie	Chenry	Chimwaluf	0999692795	Stow		
4	CHARIFI CHADBA	PEX	CHINGOMPOZ	0999705863	Q		
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	MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES						
	NAME OF THE DISTRICT	LIKUNI BOYS PR	LIMARY - LILO	NEWE			
	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE		
	MATHENIS P MAGMAZA	1 Headteacher	Likuni Boys	0999298658	MAPHdagwoza.		
2	STEVEN CHIDIKIA	PT.H. CHAIR	LIKUNI BOYSP	0982570388	Ehri		
3	JOHANNES MUROWA	SMC CHAIOR	LIKUNI BOYS PRIM	8, 0980491285	the te		
4	WINNIE CHITANJE	beputy Header	other Likunsi Boys	0888524401	Alenge		
5	Lucia Matiersi	Mother group	LIKUNY BOYS		CRUN		
6	Shakira Chith	umba moduler	GLOR	09914664	82 Seade-		
7	Sitera	mwakhwau	9	099456602	et de la		
8	Cosmas willy	Secreatary Sm	c film Box & Pm	0999045982	the my		
9	-	0					
10							

Annex 6.3: List of the Key Stakeholders Consulted in Lilongwe Rural West





_	NAME OF THE DISTRICT: CHIIPILEA SEHOOL						
S	SN NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE		
	MARNEWICK CHIPASULA	SEPUTY HEADTEACHER	CHITIPI	0990521966	Ma L		
	MORIS CHIMIBALAI	TRA HIT	CHITIPI	099945908	alla		
3	HENRY MLAMPHA	SEETRETARY/SchoolGm	CHITIPI	0994667229	- HHG mp Rel		
4	Lucy M. Kazembe	Momber / P.T.A.	11	0994337560	L.K.		
5				1.7.00.040			
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		MA LIST OF STAKEHOLI SOCIAL N	MINISTRY (ALAWI EDUCATION F DERS CONSULTED FO IANAGEMENT PLAN	OF EDUCATION REFORM PROGRAM OR PREPARATION C FOR CONSTRUCTIO	(MERP) DF ENVIRONMENTAL AND DN ACTIVITIES
	SN	NAME OF THE DISTRICT	CHINENGA-L	L-WESI	
100	1		POSITION	INSTITUTION	CONTACT SIGNATURE
1111	2	A.K.NAMIKUMBA	H/T	CHIWENGA	088846669K 114 50 m
	3	Y-E-D. KANYENDA	DHT	CHIMENGA	0499266953 ZIMIH Jo
	1	E.B. MBULAJE	CHAIR S.M.C.	CHIWENGA	0992 333780 and
	т	2. S. Pashoni	Member (PTA)	11	0980704747 Rachi
	5	TSANZO Chilimbira	Member S. M.C	11	0990272222
	6	Thom son Chekana	Mamber Sme	11	0995060929 Our
	7	MERCY AMONI	-TIPTA	CHIMENGA	0991842836 M. AMONI
	8	Jess'l Tewesq	FI.G	Chiwenga	0996274236 J. Teweso
	9	NUALETA MAKANNA	MG	11	0998084943 N makanya
1	0	ames kanchitsamba	P.7.A. Member	Chwenga	0995750715 10000

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		MA LIST OF STAKEHOLI SOCIAL M	MINISTRY C LAWI EDUCATION R DERS CONSULTED FO IANAGEMENT PLAN I	DF EDUCATION EFORM PROGRAM OR PREPARATION O FOR CONSTRUCTIO	(MERP) F ENVIRONMENTA N ACTIVITIES	AL AND	•
	CNI	NAME OF THE DISTRICT	CHIWENYH-LL POSITION	ERG WEST	CONTACT	CICNIA TUDE	
	1	Courage & Jambo	P.I.A Chair	Chindenga	0887628093	Ahme	
	2	Golden Lungu	P.T.A Member	Chiwengs	0995246224	•	
	3	KIPITONI BILIAT	SMC	11	094184452	R. Binat	
Ľ	4	NORMAN MAGASA	5 m C	C 41 WENGA	0993721564	Magan Den	
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		NAME OF THE DISTRICT	LILONGWE-W	FSJ -		
	SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
	1	CATHERING MITHBAGA	HEAD TO ACHER	KAMBADZO SCH	0888 55 96 20	allenga.
	2	Binson bollowi	beheya	Hambadzo SCH	0997247386	Bas
	3	Josephy Sackson	Secritory	Kambadzo Sch	0997293448	J. Suckson
	4	Chinambiduse Mbwindi	Member cm.c	Kambadzo Sch	0998087614	Rondi
	5	Funice Falisoni	Secribory	Kambadzo Sch		E faisoni
	6	Linda muare	member cm.c	Kambadzosch		L mwale
	7	Ilbici Siting Tembo	member cmc	Kambodzo sch		K. Tembo
t	8					1
-	9					
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NAME OF THE DISTRICT: LILONGWE - WEST . NJEWA PRIMARY SCHOOL.

10	NT .	MANT	DOCITION	DIGTIT		
2	N .	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
	ASIAN	MAGWAZA	HEXATEActter	NJEJZ P. Scotta	0999315254	Haman
-	TAN	FOLOZA	Schere Tent	Ndewa	0991816352	&MS-
3	Mercy	Benson	comit ment	a Njewa	099913914	M. Benson
4	Ruth	Gama	Comit member	r Njewa	099765023	3 R-Gama
5	Makida	Mayo	Comit member	Njewa	0995767430	M. Moyo
6	Felister	NEUSU	School Committee	Newa	09956264483	f proswa
7	GARIFIT	TEMB	Chair PTA	Nyewa	099659594	+ Chuet
8	Alice &	or fulle	DHT	News	0793960851	Asynthe
9				1.1.1		
10		1				





NAME OF THE DISTRICT: LILONG WE - WEST - ZUWIAZI LEA SCHOOL

SI	NAME	POSITION	INSTITUTION		
1			INSTITUTION	CONTACT	SIGNATURE
2	ELIZABETH KAYLEJE	HEADTEACHER	MEUNIANZE	0995614101	Janua
3	LELIA KAMOMGIA	BEPUT THEADICACHER	MZUMANZI	0999800866	Lkuc
1	DICHISONI' SHEME	Chrisuksko. Lembi	Mhumeizi'	099,9189273	D. Star
*	MOSES Rayman, K.A.	ETA CHAIR	to zeen of Z.	899946758	esse Se S
1	Beatrice Honde	Mlembi	Mzymanzi	0996481005	B. Hondo
	Bright Athala	Chair cmc	MIZUManti	0995397323	R. Altor
F	Illena vusufu	Msungi CMC	Mzumanzi	0984360311	E. yusufu
T	(
		I ELIZABETH KAYLEJE I ELIZABETH KAYLEJE DELIA KAMOMGA JOICHISON, SNOMGA MOSES Ramanika Beatrice Honde Bright Atthala Allena Yusufu	I ELIZABETH KAYLEJE POSITION I ELIZABETH KAYLEJE HEADTEACHER 2 DELIA KAMOMENA DEPUT THEADTEACHER 3 DICHISONI SHEME CMILLERIKO LEMBI 1 MOSES Raymunika ELTA CHAIR Beatrice Honde Membi Bright Atthola Chair Cmc Allena Yusufu Msungi CMC	I ELIZABETH KAULELE HEADTEACHER MZUMANZU 1 ELIZABETH KAULELE HEADTEACHER MZUMANZU 2 DELIA KAMOMENA DEPUT THEADTEACHER MZUMANZU 3 DICHISONI SHEME CIMUERIKO LEMBI MZUMANZU 1 MOSES Raymunika ENDA CHAIR MZUMANZI 1 MOSES Raymunika ENDA CHAIR MZUMAZI 1 MOSES R	SN NAME POSITION INSTITUTION CONTACT I ELIZABETH KAULCHE HEABTEACHER MZUMANZE 0995614101 2 INELIA KAMOMGA DEPUT THEADTEACHER MZUMANZE 099980866 3 DICHISON, 'SNEHG CMILLERAKO Gentri MZUMANZE 099980866 099980866 3 DICHISON, 'SNEHG CMILLERAKO GENTI' MZUMANZE 099980866 MOSES Ramanika ELIA CHAIA MZUMANZE 099980866 MOSES Ramanika ELIA CHAIA MZUMAZE 099946758 Beatrice Honde MIEmbi MZUMANZE 099648758 Bright Attuala Chair Cmc MZUMANZE 099648753 Allena Yusufu MSungi CMC 0995397823 099648753 Allena Yusufu MSungi CMC 0995397823 09848753

11.9.2 Annex 6.4: List of the Key Stakeholders Consulted in Dedza

	2				THE WORLD	BANK
		MA LIST OF STAKEHOLI SOCIAL M	MINISTI LAWI EDUCATIO DERS CONSULTEI IANAGEMENT PL	RY OF EDUCATION ON REFORM PROG D FOR PREPARATI AN FOR CONSTRU	RAM (MERP) ON OF ENVIRONMENT. CTION ACTIVITIES	AL AND
	NAN	AE OF THE DISTRICT	DEDZA			
S	N	NAME	POSITION	INSTITUTIO	ON CONTACT	SIGNATURE
	Jos	Sam Dzoole Mulate	DL0	LABOUR	0993595700	Ane
2	2 ant	in childphouf a	DO	Educatio	n 099621534	alafy
3	Harry	Gife Wizzley	ELO	Ennonmen	al 0884408604	Alt us
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MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES ME OF THE DISTRICT: DEDTA - CHIPALYKWA PRIMARY SCHOOL

	NAME OF THE DISTRICT				
S	N NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	EDUA BANDA	DEPUTY HEADTEACHER	CHTPALLIUWA	0999244035	E. Sang
2	Geraid Sixweya	SMC Secretary	1/	0997769619	Q-191
3	Kenati Jelivalo	SMC TREARE	1 '		Kengon
4	peter quetani	5 m-c Chair	Л	0994671097	Ri
5	TONNEX TODYCHETU	PTA Chair	11	0993729785	T. Tragenter
6	Andrea chidzery	PTA Trens	11	099545435	A. Chide a
7	Stella Kadembo	SMC member	1(0996752130	S: Kadembo
8	Maliya Lingisoni	PTA Member	11		M. Lingisoni
9	CLEMENCE SEMU	HT .	11	0999119112	B
10					UT





	NAME OF THE DISTRICT	DEDGH.			
SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	Unique John	le amer	Mganja	4	u 3
2	Carbreen Mudpayan	learner	Migania		CM
3	DOIDPHY JOHT	lear ner	mganja		0 3
4	mogdolero ELENEU	100-rnor	mganja		mE
5	MILLIAM CHRISTOPHER	icarner	Mganja		мс
6	Luntezo Tomasi	learner	Miciania		LT
7	ARICH SIMION	1Barner	mge nje		A 3
8	Alingto Mangani	Loarner	Mganja		tense
9	ALison Elias	Learner	mgania		AE
0	Page of Paper Plaine	Licine.0	Mganja		P.M





		DEDZA .			
	NAME OF THE DISTRICT	POSITION	INSTITUTION	CONTACT	SIGNATURE
SN 1	NAME ERAKIK	P T A	Magnig	0993212511	E.F
2	Edrino Maliro	SMC CHATR	Mganja	099149070	Aleso
3	Joseph Tchigma	SMC Secretary	Mganja	0996567003	Flehrer
4	Eneless Soweta	Teacher	Mganija	0994524607	Geb
5	FELIX MANGANI	SMC	Mganija	0992174657	For
6	Catherine Greshan	P.T.A	Mganja.	0999359058	(Theor
7	Barton Barnet	P. T. A Chair	Meganja	0999472852	(Gale
8	Enristing situford	PTA	mganja		M
9	Nickson Imaní	DHT	Mganja	0771466688	D Mu n
10	Martha Lucigas	PTF	Mganja	09980894	

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MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES

	SOCIAL M	ANAGEMENT PLAN F	ORCONSTRUCTION		
		DENZA-CH	timbiyA		
	NAME OF THE DISTRICT:	POSITION	INSTITUTION	CONTACT	SIGNATURE
I I	RAME BITENIII ACHUNTIKA	H/TEACHER	CHIMBIYA	0495293950	
2	EANS (EMB)	141 -	CHIMBI-1A	0991788651	Ell
3	A DOULOTINE AMOSI	SMC CHAIR	CHIMB14A	0995709000	A
4	Augustine miler	Smr	Ch imbize	<	JOHN
5	DOF VERDEN	P.T.A Chair	Ohimbiya	0992383085	Bon.
6	Katalina poet	P.T.A member	Chimbiya	-	E. mitikan
7	Etimes provide	PTA member	Chimbia	0991019292	E Sauch
8	ELUDE Duit	Sme sectory	chimbia	099,642462	A. Crodfu
9	ANNIE Crodyury	·			
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NAME OF THE DISTRICT: DEDZA - PHOKERA PRIMARY SCHOOL.

SN	NAME OF THE DISTRICT	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	Marry Karry Ly	Leamer	3	3 3	C. KamuTu
2	HELEI NYOLLOI	realized			H, NYOKO
3	AMESS Kathoza	harner			A. WALLIDO
4	maume chisambino	Learner			M. chisambird
5	masiyele myssa	Learner			m. mussa
6	Chiting do Black	Leaner			C. Black
7	Puliran Binwer	reamer			P. Binwet
8	Pharison machway	Leaner			f. mockwel
9	ABELO POFRE	Lpanpr			p. Kancenia
10	REJOICEKamp	Leaner			a

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NAME OF THE DISTRICT: DEDZA - PHOKERA PRIMARY SCHOOL

SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	CHRISTOPHER HERBERT	HEADTEACHER	PHOICERA FP SCHOOL	0881670 681	Whe
2	machenald Chimous	chair, Smc	11	0885597955	Alls -
3	MERTRICK KAPBCHIKA	SECRETARY SMC	ור ככ	0999050564	thes
4	ELEBERT Kachimang	PIA	1/	0997055930	EK
5	JAMES MASINA	member P.T.A.	1/	0981722534	IM.
6	Martha Kafamawy	member P.TA.	17		Mk.
7	Solophing Kamuabingu	Member SMC	()	0992868771	Sik
8	Eagesi Biwilo	Sumi sme	11		F5
)	Poter Bizah	PTA member	//	0998871427	Pedd
	FLOOV Kahra	Teacher mentor	KI.	0993804202	1 fing





	NAME OF THE DISTRICT: DEDZA CHIKOLOLERE PRIMARY SCITCO								
SI	N NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE				
1	FASTON KAMULOM.	TEACHER	CITIKOLOLERE	0996798595	EX.				
2	RUTH VINCENT	SECRETARY	CHIKADERE	0991160939	RR				
3	JOHN KELIUS	MEMBER	CINKOLORE	0990048807	R				
4	HENRY Milim	MEMBER	CHIKMOLERE	0990590281	H. ou				
5	Naute Kaweche	PJA CHAIR	chilcolorere	0992299391	D. Kaweche				
6	JESSIE LOBIN	MEMBER	CHINOLDLERE	Ð	J.R				
7	MACKIVUM, POFela	MEMBER	CHIKOlolete	0997576382	Dam				
8	MARIA Chikondi	membara	Chikololele	0991190378	m. chikonoli				
9	FANNY GAULA	MENNBER	Chikololele	0999780373	F.5				
10									





	NAME OF THE DISTRICT: DEDZA									
SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE					
1	ALIAWIRI BOTS 6	DHT	Dz Governmenti	0990745483	ABA					
2	Totto Mambala	SMC chraispeso	11	0999417781	Ma					
3	Princie Chitemany	PTA Treasure	1,	D999280109	ALC.					
4	Mary chaque	pia memba	11	099116895	M.C					
5	Patterine pezi	PTA Chair	11	0991178288	C.pezi					
6	Catherine KAPONIA	SOAC MEMBER	3 11	0999453176	-ChE					
7	FELESTAR LUKA	PTA MEMBE	R 11	09991557431	fituka					
8	Stevesta	5 M C Treasule)	099 1238636	G-					
9	NE THILIMA	D.E.M. Repres.		0992762990	Quina					
10	REGIMIA MALEKA	T. REPRESENTATIVE	1	09 95008304	R. Maleler,					





NAME OF THE DISTRICT: DEDZA - KAPAMULA PRIMARY SCHOOL.

SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	TABITHA SUKASUKA	HEADTEACHER	EDUCATION	0998237437	Filling
2	ONGANI MVALO	DH T	EDUCATION	0999617118	040
3	FEGGIE MULA	TEACHER	EDUCATION	0199244422	Aquia
4	DallieNholimbo	P.T.A SMC		0999754599	Pe
5	Davie Kadvankhuku	PTA		0999210817	DK
6	GEORGE KANZENIA	SMC		0995821516	alin
7	ETDEL WIDZON	PTA		09967 91487	E. Walor
8	Mary Zinyemba	S. Manggement		0999355972	M. Zinjembe
9	Mehlo Kapachika	P.T.A		0993011081	Mapachi
10	The space of				

11.9.3 Annex 6.5: List of the Key Stakeholders Consulted in Ntcheu

				THE WORLE	BANK				
MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITY									
Chi	NAME OF THE DISTRICT	NICHEU-							
I I	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE				
2	D. MHamboo	EDO	NU DC	0993295285	Are 2				
2	SOPHIA NOTHIKD	DEYS	Nu-NSMA	10009226002	10.000 Duto				
3	AERGE NGALTATE	NC	NUL	0971338073	trop				
4	RIDREET MATE	ALCOR N	NU-DC	0195417515	Vallanpare				
5	TUBER MOSES	MEKT D.D	NU-DEM	0995778858	All Cont mg				
6									
7									
8									
9									





NAME OF THE DISTRICT. NICHEU . DIMBA PRIMARY SCHOOL.

SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	EDWIN GAMA	H/TEACHER	EDUCATION	0998072863	Same
2	EDWARD KACHALA	TEACHER	EDUCATION	0996758592	tate
3	GEORGE GALATISON	TEACHER	EDUCATION	0997906124	(Etotisa)
4	Eunice sakonduera	Smic	DIMBA	0999051131	EDNA
5	Stifano Kgmange	S.M.C	Dimba	0993397577	
6	FAMMY MTALIMANIA	CHAIR SMC	DIMBA	0993781640	19 nte
7	FLOSIFINA MILISI	P. T. A	Dimba		Enp
8	DANIEL LABSON	SECRITARY SMC	DIMBA	0994534932	Doniel
9	harren chisoni	P.T.A	Dimba	2999210471	Dirach chismi
10	P. a Clawaro	PITA	Dimba	-	CHINAYA VARES BAULER
,1	Vanes Bauten	PITA	Dimba	1 -	11





	NAME OF THE DISTRICT: NTCHEU ! CHUMNANO SCHED								
SN	NAME	POSITION	INSTITUTION	CONTACT	CI CI LI TI ITI T				
21	BENION CHIGOMA	HEAD TEATHER	CHIMICAND	CONTACT	SIGNATURE R.A.O.				
2	Asaph Laston	Chair PIA	China	0114496293					
3	Anthony Lifa	SMC	. Uninjugno	019286673	A-Robsz 1001				
4	LEMSON LACKSON	MENTOR	CHIMUAND	099 54 40547	Hour				
5	patheck Mega	TREASURE	Chin/Man	099967079	3 Bangik				
6	Wilson Taxomany	Y Chairman	Chinkano	0996371690	Wither may				
7	Elizabeth Mononga	Chairlady SMC	Chinvano	0997030177	E. Manoryla				
8	Rozine Mitanbo	charriedy M.G.	dimpano	0997259493	R. num				
9	Petericia Liquietos	member PTA	Chimyano	0935958558	P. ZIGWELSA				
10	himmanuse kabaso	VIChair mother	Chimagno	0992065417	C. Kabango				





NAME OF THE DISTRICT: NICHEU-BEANUEPSCHOOL

CN	NIAL (T					
SIN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE	
1	Hopson Chanza	Headtleacher	Berry	0991274574	Wight	
2	Martha Chilakalal	a MoG Chair	Benvu	0993192493	Marina Chilakalaka	
3	Thoko chatata	Secretary SMC	Bemau	0996205117	Thoko Chatata	
4	Ohivetti Nhangala	member	Bemvu	0993674469	OLIVETti Alkemperpe	
5	MARK ANDREWS	me mber	Benvu	0996432296	Mo Andrews	
6	Frezer Kamuyangs	5 M C Chair	Bernu	0992572063	F.M. Kamuyage	
7	Magret Manuer	Mentor	Benvu	0994591466	Mag	
8	Mognes Kelpite	MOG	Bernyu	0997232926	Nagnes Neiphe	
9	Hanney Jonaso	JOIP.T.A. CLAIR	Bemlu	0999169005.	H - JErcisi	
10						





	NAME OF THE DISTRICT:								
SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE				
1	JOHN KUFETULA	HEADTEACHER	NKHANDE	0999154248	Ommel.				
2	Sich CHINSondo	PTX	(1)	0993380059	R				
3	J.F. Chakuda	SMC	7 L II	0992007004	Alhalana				
4	V PHVINCEAUT PHILI	PTA	11 - 11	0881333770	Qui				
5	MATHEWS KAMBAL	EPTA	NKHANDE	_	MK				
6	Mai Yusut	SMC	(/		Yusup				
7	Nelesi matemba	PTA	NKHANDE	0986370194	NEREZ				
8	Magueti Kataman	MG	nkhande	0980131811	No				
9	ETUDALA D CHISONI	SOCTION HEAD	11	0995701577	chisan				
10									





SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	Stain John	Learner	Chipusile primary Educationschool	CONTACT	SIGNATURE
2	Yaso philimoni	1]	11		
3	Juliet Banda	11	1		
4	Mevisi Fuleza)	11		
5					
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	NAME OF	THE DISTRICT	/ IIMCIIL M C	THE PUSIER PI	KIMHKY JCHO	40
SN	N	IAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
	MENSON	CHILDNGO	HEADTEACHER	CHIPUSILE	0995198284	Ratho-cz
2	Besin	i zakalio	SMC	chipusile	0994446343	B Zakalia
3	Illicka	Elek.	SMC	chiPusile.	0994390900	T Eley;
4	ESMY	mchaya	SMC	Chipusice	0998662583	E + mchaye
5	HAMOCK	TSULINIZAN	SMIC	KHIPUSLE	0993165462	4
6	MISTON	Maxon	P.T.A	CHIPUSILE	09997790152	R.
7	ME BONARI	S ANBRENI	P.T.A Y CHAIR	CHIPUSILE	0996172776	MES
8	JOSEPH	NZANGAYA	MENTOR	CHIPUSILE	0999 766 838	FAT
9						
10						





SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES NAME OF THE DISTRICT: NICHEU - SABWELA PRIMARY SCHOOL

S	N	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
	1	ESTHER GUNDE	HEAD TEACHER	SABWERA	0999331001	æle,
	2	KELEBY LIKKENGA	S'MC TREASURER	SARWERA	0882980920	Aug
	3	MIRRIAM KAZEMBE	SMC SECRETARY	SABWERA	0985448800	Nagenbe
	4	AILESS WILLIAM	PTAMEMBER	SABWERA	0987849055	Ailesi
	5		TERCHER	SABWERA	0999177974	D.
-	6	SALLE CHIKUMBS	SMC CHAR	SABWERA	0995894041	Hen
	7	DAiton: Charamonda	SMC	SABWER.	0991398822	Chr.
8	8	Vince III Critical III				
9)					
1	0					



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MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES

NAME OF THE DISTRICT: NICHEU - MIKHOLA PRIMARYSCHOOL

SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	Stephen Jezman	Headmaster	IXhola	0992516338	Shillin
2	Willie Kamowa	Deputy headtead	21 Khola	0994718587	Æ
3	EMMANUEL-CHIMR	N. SMC	K-HOLA	0991817534	And
4	ENELESS BEN	M.G.	KHOLA	0996767899	E.B
5	Lita Chikonda	St M.C	KHOLO	6990364459	Lic
6	George Jasten Beni	SMC	KHOLA	0991030627	A Ben
7	Chitsanzo Kapielii	PTA	RHOLA	0992477113	Abajueli
8	ELSON QUARD	GAH Gudes	1LH2RD	0995/69510 -	AMB
9	MESILASI MLANALAUX	R. F.H. AHILVERSE	KHOJ-A	0 998855636	Marcidhin-
10	1007.14				





	NAME OF THE DISTRICT	NICHEU - HIC			
SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	Albert JB Lipenga	STB7 learner	Khola	-	Bao
2	Memory Mountizu	STD & learner	khola	-	MAA
3	Tadala B chimorim	5TD 5 learner	Khola	-	F.B.C
4	Ismal is kakha	STD 8	khola	_	Toth
5	Staer S. honn				
6					
7					
8					
9					
10					
10					





NAME OF THE DISTRICT: MICHEY - MPOIOLA FP SCHOOL.									
SN	NAME	POSITION	INSTITUTION	CONTACT	SIGNATURE				
1	Amos CHIMGAND	HEADTEACHER	MPOTOLA	0999135404	Stor.				
2	ENAYI MWALE	Mentor Teader	Mpatola	0996458104	EM-				
3	JOHN MKWEZALAMBA	SMC CHAIR	MPOTOG	0993615826	I bah				
4	SAMSON BARSON	SECRITARY	MPOTOZA	0991328090	S. Danson				
5	MARTHA VUTITSANI	M.G CHAIR	MPOTOMA	0999212287	M. WUTITSAN				
6	CHRISIDAHER CHAWENTES	teacher	Mpotola	0999644452	D-				
7	TRUGSON CHIRUTULA	P.T.A MENABER	MPOTOLA	0997075370	Enda				
8	GAMES CINGAPEMBE	P.T.A. MEMBER	MPDIOLA	0987030363	Bing				
9									
10									




MINISTRY OF EDUCATION MALAWI EDUCATION REFORM PROGRAM (MERP) LIST OF STAKEHOLDERS CONSULTED FOR PREPARATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION ACTIVITIES

SN	NAME	STRICT	POSITION	INSTITUTION	CONTACT	SIGNATURE
1	Lameck Jum	be	Learner	PM poto LA	3	1
2	Edita Kole	101	Learner	MPOTOLA		
3	Shoni BEWal	-9	Ceamet	MPOTOLA		
4	Shalif Mate	were	Learner	Mpotola		
5	Racheal Dick	SON	Learner	Mputola		
6	BRidget Jum	xit	Learner	mpotola		
7	EStery How	ias	Learner	MPDTOK		
8)					
9						
0						

11.10 Annex 7: Terms of Reference for the ESIA



Malawi Education Reform Program -MERP Ministry of Education TERMS OF REFERENCE FOR DEVELOPMENT OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLANS

Assignment Title: Consultancy for Environmental and Social Management Plans (ESMPs) for the construction activities under the Malawi Education Reform Program (MERP) in the Ministry of Education

1.0 INTRODUCTION

In an attempt to improve the learning environment in the education sector in particular the primary education, the Government of Malawi (GoM) through the Ministry of Education is embarking on the implementation of the Malawi Education Reform Program (MERP). The Programme is in tandem with the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country. It also aligns with the Sustainable Development Goal (SDG) number 4, which is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This also follows the goals, objectives and strategies of the Government of Malawi in the education sector as stipulated in the National Education Sector Investment Plan (NESIP 2020-2030). The goals and objectives focus on expansion of equitable access to education, improvement of quality and relevance of education and improved governance and management.

2.0 Context and Background

The Malawi Education Reform Program (MERP) which the Ministry of Education (MoE) is implementing with support from the World Bank, Global Partnership on Education (GPE) and the Government of Malawi is a successor of another program, the Malawi Education Sector Improvement Project (MESIP) which the MoE successfully implemented for another four years with funding from the World Bank. While MESIP was implemented in 8 districts in the country, MERP will be implemented in all the 34 Education Districts in Malawi.

The expected implementation period of the Malawi Education Reform Program is 4 years from December 2021 to December 2025. The Project Development Objective (PDO) is to improve learning environments for students in lower primary in the public schools.

The program scope consists of five components which contribute to the PDO, and these are: Component 1: Expanding and Reforming Primary School Improvement Grants. Component 2: Improved Learning Environments in Lower Primary to Support Learning Recovery after COVID-19. Component 3: Supporting Girls' Learning. Component 4: School Leadership Programme; and Component 5: Project Coordination and Capacity Building.

The following are the PDO level indicators for the Malawi Education Reform Program (MERP):

- Pupil classroom ratios (PCRs) in lower primary, school-level average, and interquartile range
- Share of schools with pupil-qualified teacher rations in standards 1-2 in the acceptable range [Percent]Student dropout rate (total, male and female) Percent

The program, under component 2 subcomponent 2.1 will involve construction works of 10,900 classrooms and 1,000 sanitation blocks. In addition, the program under component 2, sub-component 2.2. and component 3, sub-component 3.1 will recruit 3,500 auxiliary teachers and 2,605 learner mentors. It is therefore required that the construction works follow principles of green building and social aspects of the lives of learners and other stakeholders within the construction sites. Furthermore, the social assessments should be extended to the auxiliary teachers and the learner mentors' interventions of the program. To facilitate this, it is required that a consultant is hired to prepare Environmental and Social Management Plans (ESMPs) to guide the construction of the classroom and sanitation blocks; and the implementation of auxiliary teachers and Learner Mentors related activities.

The selected consultant will prepare the Environmental and Social Management Plans (ESMPs) for construction of cost effective classrooms and sanitation blocks, auxiliary teachers and learner mentors interventions of the program.

3.0 OBJECTIVES OF THE ASSIGNMENT

The general objective of this assignment is to develop education division based ESMPs for Component 2 (subcomponents 2.1 and 2.2) and component 3 (subcomponent 3.1.) of the MERP Project in fulfilling the requirements for Environmental and Social Framework (ESF) of the World Bank and Environmental Management Act (2017) of the Government

of Malawi. These subcomponents envisage the construction works of 10,900 classroom blocks and 1,000 sanitation blocks (2.1), the recruitment of 3,500 Auxiliary Teachers (2.2) and 2,605 Learner Mentors (3.1).

4.0 SCOPE OF ASSIGNEMENT

The scope of the assignment will be as follows:

4.1 General

The consultants shall appraise themselves on the requirements of the MERP and familiarize themselves to various MERP relevant documents and legislatures that will be associated with the implementation of the Project. These shall form a backbone to the ESMPs which are required to be developed under this assignment. Details on scope of work include, but are not limited to:

- Identify and assess key potential environmental and social impacts including those on gender, which may be caused by the proposed classroom and sanitation blocks construction, recruitment and engagement of auxiliary teachers and learner mentors and propose mitigation measures.
- Propose measures that would enhance the positive effects of the proposed constructions, recruitments and engagement of auxiliary teachers and learner mentors; and
- Propose measures that will mitigate the anticipated negative impacts of the proposed constructions; recruitment and engagement of auxiliary teachers and learner mentors; and operation activities on both the environment and social components, including gender concerns in specific sites.
- Conduct stakeholder consultative meetings which inform project key environment, social risks, and mitigation measures.
- Develop a costed ESMP monitoring plan with clear lines of responsibilities for key stakeholders.

Below is a list of Education Divisions and Districts in which the construction works of classroom and sanitation blocks will be done, and respective division based ESMPs be developed. The specific list of schools to be targeted for each Division will be provided to the identified consultant by the MERP Project Facilitation Team (PFT).

Table 1.1: Schools to be Assessed

The classroom blocks will be constructed in about 3,553 schools and the sanitation blocks in about 1,000 schools in the following 34 Education Districts located in 6 Education Divisions:

Education Division	Number of receiving schoo block(s) Is classroom	Number of receiving scho block ols Sanitation
NorthernEducationDivision (NED)ChitipaKarongaRumphiMzimba NorthMzimba SouthMzuzu UrbanNkhataBayLikoma	402	42
Central East Education Division (CEED) Kasungu Nkhotakota Salima Ntchisi Dowa	687	163
Central West Education (CWED) Mchinji Lilongwe Rural East Lilongwe Rural West Lilongwe Urban Dedza Ntcheu	915	258

SouthEastEducationDivision(SEED)MangochiMachingaBalakaZomba RuralZomba Urban	704	243
Shire Highlands Education Division (SHED)	416	148
Phalombe Mulanje Thyolo Chiradzulu		
South West Education Division (SWED) Nsanje Chikwawa Blantyre Urban Blantyre Rural Mwanza Neno	429	135
TOTAL	3,553	989

Note

Education Division	No of Consultants
Northern Education Division (NED)	1 (One)
Central East Education Division (CEED)	1 (One)
Central West Education (CWED)	1 (One)
South East Education Division (SEED)	1 (One)
Shire Highlands Education Division (SHED)	1 (One)

South West Education Division (SWED)	1 (One)
--------------------------------------	---------

4.2 Specific scope of services, Tasks (components) and Expected Deliverables

The broad scope of the work (SoW) is to carry out an Environment and Social Management Plans (ESMPs) of the proposed subprojects based on the Government of Malawi regulations and the World Bank Environmental and Social Framework. *The consultants will perform the scope of work while collaborating with Environmental District Officers from the Malawi Environmental Protection Authority (MEPA)*. Details on the specific scope of work include, but not limited to:

Task 1. Screening and Scoping of Environmental and Social Issues

The environmental and social assessment, screening and scoping study will determine and deliver the proposed physical limits for the study area, appropriate to the issues; proposed time frame for the ESA study; list of key stakeholders, initial consultation and analysis of findings; key potential impacts and the types and levels of impacts to be assessed in the ESA; review of works designs and its interaction with environment, social and cultural aspects, potential alternatives for consideration in the ESA; review of information on the existing environment, recommendations for appropriate methods of survey/data collection to establish environmental and social conditions; recommendations for appropriate methods for the prediction and assessment of impacts.

Task 2: Description of the Proposed Subprojects

The consultant will concisely describe the proposed subprojects' geographical, ecological and general layout maps including map sketches and annotated photographs at appropriate scale as necessary based on project information acquired from the client. The description shall also include activities to be undertaken in and around the proposed subprojects site including input materials, final products, by-products, waste generation where applicable shall be detailed and cost of the proposed subprojects shall also be provided. The consultant will be required to suggest the costs of implementing the environmental and social management measures.

Task 3: Description and Establishment of Environmental and Socioeconomic Baseline Conditions of the Subprojects

The consultant shall carry out a survey to collect, collate and present baseline information of the existing environmental and socioeconomic characteristics of, within and around the proposed subproject sites.

Task 4: Public Participation and Consultations

The consultant will carry out a stakeholder analysis and prepare a stakeholder consultation plan for the inclusion and consultation of all the stakeholders throughout the assessment process. This entails consulting project-affected groups, public agencies/institutions and civil society organizations about the subproject's environmental and social aspects and demonstrating how views were considered within the report. The consultations should commence shortly after the screening and continue throughout the process. Disclosure of the report shall be done in a manner, form and language that are understandable, accessible which enable the public full participation.

Task 5. Site specific map Provide a site-specific visible map of the area (scale I : 50,000) showing the proposed site and (I : 10,000) showing existing establishments in the area and surrounding areas including natural endowments like rivers and streams. A site plan for the project should be provided. All maps should be in color to portray the themes clearly and must be printed on A3 paper.

Task 6: Analysis and Determination of Potential Environmental and Social Impacts of the Subprojects

The consultant shall identify, analyze, and describe significant/core community, environment, occupational, health impacts that may be brought about by the proposed civil works. Such are the impacts of the proposed subprojects on the baseline environmental and socio-economic conditions as described in Task 3 (above) or impacts of the surrounding environment on the subprojects (externalities). The consultant will make a prioritization of all immediate and future concerns and differentiate between short, medium, and long-term impacts paying special attention to the significant impacts (both positive and negative).

Task 7: Measures to Mitigate Adverse Environmental and Social Impacts of the Subprojects

The objective of this task is to identify, propose and describe pragmatic, community, occupational, health and safety mitigation measures to enhance the benefits of environmental and social protection. The cost effectiveness of such mitigation and enhancement measures shall be analyzed against viable alternatives. Where no such suitable mitigation measures can be identified this will be clearly explained. Based on environmental and social assessment, mitigation / enhancement measures will be specified in the form of an environmental and social management plan.

Task 8 -Review of the legal framework pertaining to the project

Briefly review the legal framework pertaining to the proposed project and indicate their impacts on the project. Reference should at least be made to Environment Management Act, Education policy, Water Resources Act, National Water Policy, Public Health Act, Occupational Safety, Health and Welfare Act, and other policies and pieces of legislations.

Task 9: Development of an Environmental and Social Management Plan Based on the outcome of tasks above, the consultant shall prepare an environmental and social management plan comprising of a programme of assessing and managing the impacts during implementation, operation and post operation phase including decommissioning. This will provide time frames and implementation mechanisms, reporting responsibilities, description and technical details of monitoring measures, assessment of the institutional needs, staffing requirements and cost outlay for implementation. The plan should show how management and mitigation methods are phased with project implementation. The plan shall also include measures to prevent health hazards and to ensure safety in the working environment for the employees and the communities adjacent to the project site and project affected people.

Task 10: Preparation of an Environmental and Social Management Monitoring Plan (ESMMP)

The consultant shall prepare an environmental management monitoring plan for performance monitoring of how well project construction, operation and implementation of auxiliary and learner mentor interventions including the implementation of key mitigation measures are carried out (including Environmental, Social, Gender, Health and Safety). He shall also propose outcome monitoring of key selected environmental and social indicators, such as gender based violence (GBV), workers safety and camping sites. The Environmental and Social Monitoring Plan (ESMP) will focus on key impacts, specify the planned monitoring activities, key indicators, monitoring frequency and duration, budget and skilled personnel needs, institutional responsibility for each monitoring activity, and means of verification.

Task 11: ESMP Implementation Budget

Provide a clear statement of financial responsibilities, identify estimated summary of costs for the implementation of the proposed mitigation measures; provide detailed estimated budgets for all phases of the project including planning, implementation, monitoring and evaluation, with contingencies.

4.3 Reporting Requirements and Time schedule for deliverables

The consultant will report to the Director of Basic Education (DBE) in the MoE who is the Coordinator of the Program; The consultant will work with MoE sub-component 2.1, 2.2. and 3.1. Leads who will have an oversight role on the completion of the assignment. The consultant will also work with the MERP PFT especially the Environmental Specialist, the Social Safeguards Specialist and the Gender Specialist, who will share all the relevant information concerning the assignment.

5.0 EXPECTED OUTPUTS

All deliverables must meet industry standards and the requirements set forth in contractual documentation. A face-to-face "kick-off" meeting will be held with the Project Implementation Unit at the Ministry of Education within 3 calendar days of contract award to discuss requirements and milestones.

The main focus of the consultants is preparing the ESMPs but in the course of carrying out the assignment the consultants will be sharing the PFT with updates or process reports. A simple template will be shared with the consultants to provide updates in the course of carrying out the assignment.

The consultant shall prepare progress reports in line with the timetable as detailed in Table 1.2:

S/N	Deliverable	Outputs	Timeline (days)
1	Deliverable 0: Face to Face Kick off Meeting		D+3

 Table 1.2
 Submission of electronic copies and hard copies

3	Deliverable 1: Inception Report, acceptable to the Client; that clearly illustrates how the assignment shall be executed by detailing the methodology for undertaking the assignment and a work plan, and proposals for presenting the assessment results in a concise manner. The inception report will be presented to the Ministry of Education before being signed off	 2 printed copies of D+15 the Inception Report 1 Flash Disk with soft copy of the Inception Report or shared through email
3	Deliverable 2: (a) brief reports (share updates in the course of carrying out the assignment), (b) draft ESMPs and Monitoring plans for the proposed schools/subprojects (c) Site specific map, The consultant shall produce one report per education division with site specific Environmental and Social Management Plans (ESMPs) and Environmental and Social Management Monitoring Plans	 5 printed copies of D+30 Draft Final Report 1 Flash Disk with soft copy or shared through email
	(ESMPs) as attachments to that district report.	
4	Deliverable 3: Final Report , acceptable to the Client, covering Final ESMPs and Monitoring Plans that incorporate comments and feedback from the Client.	 5 printed copies of D+45 Final Report 1 Flash Disk with soft copy of Final Report or shared through email

Note: D equals days

Deadline provided is for submission of deliverables; in each case, MoE reserves the right to request alterations or additions before accepting a deliverable as complete. Unless otherwise specified, the Client will provide acceptance or requests for alterations within one week of receipt of deliverables; the consultant will then provide revised versions within one week.

Performance Indicators	Quality Assurance Criteria
a) Completeness	Deliverables will be 100% complete
b) Accuracy	Deliverables will be 100% accurate.
c) Effectiveness	All deliverables must contribute to the overall success of the assignment
d) Timeliness	All deliverables will be on time and within schedule
e) Communication	Communication is professional, courteous and accurate

The performance objectives shall include but not limited to:

6.0 PROFESSIONAL QUALIFICATIONS AND EXPERIENCE

The consultants will have the following qualifications

- A minimum of a Master's Degree in Environmental Sciences, Environmental Management, Natural Resources Management or any related field;
- A minimum of five (5) years of relevant working experience in conducting Environmental and Social Assessments in Malawi.
- Adequate knowledge of World Bank Safeguards Operational Policies/Environmental and Social Framework (ESF);
- Knowledge and understanding of national environmental policies and laws of Malawi;
- Excellent oral and written communication skills with ability to dialogue and interface with grass roots, district and other sector players.

7.0 IMPLEMENTATION ARRANGEMENTS

MoE, through the directorate of Basic Education, will be the implementing agency;

The consultant shall administratively be responsible to the Secretary for Education (SE) through the Project Coordinator, Malawi Education Reform Program (MERP) who shall be responsible for the day-to-day management of the project;

The consultant will work under the overall technical supervision of the subcomponent 2.1 Lead, and the PFT Environmental Specialist, Social Safeguards Specialist and Gender Specialist of the Malawi Education Reform Program (MERP).

8.0 **PROJECT TIME FRAME**

The consulting services are expected to be done for a period of Forty-five (45) calendar days *for all the construction sites for the program* from the commencement date. This includes preparation time, field work, report writing, presentation/validation and submission of final documents.

9.0 OBLIGATION OF THE CLIENT

The Client shall assist the consultant in providing project documents that may be relevant to the assignment. Where necessary, the Client will assist in deciding for the consultant to meet relevant agencies, districts and other key stakeholders (including the Director for Education, Youth and Sports (DEYS) for the concerned Education District).

10 CLIENT INPUT AND COUNTERPART PERSONNEL

- a. No facilities and property will be made available to the Consultant.
- b. Documents to be shared with the Consultants include:
 - Project Appraisal Document (PAD);
 - Project Implementation Manual (PIM);
 - MERP Environmental and Social Framework, Labor Management Plan (LMP);
 - MERP Stakeholder Engagement Plan (SEP);
 - MERP Environmental and Social Framework (ESMF), which will include the screening tools adjusted to the project and the structure of the ESMPs;
 - the list of names of sampled schools to be visited and consulted for the development of the ESMPs (about 7-10% of total schools that will receive a classroom block and sanitation unit each);
 - School construction manual and approved classroom and sanitation block designs.

11 OBLIGATION OF THE CONSULTANT

The consultant is expected to be fully self- sufficient in terms of accommodation, office space, office supplies, office equipment and transport. The consultant will be paid a percentage of the lump-sum against specified deliverables and the client will agree on a contract price whose breakdown will include renumeration and reimbursable expenses (travel, accommodation and food). The data, documentation and assets from the consultancy will remain in the custody of the Client at the end of the consultancy. Except for purposes of this assignment, the information shall not be disclosed to the public nor used in whatever way or form without written permission of the MoE in line with Copyright Laws applicable.

11.11 Annex 8: Design for Low cost School blocks









11.12 Annex 9: Sanitation Blocks

11.12.1 Designs Boys' Latrines











11.12.2 Designs for Girls Latrine



11.12 Annex 12: SEMI DETACHED HOUSE SPECIFICATIONS AND MATERIALS SCHEDULE

SEMI - DETACHED HOUSE SPECIFICATION AND MATERIALS SCHEDULE

DESCRIPTION	UNIT	QTY
SUB STRUCTURE		
Strip Concrete Footing (1:3:6) mix (17.95m3)		
Sand (Community Contribution)	m3	8.08 (12.28t
Quarry stone	m3	16.33 (26.14
Cement	50Kg pocket	81
100mm Thick Concrete Slab (1;2:4) mix (180.92m2)		
Sand	m3	8.14 (12.37 t
Quarry stone	m3	16.28 (26.05
Cement	50Kg pocket	116
A98 Mesh - 60m roll	Roll	1.5
500 microns Damp Proof Membrane (DPM) 60m Roll	Roll	2
Broken stones hardcore (Community Contribution)	m3	27.14
100 x 50mm softwood timber (5.54m)	No.	24
Wire Nails (4'')	Кg	10
Wire Nails (3")	Кg	10
Soil Guard Termite Poison	Litres	10
Block Work in (cement and sand mortar 1:4 mix)		
200 x 200 x 400mm Cement Blocks	No.	2886
Sand	m³	4.15 (6.30 to
Cement for laying blocks and filling block hollows	pockets	15
200mm wide Brickforce Reinforcement	Roll	6
Plaster (1:4 Mix) and Painting & Decoration		

Sand	m³	1.17 (1.78 to
Cement	pockets	27
BlackBituminous Paint (two coats) - 5 litres bucket	No.	4
ROOF		
28 Gauge (0.37mm) Corrugated Iron Sheets 5.61m long	No.	17
28 Gauge (0.37mm) Corrugated Iron Sheets 4.35m long	No.	31
28 Gauge (0.37mm) Corrugated Iron Sheets 4.21m long	No.	16
28 Gauge (0.37mm) Corrugated Iron Sheets 3.26m long	No.	16
Soft Wood Timber		
50 x 150mm Softwood Timber (5.54m)	No.	40
50 x 75mm Softwod Timber (5.54m)	No.	29
25 x 225mm Softwood fascia/barge board (5.54)	No.	16
Nails		
Roofing Nails	Кg	24
Wire Nails - 5''	Кg	14
Wire Nails - 4''	Кg	14
Wire Nails 3''	Кg	6
Metal Work		
3mm galvanised wire	Кg	10
Painting of Fascia Board		
Pink Primer	5 Litres	1
Undercoat Paint	5 Litres	1
Gloss Paint	5 Litres	1
INTERNAL AND EXTERNAL WALLS		
190 x 190mm Reinforced Concrete Beam (1:2:4 mix)		
Y12 Deformed Bars (6m lengths)	No.	68
R8 Round Bars @ 200mm centres (6m lengths)	No.	50

Wire Nails 4''	Кg	10
Wire Nails 5''	Kg	10
150 x 50mm Softwood Timber (for concrete beam shutter)(5.54m)	No.	28
75 x 50mm Softwood Timber (for Concrete beam Shutter) 5.54m	No.	28
Shutter Oil / Used Oil	Litres	20
Sand	m³	2.5 (3.8 tonn
Cement	Pockets	36
Quarry Stone	m ³	5 (8 tonnes)
75mm Concrete coping		
Sand	m ³	0.09 (0.14 to
Cement	Pockets	2
Quarry Stone	m ³	0.18 (0.28 to
<u>Walls</u>		
200 x 200 x 400mm Cement blocks	No.	4310
9'' Brickforce wire	Roll	16
Cement	Pockets	110
Sand	m³	7 (10.64 ton
250 x 50mm PVC Air Vents	Pair	39
9'' DPC (60m Roll)	No.	2
WINDOWS AND DOORS		
900x 2100mm steel door frame	No.	14
860 x 2060mm High FLBB Doors (for external doors)	No.	8
860 x 2060mm Hollow Core Flush Doors (for internal doors)	No.	6
W1 2000 x 1500mm High Steel Window, as described on the drawings.	No.	2
W2 1500 x 1200mm High Steel Window, as described on the drawings.	No.	6

W3 600 x 900mm High Steel Window, as described on the drawings.	No.	8
W4 600 x 600mm High Steel Window, as described on the drawings.	No.	6
Undercoat Paint	Litres	10
Gloss Paint	Litres	20
Turpentine	Litres	6
IRONMONGERY		
Union Rubber Door Stopper	No.	14
'Union'' Two Lever Mortice Lock	No.	14
Sliding window stay	No.	24
Peg window stay	No.	6
Window handles	No.	18
WALL FINISHES		
Internal Walls		
15mm Rendering 1:4(cement: Sand)		
Sand	m ³	4.68 (7.11to
Cement	Pockets	30
Painting:		
Undercoat Paint	Litres	20
PVA Paint	Litres	40
External Walls		
Recessed Pointing to Blockwork		
Cement	Pockets	2
Sand	m ³	0.3 (0.47 tor
15mm Rendering 1:4 (cement: Sand)		
Sand	m ³	1.48 (2.25 to
Cement	Pockets	10

<u>Painting:</u>		
Undercoat Paint	Litres	6
PVA Paint	Litres	20
Clear Brick Sealer (Two Coats)	Litres	40
FLOOR FINISHES		
25mm thick cement and sand floor screed, steel trowelled finish		
Sand	m³	4.46 (6.77 to
Cement	Pocket	42
FITTINGS AND FURNISHINGS		
WARDROBES		
100mm high plinth		
standard cement bricks (215 x 103 x 65mm)	No.	320
Sand	m³	0.3 (0.44 ton
Cement	Pocket	2
Carpentry and Joinery:		
50 x 50mm wrot softwood for door frames (5.4m length)	No.	14
19mm pine blockboard	No.	12
15mm diameter chromium plated pipe - 6m length	No.	2
50mm butt hinges	Pair	18
Wandrobe "D Handles"	No.	12
cabinet lock	No.	12
3'' Wire nails	Кg	2
1" wood screws	Packet	2
<u>Painting:</u>		
Pink primmer	Litres	8
Undercoat Paint	Litres	8

Gloss Paint	Litres	10
Turpentine	Litres	4
EXTERNAL WORKS		
Soak Pit for bathroom		
Dig and fill soak pit (1m3) with stones (Community Contribution)	m3	2
STORM WATER DRAIN		
standard cement bricks (215 x 103 x 65mm)	No	1020
Sand	m3	0.9 (1.36 tor
Cement	Pocket	4

12 PROFILE OF THE CONSULTANT MR EMMANUEL CHARLES MKOMWA

Mr. Emmanuel Charles Mkomwa Environmental and Social Safeguard Specialist. He has MSc in Environmental Sciences from University of Malawi, Chancellor College obtained in 2014 and BSc in Environmental Sciences from University of Malawi, Bunda College of Agriculture obtained in 2010 now LUANAR. He has also undergone extensive professional training in various developmental fields including, Project Management, Environmental and Social Management Framework (ESMP) Grievance Redress Management, Water Resources Management, Occupational Health and Safety, Climate change and Disaster Risk Management from reputable institutions including World Bank with relevant certification. He has over 13 years of work experience in conducting Environmental Assessments including Environmental and Social Impact Assessment (ESIA), Environmental Audit and development and implementation of Environmental and Social Management Framework (ESMF), Environmental and Social Management Plans and Monitoring Plans (ESMPs) and Resettlement Action Plan (RAP). He has worked with Environmental Affairs Department (EAD) as Environmental Officer from 2012 to 2016, Projects Officer-MASAF IV for Public Works Programme based in M'Mbelwa District Council in Mzimba from 2017 to 2020 and as Environmental and Social Safeguard Specialist for Agriculture Sector Wide Approach Programme (ASWAp) and Environmental Specialist for Malawi Watershed Services Improvement Project (MWASIP) and Malawi Resilience and Disaster Risk Management Project (MRDRMP). He has spearheaded the implementation of mitigation and enhancement measures outlined in ESMPs including development of GRM Handbooks, establishment of Grievance Redress Management (GRM), Management of Cases including Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA). He is proficient in the use of Microsoft Office (Excel, Word, PowerPoint, Access and Publisher) and Statistical Package for Social Scientist (SPSS) and Geographical Information Systems (GIS).