ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN FOR CONSTRUCTION AND OPERATION OF CLASSROOM BLOCKS SANITARY FACILITIES AND FEMALE TEACHERS' HOUSES AT VARIOUS PRIMARY SCHOOLS IN THE NORTHERN EDUCATION DIVISION UNDER MALAWI EDUCATION REFORM PROGRAMME

PROJECT IMPLEMENTING AGENCY:

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Executive Summary

This is an Environmental and Social Management Plan (ESMP) for the construction and operation of classroom blocks, sanitary facilities and female teachers' houses at various public primary schools in the Northern Education Division under the Malawi Education Reform Program (MERP). The MERP is being implemented by the Ministry of Education (MoE) with support from the World Bank, Global Partnership on Education, and the Government of Malawi. The Programme Development Objective of MERP is to improve learning environments for students in lower primary in government schools. The programme intends to have a national scope, implying that the catchment will be extended to all public primary schools. There will be a blend of targeted investments in Standards 1 and 2, incentives to districts, and direct support to schools to address constraints which prevent schools from providing quality education. Schools with over 1 to 90 Pupil to Classroom Ratio (PCR) will be prioritised for funding for construction classroom blocks, sanitation facilities and female teachers houses. The cost for implementation of this ESMP is budgeted at MWK230,500,000, which translates to an average of MWK 496,000 per school as there are an estimated 465 beneficiary schools including those benefiting from the construction of female teachers houses in the division. The total monitoring cost is estimated to be MWK86,500,000 which translates to MWK10,812,500 for each of the eight education districts in the NED.

The proposed project is the construction and operation of low-cost classroom twin-blocks at 402 primary schools, 43 sanitation facilities in 43 schools and 5 female teachers' houses in 5 schools in the Northern Education Division. The twin-block classroom will have a floor area of 179.1 square metres (9.01 by 19.88 metres) and will have a capacity of eighty learners (forty learners per classroom). The girls' sanitation facilities will have 3 rooms one for learners with disabilities and a change room. The boys' sanitation facilities will have 2 holes, one for learners with disabilities. The blocks will be constructed at existing, functional, and on school (public) land as such there will be no compensation for loss of land or property. The main building material will be cement hollow blocks of 400mm by 200mm by 200 mm measurements. The project implementation cycle is categorised into planning and design, construction, de-mobilisation, operation, and decommissioning phases. The construction phase is expected to take a maximum duration of three (3) months (12 weeks) per site. The project construction works will be executed by local artisans who will be trained in general management of construction works before commencement of construction works. These local artisans will be supervised by clerk of works to be recruited by MERP. Each project site is expected to have not less than four local artisans and eight community members to provide unskilled labour. The project will aim at employing at least 40% women; however, the most desirable target will be an achievement of a ratio of 50:50 in terms of employment.

This report forms the basis for managing, minimizing, mitigating negative impacts and enhancing positive impacts and monitoring the environmental and social impacts associated with the project at various phases. The study was guided by Terms of Reference (ToRs) provided by the Director of Environmental Affairs. The study adopted several methods to conduct the Environmental and Social Impact Assessment and prepare the ESIA report. Desk study reviews, field visits and stakeholder consultations were the main methods utilised.

From the study, a number of positive and negative impacts were identified, and enhancement and mitigation measures for both the positive and negative impacts were proposed.

Positive Impacts

- Reduced learner-classroom ratio through the new classroom blocks;
- Improved sanitation and reduced learner-latrine ratio;
- Creation of local employment opportunities and capacity building;
- Creation of small scale businesses;
- Asset creation;
- Increase in household income and food security; and
- Restoration of vegetative cover.
- Improved housing and availability of female teachers in remote schools

6.2 Negative impacts and their mitigation measures

- Disruption on provision of education services at the project schools
- Increased incidences of child labour;
- Increased risks of Sexual Exploitation Abuse (SEA), GBV, Defilement and Child Marriages
- Increased risk of construction related accidents for learners and staff;
- Increased risk of accidents for construction workers;
- Increased risk to STIs, and HIV and AIDS;
- Increased generation of particulate matter (especially dust);
- Generation of solid wastes, spills and effluent;
- Loss of trees and other ground cover;
- Safety and Risk Reduction from Natural Hazards;
- Land degradation resulting from sand mining;
- Increased risk of erosion and sedimentation;
- Increased risk of spread of Covid-19 amongst teachers, learners and construction workers;
- Increased risks of water borne diseases such as like diarrhoea, and cholera; and
- Increased chances of theft and vandalism.

7. Conclusion

The project has the potential to be beneficial and important to the nation at large and is expected to improve education standards. Major efforts should nevertheless be focused towards minimizing or eliminating the occurrence of impacts that would degrade the general environment. This can be overcome through close follow-up and implementation of the mitigation measures outlined in the ESMP. The environmental and social assessment evaluated the effectiveness of the environmental considerations to be undertaken by the project proponent in safeguarding the environment to ensure sustainability.

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List of Acronyms and Abbreviations

AIDS	Acquired immunodeficiency syndrome.
AOI	Area Of Impact
COC	Codes of conduct
COVID-19	Coronavirus Disease 2019
COF	Certificate of Fitness
CDSS	Community day secondary school.
CGRMC	Cluster Grievance Redress Management Committee
DESC	District Environment Sub-Committee
DSWO	District Social Welfare Office
dB	Decibel
DCPC	District Civil Protection Committees
DODMA	Department of Disaster Management Affairs
DGRMC	District Grievance Redress Management Committee
EMIS	Educational management information systems
EMA	Environmental management act.
ESMF	Environmental and social management framework.
ESMP	Environmental and Social Management Plan
ESF	Environmental and social framework.
ESIA	Environmental and social impact assessment
EIA	Environmental impact assessment
EQUALS	Equity with Quality and Learning at Secondary
FGD	Focus Group Discussion
FCDO	Foreign, commonwealth and development office
GBV	Gender-Based Violence
GRM	Grievance Redress Committee
GVH	Group Village Headman
HIV	Human immunodeficiency virus
IEC	Information, Education, And Communication
IFC	International Finance Corporation
KII	Key Informant Interviews
LGAP	Local Government Accountability Project
MIE	Malawi institute of education
MERP	Malawi Education Reform Project
MEPA	Malawi Environment Protection Authority
MHM	Menstrual Health Management
MOE	Ministry of Education
MOLGRD	Ministry of Local Government and Rural Development
M AND E	Monitoring and Evaluation
MESIP	Malawi Education Sector Improvement Project
NED	Northern Education Division
NGO	Non-governmental organisation
NIT	Net Intake Rate
OSH	Occupational Safety and Health
OSC	One Stop Centres
PAP	Project Affected Persons
PDO	Project Development Objective
PEA	Primary Education Administrator

PPE	Personal Protective Equipment
PQTR	Pupil Qualified Teacher Ratio
PCR	Pupil to Classroom Ratio
PBC	Performance Based Conditions
PSIG	Primary School Improvement Grants
PSIP	Public Sector Investment Programme
PFTGRMC	Project Facilitation Team Grievance Redress Management Committee
SEA	Sexual Exploitation and Abuse
STI	Sexually Transmitted Infections
SH	Sexual harassment
SGBV	Sexual And Gender-Based Violence
SRGBV	Sexual Reproduction Gender Based Violence
SIG	School improvement Grants
SLP	School Leadership Program
SMC	School Management Committee
SRHR	Sexual And Reproductive Health And Rights
MDHS	Malawi Demographic and Health Survey
EIMU	Education Infrastructure Management Unit
TA	Traditional Authority
TTC	Teacher Training Colleges
TOT	Training of Trainers
USAID	United States Agency for International Development.
VEC	Valued Environmental Components
VAWG	Violence against women and girls
VSU	Victim Support Units
WHO	World health organization.

Chapter One: Introduction and Background

This is an Environmental and Social Management Plan (ESMP) for the construction and operation of classroom blocks, and sanitary facilities at various public primary schools in the Northern Education Division under the Malawi Education Reform Program (MERP). This chapter provides background information about MERP which include Project Development Objective (PDO), and the MERP components. The chapter also provides objectives of the ESMP, spatial location and size of the land earmarked for construction activities under the program. Finally, the chapter explains the methodology used to prepare the ESMP and provides stakeholder consultation comments.

1.1 Background

The Malawi Education Reform Program (MERP) is being implemented by the Ministry of Education (MoE) with support from the World Bank, Global Partnership on Education, and the Government of Malawi. MERP is a successor of the Malawi Education Sector Improvement Project (MESIP) which the MoE successfully implemented for four years with funding from the World Bank. While MESIP was implemented in eight districts in the country, MERP is being implemented in all the thirty-four education districts in Malawi. The expected implementation period of the MERP is from December 2021 to December 2025.

MERP has moderate environment and social risk rating as identified in the Project Appraisal Document for the program with identified potential impacts include (i) construction related impacts such as health and safety of learners, teachers and local communities that will be involved in the construction of low- cost learning shelters; (ii) the potential for GBV which may happen out of the interaction between learners themselves and between learners and teaching/school personnel or during construction recognizing that local workers will be used for construction; (iii) labour and working conditions of local community workers and alignment with national regulations; (iv) child labour given the possibility of using children (especially learners) in construction related activities such as collecting water; (v) possible social exclusion of vulnerable groups such as learners with disabilities; (vi) potential sand mining along the roads and on riverbanks to be used as raw materials for construction; (vii) improper disposal of construction wastes such as rubble, dust emissions from construction sites; (viii) noise that may disrupt learning processes; (ix) safety of communities that may enter the sites from incomplete works and materials; and (x) occupational health and safety (OHS) of workers.

Considering the proposed civil works and other interventions at the various beneficiary schools, MERP recognises the need to conduct an environmental and social impact assessment to identify anticipated positive and negative impacts and propose measures for managing these impacts. This will also assist the project to have social acceptance through involvement of all relevant stakeholders. The report is a basis for managing, mitigating, and monitoring the environmental and social impacts associated with the construction and operation phases of the proposed project.

1.2 Objectives of Environmental and Social Impact Assessment

The purpose of the ESMP was to assess and predict potential positive and negative social and environmental impacts and to develop suitable enhancement and mitigation measures

respectively, which are documented in an ESMP. This was done in accordance with the Environment Management Act of 2017, Environmental Impact Assessment Guidelines of 1997 and World Bank Environmental and Social Framework. The specific objectives of the ESMPs were to:

- Identify and assess key potential environmental and social impacts including those on gender, which may be caused by the proposed classroom, female teachers' houses 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.
- 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.

1.3 Spatial Location and Size of Land

The assignment was conducted in the Northern Education Division (NED) which comprises the following districts, Chitipa, Karonga, Rumphi, Mzimba North, Mzimba South, Mzuzu City, Nkhata Bay, and Likoma. The number of schools receiving classroom blocks will be 402, those receiving female teachers' houses will be 5and those receiving sanitation blocks will be 42. Considering that the project will be implemented in a large number of schools in the division, and an impossible situation to visit all schools. As such the assessments were done in 10% of the schools targeted by the program in the division sampled out by MoE in consultation with the Malawi Environment Protection Authority (MEPA) and these are presented in

e	Zone	Category based on PCR	No. of classrooms to build	Categorization based on PTLR	Sanitary Blocks	classroo
rict						
	Nkhangwa	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Ilengo	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4
	Kawale	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Chisenga	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Ilengo	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Kalowe	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Kaseye	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Lughesyo	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Meru	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Nkhumano	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Njerengwa					
trict						
	Fulirwa	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Ighembe	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Ighembe	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4
a	Lupaso	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Mwenitete	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Fulirwa	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
e	Hangalawe	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2
	Iponga	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2
hool	Chizumulu	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
School	St Peters	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120)	1	6
th						
	Bulala	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Enkondhlweni	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Engucwini	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Euthini	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4
	Bulala	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2
	Bwengu	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Chanyama	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Enukwenu					
th						
	Chizungu	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Kaphuta	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Chizungu	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Chasato	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Chikangawa	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Chizungu	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Edingeni	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Emfeni	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Kaviwale	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
va Ii	Chibavi	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4

	Zolozolo	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Zolozolo	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2
	Mzenga	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6
	Chombe	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Bandawe	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Chikwina	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
	Usisya	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2
hool						
	Mphompha	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4
	Bolero	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2

Table 1-1 with their location maps indicated in Annex 9. The sampling process based mainly on the physical features of the locations for the schools. Pictures of the sampled construction sites are presented in Annex 11.

1.3.1 Chitipa District Proposed Construction Site Description

1.3.1.1.***Construction site for classroom blocks and sanitation facilities***

The selected sites for the assessment included ten (10) primary schools spread across different education zones in the district (Annex A9.1). These schools included; Kafola, Nahatobo, Ilanga, Chaba, Mubanga, Kawale, Ilengo, Ngoya, Kalira and Yamba primary schools. The proposed sites for the project in all these schools is located inside the school land and hence there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered on the land and sometimes even with a few trees that have to be cut to pave way for the project. The proposed sites are located close to the existing classroom blocks with nearest one at a distance of 3 meters away. In terms of transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge.

1.3.1.2.Construction site for female teachers' houses

- **Site description for Kaghoma primary school**

The proposed site for the construction of the female teachers' house is within Kaghoma school premises. It is allocated about 450 metres south of Songwe river and 400 metres north of Chitipa-Mbilima road. A few dispersed exotic and natural trees surround the site (Cassius: 7; natural: 2) and a large farming area to the east. The site lies on loam soil type with an area of 80metres by 55 metres. There is a gentle slope on the site leaning towards the east. The site is opposite to the locally constructed non-permanent teachers' houses. The area has scattered settlement pattern.

Figure 1: proposed site for construction of the female teacher's house at Kaghoma primary school

1.3.2 Karonga District Proposed Construction Site Description

1.3.2.1. Construction sites for classroom blocks and sanitation facilities

The selected sites for the assessment included eight (8) primary schools spread across different education zones in the district (Annex A9.2). These schools included; Ipyana, Lupembe, Iyembe, Malimbamalimba, Kafulu, Chankholombe, Mwaulambo and Tendi primary schools. The proposed sites for the project in all these schools is located inside the school land and hence there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered on the land and sometimes even with a few trees that have to be cut to pave way for the project. The proposed sites are located close to the existing classroom blocks with nearest one at a distance of 3 meters away. In terms of transportation, it is a difficult to access some of the sites due to poor condition of the roads especially during the rainy season.

1.3.2.2. Construction sites for female teachers' houses

In karonga 2 female teachers' houses will be constructed in two schools as provided below.

- **Site description for Ndemange primary school**

The proposed site for the construction of the teacher's house is within Ndemange primary school premises, ighembe zone. The site sits on a bare flatland, 30m by 40m with sandy loam soil. The site has no trees (both natural and exotic) but its covered with few shrubs, grasses and 2 banana trees. The site is close to other teachers' houses.

Figure 2: Proposed site for construction of female teacher's house at Ndamenga school showing some assessment team measuring the site

- **Site description for Tumbi primary school**

The proposed site is within Tumbi school in Ipyana zone. The site sits on a bare land with a size of 50m by 30m. the land has no trees but natural shrubs and grass. The proposed site is close to other teachers' houses. Close by to the east about 800m outside the school premises are a number of natural and exotic trees. To the south easten side about 900m from the school premises there is a perennial stream that runs throughout the year. The site has gentle slope

Figure 3 Proposed site for construction of female teachers house at Tumbi school in Karonga district

1.3.3 Rumphi District Proposed Construction Site Description

The selected sites for the assessment were Mkombezi and Chikwawa primary schools belonging to Mphompha and Bolero zones respectively Annex A9.3). The proposed sites for the project in all these schools is located inside the school land and hence there are no land conflicts that should be anticipated with the surrounding neighbours. The sites in these schools have grasses and shrubs and trees that must be cut to pave way for the project. The proposed sites are located close to the existing classroom blocks with nearest one at a distance of 5 meters away. In terms of transportation, the two schools are easily accessible as they are located along major roads in the district. However, it was gathered that vehicles may find it difficult to reach some schools in the district because of poor roads during the rainy season.

1.3.4 Nkhatabay District Proposed Construction Site Description

1.3.4.1. construction sites for classroom blocks and sanitation facilities

The selected sites for the assessment included five (5) primary schools selected from different education zones in the district (Annex A9.4). These schools included Mkwachi, Kaulambwe, Chilambwe, Chintheche and Chifira primary schools. The proposed sites for the project in all these schools is located inside the school land and hence there are no pending land issues. The sites are bare land with grasses or shrubs scattered on the land and sometimes even with a few trees that have to be cut to pave way for the project. The proposed sites are located close to the existing classroom blocks with nearest one at a distance of (2) meters away. In terms of

transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge. This challenge is exacerbated with the fact that the terrain of the district is hilly hence vehicles may find it difficult to reach some of the schools.

1.3.4.2. construction sites for female teachers' houses

One female teachers semidetached house will be constructed at one school in Nkhatabay district. Below is the description of the proposed site.

- **Site description for Nthabithabi primary school**

The proposed site is within nthabithabi primary school in Mzenga zone. The site sits on a bare land with a size 0f 40m by 23m. the land has no trees but natural shrubs and grass. The proposed site is close to other teachers' houses. Close by to the east about 700m outside the school premises is a forest of natural and exotic trees mainly *Naphini* and *gemerina*. To the south eastern side about 800m from the school premises there is a perennial stream that runs throughout the year.

Figure 4: The ES screening team comprised of CDO, EDO and SMC members at the proposed site for the construction of female teachers' house at Thabithabi primary school

1.3.5 Likoma District Proposed Construction Site Description

The visited schools under this assessment included St. Peters Primary School and Mocho Junior Primary School at Likoma and Chizumulu Islands respectively (Annex A9.5). The proposed sites for the project in all these schools are located inside the school land and hence there are no existing land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered on the land and sometimes even with a few trees that have to be cut to pave way for the project. The proposed sites are located close to the existing classroom blocks and toilets with nearest one at a distance of 5 meters away.

1.3.6 Mzuzu City Proposed Construction Site Description

The selected sites for the assessment included four (4) primary schools spread across different education zones in the district (Annex A9.6). These schools included; Zolozolo, Matope, Geisha and Mchengautuwa II primary schools. The proposed sites for the project in all these schools except Matope Primary is located inside the school land and hence there are no land conflicts with the neighbouring landowners. The proposed site for Matope Primary School is 50 metres away from the school campus on land that they bought because they did not have enough land on the campus for the new facilities. The proposed site has a residential house that will have to be demolished to pave way for the project and the site is surrounded by residential houses in all directions. For the others, the proposed sites are bare land with grasses or shrubs scattered on the land and sometimes even with a few trees that have to be cut to pave way for the project.

1.3.7 Mzimba North District Proposed Construction Site Description

1.3.7.1. Construction site for classroom blocks and sanitation facilities

The selected sites for the assessment included seven (7) primary schools spread across different education zones in the district (Annex A9.7). These schools included; St. Marys, Kamuwoli, Luhawani, Kapiri, Bulala, Chanolo, and Chanyama primary schools. The proposed sites for the project in all these schools is located inside the school land and hence there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered on the land and others have a few trees that have to be cut to pave way for the project. The proposed sites are located close to the existing classroom blocks with nearest one at a distance of 3 meters away. In terms of transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge.

1.3.7.2. Construction of female teachers' houses

One semidetached female teachers house will be constructed in Mzimba North education district. Proposed site for the construction is at kamanda primary school under Enukwenu zone.

- **Site description for Kamanda school**

1.3.8 Mzimba South District Proposed Construction Site Description

The selected sites for the assessment included eight (8) primary schools spread across different education zones in the district (Annex A9.7). These schools included; Mthonje, Kazengo, Bokola, Chamayembe, Emthuzini, Chiseng'ezi, Manyamula and Milenje primary schools. The proposed sites for the project in all these schools is located inside the school land and hence there are no land conflicts with the neighbouring landowners. Some of the sites are bare lands with grasses or shrubs scattered on the land and other sites have a number of trees that have to be cut to pave way for the project. Some of the proposed sites are located close to the existing classroom blocks with nearest one at a distance of 3 meters away. In terms of transportation,

most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge.

SN	School Name	Zone	Category based on PCR	No. of classrooms to build	Categorization based on PTLR	Sanitary Blocks	classrooms	Female teachers' houses
	Chitipa District							
1	Kafola	Nkhangwa	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	Kapele	Ilengo	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4	
3	Ilanga CCAP	Kawale	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	
4	Kakasu	Chisenga	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
5	Kapiri	Ilengo	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
6	Mchina	Kalowe	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
7	Itongo	Kaseye	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
8	Chinongo	Lughesyo	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
9	Meru	Meru	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
10	Wenya	Nkhumano	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
11	Kaghoma	Njerengwa						1 semidetached unit house
	Karonga District							
1	Sanambe	Fulirwa	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	Ndemange	Ighembe	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
3	Kafulu	Ighembe	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4	
4	Malimbalimba	Lupaso	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	
5	Mwaulambo	Mwenitete	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	
6	Doroba	Fulirwa	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
7	Chankholombe	Hangalawe	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2	
8	Tendi	Iponga	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2	
9								
10								
	Likoma							
1	Mocho J.P School	Chizumulu	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	St Peters F.P School	St Peters	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120)	1	6	
	Mzimba North							
1	Vithando	Bulala	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	Ehlonipeni	Enkondhlweni	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
3	Luhawani	Engucwini	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	
4	Kapiri	Euthini	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4	

5	Bulala	Bulala	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2	
6	Chanolo	Bwengu	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
7	Chanyama	Chanyama	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
8	Kamanda	Enukwenu						1 semi-detached house
	Mzimba South							
1	Mnthonje	Chizungu	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	Kazengo	Kaphuta	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
3	Mutu	Chizungu	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	
4	Chatonda	Chasato	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
5	Mtavu	Chikangawa	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
6	Chiseng'ezi	Chizungu	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
7	Edingeni	Edingeni	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
8	Milenje	Emfeni	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
	Mzuzu City							
1	Geisha	Kaviwale	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	Mchengautuwa Ii	Chibavi	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120)	1	4	
3	Zolozolo	Zolozolo	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
4	Matope	Zolozolo	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120)	1	2	
	Nkhata Bay							
1	Chigawi	Mzenga	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120)		6	
2	Kaulambwe	Chombe	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	
3	Chifira	Bandawe	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
4	Chikwina	Chikwina	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
5	Nkhutu	Usisya	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	
6	Thabithabi school							1 semidetached house
	Rumphi							
1	Chiwondola	Mphompha	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120)		4	

2	Chikwawa	Bolero	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120)		2	

Table 1-1: List of targeted schools

1.4 Methodology in Preparing the ESMP

The general steps followed during the assessment were desk studies, physical inspection of the site and surrounding areas, stakeholder consultations, and reporting and documentation.

1.4.1 Desk Study

Among the documents, the desk study looked at relevant project documents that include the Environmental and Social Screening reports, the project's Environmental and Social Management Framework, Stakeholder Engagement Plan, Labour Management Procedures, Environmental and Social Commitment Plan, and the World Bank Environmental and Social Framework. Pertinent national regulations were also reviewed, and they include, but not limited to, the Environment Management Act (2017), Education Act (2013), National Girls Education Strategy (2019), National Education Standards (2015), Local Government Act (1998), Forestry Act (1997), Land Act (2016), Occupational Safety, Health and Welfare Act (1997), Water Resources Act (2013), Child Care, Protection and Justice Act (2010), Gender Equality Act (2013), HIV and AIDS (Prevention and Management) Act, (2018), Sanitation Policy, Malawi National Land Policy, Public Health Act, New Land Laws, among other pieces of relevant legislation and policies.

1.4.2 Baseline Surveys (Physical Inspection of Project Sites)

The study team conducted field surveys in the project sites between 4-20 January 2023 to observe and capture baseline data on the existing environment. During this period various information was captured about landscape and visual, ecology (flora and fauna), agriculture and socioeconomic environment, among others. These specialist studies assisted in identifying and assessing environmental and social impacts that might occur because of the project.

1.4.3 Stakeholder Consultations

Consultations were an important component in developing the ESMP because they reduced anxiety and concerns likely to be brought about by the project so that the project is more acceptable by people and government authorities. Consultations also helped to incorporate views of local communities, government officials and different stakeholders on ways of avoiding or mitigating adverse or negative impacts and enhancing the positive impacts. The stakeholder consultations were conducted throughout the study period and the drafting of the report. The consultations were done in accordance with Annex G on page 46 of the Guidelines for ESIA of 1997. Below is a brief description of how each of methods for conducting public consultations was carried out.

1.4.3.1 Key Informant Interviews (KII)

Key Informant Interviews (KII) were used in data collection because of their ability to complement Focus Group Discussion (FGD). The key informants at district level, the respective ministries were consulted through the decentralized structures such as the District Environmental Sub-Committee members which comprised among others the following: Environmental District Office, District Education Manager, District Water Development Office, District Forestry Offices, and many other relevant offices. The key issues raised during the KIIs are summarised in Table 1-2 and detailed comments in Annex 2.

Table 1-2: Key comments raised by Key Informants

SN	COMMENT RAISED	RESPONSE GIVEN
2	**Disruption of marriages:** The District Social Office pointed out since the project will employ people from the project area, there will be an increase of income earned. This would result in disrupting the marriage fabric in many ways such as married man being engaged in extra-marital affairs, or women being less respectful to their husbands.	In response the following mitigation measures were mentioned to be included in the report: • The Contractors will have to coordinate with the District Gender Office, Children, and Social Welfare to carryout awareness campaigns amongst the construction workers and surrounding communities. • Develop an induction program including a code of conduct for all workers which the workers will be required to sign prior to starting work.
3	**Sexual Exploitation and Abuse of Learners**: The levels of poverty in the districts are quite high and this would lead to female learners being enticed by workers at the construction sites into sexual relationships. This would result in increase of teenage pregnancies at the schools.	Develop a workplace code of conduct to control issues of exploitation and sexual harassment that will be signed by all workers The following were the mitigation measures that would be included: • The Contractors will have to coordinate with the District Office of Gender, Children, and Social Welfare and the Police Department to carry out sexual harassment/ SEA awareness campaigns around the sites. • The project will develop a child safety management plan to which will apply to the contractor and their workforce. • Develop an induction programme including a code of conduct for all workers.
5	**Low wages for workers and delayed payments to workers:** The District Labour Office pointed out that the districts face challenges with construction projects and especially of this nature. The high supply of labour and low demand in employment leads to exploitation of labour. The project usually delays paying the workers or sometimes workers not even paid during the last phases of the project. In addition, workers are paid below the minimum wage set by the government.	The officers suggested the following; • This can be avoided by following the labour laws and making sure that every worker is paid above minimum wage. • Before the project begins, all involved parties must sign legally binding contracts with clear details on issues of payments and work deliverables. All stakeholders must also be sensitized on their responsibilities during this time

SN	COMMENT RAISED	RESPONSE GIVEN
6	**Increased spread of STIs HIV and AIDS and Covid-19:** The key informants pointed out that the district has a high prevalence of HIV and AIDS at 7.6% according to the Districts Social Economic Plan. This is attributed to risky sexual behaviours such as having multiple sexual partners and having unprotected sex among others. Due to this there would be increased spread of HIV and AIDS, and Sexually Transmitted Infections (STIs) because of sexual relationships amongst the construction workers and even between construction workers and people in the community because of increased income.	The officers proposed that Committees such as the SMC, VDC, and MG together with local chiefs should conduct community sensitizations to help impress upon community the consequences of promiscuous behaviour and to help decrease the possibility of marriage disruptions.
8	**Risk of accidents and injuries:** The key informants pointed out that construction works increase the risk of accident as such this would be an anticipated impact.	The officers proposed that the project should provide PPE for all construction workers and there should be sensitization on the protection rules for construction
9	**Employment to Local People and other unemployed teachers:** Apart from the project being a positive to the project should consider giving employment opportunities to those from the project area. For the auxiliary teachers, it will give them source of employment because most of these are just idle and not working. This will help them to gain some experience.	• The construction project will provide employment to people including women, youth and the vulnerable from the surrounding communities. This will be achieved by recruiting people in consultation with District Labour Office and local chiefs. • Community committees should be engaged during recruitment of local artisans for the project so that it first benefits those in the surrounding communities
11	**Cutting down of trees:** It was pointed out that some proposed sites in the schools have both indigenous and exotic trees which have to be cut to pave way for the construction of the facilities.	The district forestry office should be engaged to provide trees that can be planted in alternative sites in the schools
12	**The performance of students in schools will improve:** Improved learning environment as a result of new facilities would help children to perform better. The auxiliary teachers	The project should make sure that the auxiliary teachers that are recruited are qualified for the job so that they are able to deliver lessons to the students without difficulty.

SN	COMMENT RAISED	RESPONSE GIVEN
	will help to reduce the workload that existing teachers have and hence increase the teaching performances in these schools. The mentors will also help encourage students to work hard and go far with their education. They will also help provide career guidance for learners.	The mentors should be provided with relevant trainings and be given targets so that they deliver in relation to their duties and responsibilities.
13	**Improved pupil-classroom ratio:** The construction of more classroom blocks will decongest the classrooms accommodates up to 100 learners. The new blocks will help to reduce this number hence enabling the schools to reach the desirable 60 learners per classroom. In some schools the new blocks will ensure that the schools stop doing the shift system of learning.	The government through the ministry of education should consider building more classroom blocks to further attain the recommended classroom-pupil ratio and help reduce the spread of respiratory diseases in the process.
14	**Teacher-pupil ratio will decrease:** Generally, in most schools, teachers are few compared to the number of teachers and this imbalance makes it difficult for the teachers to perform effectively**.**	The project should ensure that it recruits more auxiliary teachers so that the teacher-pupil ratio is improved towards the desirable 1 teacher against 60 pupils.
15	**Reduced absenteeism for female learners because of availability of sanitation blocks:** The Construction of sanitation blocks will create a safe environment for the learners more especially girls. The facilities will reduce absenteeism among female learners	
16	**Increased soil erosion and widening of rivers as a result of sand mining:** The project will require a lot of sand for construction and also for manufacturing of cement blocks. The source of the required sand may be faced with erosion	Planting vetiver grass along the river banks to avoid soil erosion.
17	**Conflicts may arise between the community and the Project especially on usage of some locally found materials i.e. water.**	The project and the community through chiefs should make plans on how natural resources will be used and sourced from to avoid the impending competition

SN	COMMENT RAISED	RESPONSE GIVEN
18	**Theft of building materials by some workers:** There will be risk of increased cases of theft of materials on the project by the local workers	• School Management Committee should be involved in supervision of the Project. • There should be strict laws on the project to deter would-be offenders and all workers should sign the code of conduct and punishment for offences should be clearly stated.
19	**Increased dust emission during construction work through mixing of cement and digging the foundations:** Dust emission is anticipated on the project especially emanating from cement when manufacturing cement blocks	Consider fencing the work sites to keep out the dust and provide PPEs to workers such as face masks, gloves, work suits, helmets etc
20	**Incidences of open defecation by project workers**	The project should construct temporary pit latrines in separate for ladies and gentlemen and ensure they are being used,
21	**There will be enhanced community participation and ownership of the project**	There should be community sensitization where people are informed that there is a project coming to their area as well as what the project involves

1.4.3.2 School Management Committees Focus Group Discussions

Focus Group Discussions (FGDs) were conducted and comprised purposively selected participants of the School Management Committees (see Annex 1). FGD as a method had been chosen for its ability to provide a relatively less intimidating environment for the participants to effectively discuss their views and experiences. This method allowed a reflection of participants' viewpoints thus clarifying issues and enabling the study team to gain more insights into issues. Detailed issues discussed during the FGDs are provide in annex 2 (A2.2).

As already mentioned, the environmental and social assessment had sampled out 46 schools across the division. A total of 22 environmental and social impacts were anticipated by the community members and these are presented in Figure 1-5. Theft of construction material was an anticipated impact from 16% of the samples SMCs and this was attributed to the fact that the local artisans know where to sell the material locally and would easily connive with other community members. It was also mentioned that there have been cases of theft by contractors in similar development projects in their areas. Loss of vegetation, specifically cutting down of trees, was identified as a potential impact by 13% of the interviewed SMCs and this was attributed to three main reasons (1) brick burning; (2) clearing of school woodlots to clear construction; and (iii) use of trees for construction works e.g. scaffolding. Spread of HIV & AIDS was identified as an impact by 10% of the responding SMCs while disruption of classes from construction noise and other activities was identified by 9%. Disruption of marriages due to increased income levels was an anticipated impact by 7% while noise pollution had a frequency of 6%. The other identified impacts and the responses that were given to the SMCs during the consultations are provided in Table 1-3. In addition, these identified impacts have been presented in chapter five where impacts have been discussed together with the proposed mitigation measures.

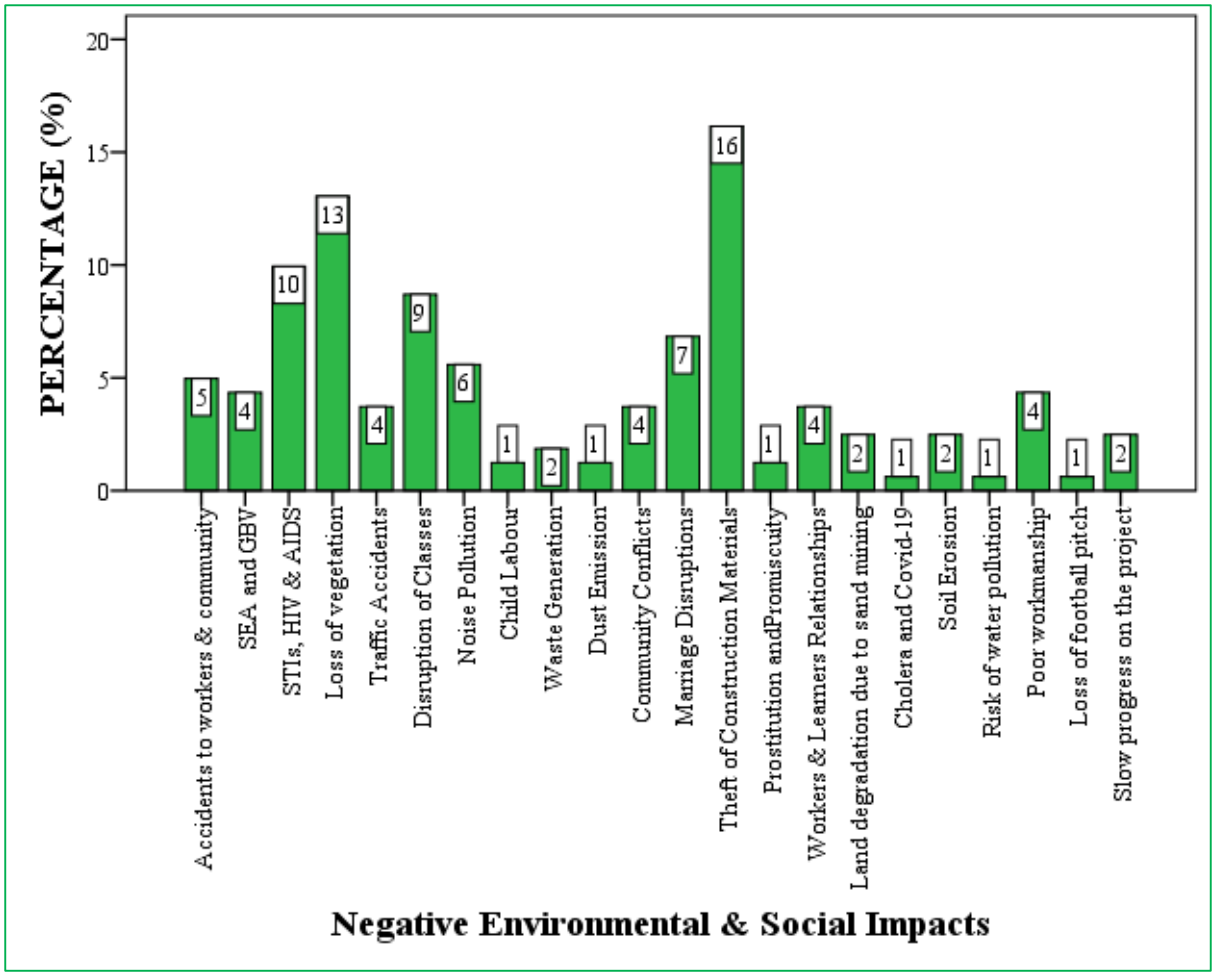

Figure 1-5: Anticipated project impacts as identified by SMCs

Table 1-3: Key issues raised during Community FGDs

SN	COMMENT RAISED	RESPONSE GIVEN
1	**Theft of building materials:** Almost all the schools pointed out that theft of building materials had been experienced in previous similar public projects	• The School Management Committee (SMC) will work in close collaboration with the existing community security structures and the Police to ensure construction materials are protected.
2	**Creation of job opportunities for the local people within the project area.** In all the proposed project sites the community were excited that the project will involve local artisans because in the past projects, some contractors brought artisans from other areas.	• The project should employ more artisans from the communities and not from other communities • Considering that most of these artisans are not experienced in constructing using cement blocks, the project should consider providing training to them
3	**Noise pollution will affect students:** Most schools pointed out that some stages under construction produce a lot of noise which may disturb classes as such this has to be looked into to reduce the impact on teaching and learning process.	The project will sensitise construction workers to avoid making noise. The project will also schedule noisy activities when classes are not in session.
4	**Spreading of infectious diseases such as HIV & AIDS, STIs and COVID19:** The increased income for some of the workers will lure them into engaging in promiscuous activities which may increase the spread of HIV and AIDS.	The project should put in place mitigation measures to sensitise the workers and learners. The construction workers should also be provided with appropriate PPE.
5	**The local artisans and community members will gain new skills:** The communities at Chanyama Primary School emphasised that the area lacks skilled construction workers in cement blocks and therefore hoped the project would help train some of the locals and artisans in this area.	The construction works should have a deliberate setup where the artisans and locals are trained on how to make and construct with cement blocks and this will boost their construction skills.
6	**Risk of accidents to workers:** The community at all sites indicated that accidents and injuries are common at the workplace and their ought to be measures to handle them.	The schools proposed that the project should provide enough PPE to the workers

SN	COMMENT RAISED	RESPONSE GIVEN
7	Sexual relationships between workers and female students	The project should put in place a workers' code of conduct which the workers will be required to sign prior to starting work. The code of conduct will address issues which will include (i) Prevention of illegal activities such as child labour, sexual exploitation, defilement, child prostitution, harassment of women, gender-based violence, purchase or use of illegal drugs, fighting;(ii) Disciplinary measures and sanctions (e.g. dismissal) for infringement of the code of conduct and/or company rules
9	**Disruption of vegetation within the project site:** The communities expressed fears on destruction of vegetation in the area from construction activities as experienced with previous construction works.	• The construction will confine land clearing to worksite by clearly marking out the extent of clearing with pegs at ten metre intervals or less. • The project should also provide tree seedlings to SMCs to encourage reforestation around the project areas
10	**The community should be involved in project supervision to ensure all materials are being utilised as intended:** This concern was because they communities had experienced from previous public projects that the works were progressing very slowly and the output was not up to standard.	The project should involve the school management committee (SMC) in the project activities. SMC is a structure that comprises of community members and is available and functional in all schools. The role of the SMC is to oversee such projects, and the proposed project will utilise the SMC with responsible to monitor daily implementation of the project.

Chapter Two: Description of the Project

This chapter describes the sampled sites where construction will take place as a proxy for the targeted schools and in the case of MERP, these are existing primary schools with high PCR. Information on project duration and the estimated number of employees per construction site has also been provided. The chapter also includes description of the nature of the project; and main activities of the project such as construction phase, and operation and maintenance phase. This chapter has also provided a brief description of the key legislative requirements that the program will have to abide by during construction and operation phases.

2.1 Project Components

The Programme Development Objective of MERP is to improve learning environments for students in lower primary in government schools. The programme intends to have a national scope, implying that the catchment will be extended to all public primary schools. There will be a blend of targeted investments in Standards 1 and 2, incentives to districts, and direct support to schools to address constraints which prevent schools from providing quality education. Schools with over 1 to 90 Pupil to Classroom Ratio (PCR) will be prioritised for funding for construction works. There are five components: three fixed components supporting project activities; a variable component capturing Performance Based Conditions (PBCs); and a component for project coordination.

2.1.1 Component 1. Enhanced 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 are the primary source of discretionary finance to schools, and of vital importance for the long-term capacity of schools to ensure safe and effective learning environments. PSIG supports all non-staff expenses for schools, including repair and maintenance of infrastructure; supply of student learning materials; mobilisation of communities; and provision of support to girls and disadvantaged students. However, the current PSIG 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 randomised experimental basis, paid directly to schools from central government, to be spent on a number of strategies to address low rates of promotion and learning, and high female dropout rates. The component aims to address the following limitations of PSIG:

Adequacy: PSIG is low on a per-capita basis in Malawi in comparison with other countries: the typical schools receives just US$1.50-2.0 per student, compared to US$5 in Tanzania and US$12 in Kenya. The strategies supported by MESIP SIG have been mainstreamed into the guidance for utilisation of the main PSIG, including provision of MHM materials and gender-specific infrastructure, notably girls' changing rooms, awards for most improving students, inviting female role models to schools, monitoring and counselling girls at risk of dropout, awareness raising around early marriage and sexual and reproductive health, monitoring and

addressing of gender-based violence (GBV) as well as increased testing and remedial teaching. However, without an expansion in the PSIG amount, there is a risk that schools will not be able to fully implement these additional responsibilities.

Delays and shortfalls: PSIG is subject to severe delays in disbursement. Although it is intended to be released early in the school year, between September and November, the average date of receipt is 25th February, more than halfway through the school year. These delays stem from bottlenecks in disbursement of PSIG from districts to schools. Around five percent of schools in any given year do not receive PSIG at all, representing a shortfall in budgeting.

2.1.2 Component 2. Improved Learning Environments in Lower Primary

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 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.

2.1.2.1 Sub-component 2.1: Low-cost classrooms

In each project year, beginning in 2021/22, schools with PCRs above 90 and below 120 in at least one of Grades 1-4 will receive a sufficient amount to construct a low-cost classroom. Classrooms will be constructed using community labour and procurement of materials, in a similar manner to under MESIP. A new standardised design is being developed for low-cost classrooms by the Education Infrastructure Management Unit (EIMU) within MoE, which is intended to allow the construction of safe and high-quality low-cost classrooms by communities for approximately US$5,000. In order to ensure adequate safety and quality of construction, while maintaining low costs, classroom construction under this component will adopt the standardised design for low-cost classrooms, constructed by communities with supervision from EIMU as well as district-level Clerks of Works. Schools will be required to complete construction of each year's classrooms and allocate new classrooms to grades with the highest PCRs, before becoming eligible for further MERP SIG in the following year.

2.1.2.2 Sub-component 2.2: Auxiliary teachers

In each project year, starting in 2021/22, schools with PQTRs above 90 in at least one of Grades 1-4 will receive a sufficient amount to hire or maintain an auxiliary teacher. Auxiliary teachers will be qualified teachers who are not currently employed in the official government teaching workforce. Schools will be required to appoint auxiliary teachers to teach entirely or predominantly in grades with the highest PQTRs to receive continued finance for auxiliary teachers in the following year.

Sustainability. By project closing, reforms to teacher deployments to schools, supported by a PBC; and improved allocations of teachers between grades at school level, supported by School Leadership Program training (see Component 4), are expected to improve staffing in lower primary and reduce the need for auxiliary teachers. Following MERP completion, remaining needs for auxiliary teachers will be met through the expanded PSIP SIG.

Implementation of MERP SIG activities. PEAs are expected to play a primary role in supervising the use of MERP SIG. Training for this activity will be provided as part of the School Leadership Program (Component 4). In addition, capacity building support will be provided to this supervision as part of support to project monitoring and evaluation (M&E) under Component 5.

2.1.3 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.

Building capacity for gender positive pedagogy. A host of intangible and unconscious biases in teacher behaviour can contribute to inequitable learning outcomes for girls. The component will support the review and updating of existing MoE pedagogical training and support activities, including those relating to the NRP and planned National Maths Program, to ensure gender positivity and identify and address potential sources of inequitable learning in the classroom. Specifically, key activities will include (i) reviewing and updating of existing MoE pedagogical pre-service and in-service training, and support activities to ensure appropriate coverage of issues relating to gender and equitable learning for female students; (ii) observation of teaching and targeted additional support to teachers with problems of gender-sensitivity in their teaching, using the World Bank TEACH tool; and (iii) establishing ongoing cluster and school-based professional development systems so that pedagogical advisers, head-teachers, and peers can observe and provide feedback to teachers on the use of the targeted interventions and specific pedagogical practices in the classroom. These pedagogical activities are intended to build teachers' capacities to teach using more structured and gender-positive interventions, thereby contributing to an improvement in girls' learning outcomes, and correspondingly, increased retention, thereby reducing gender gaps.

Learner Mentors: The Ministry will identify an NGO to implement the Learner Mentors interventions. The NGO and MoE will develop and scale up an adapted Learner Mentors intervention. Schools without a female teacher, those without a female head teacher, deputy head teacher or section head; and those schools with more than 150 female students to a female

teacher; will be eligible to receive a Learner Mentor. The NGO in collaboration with the School Management Committee at each school will identify promising local female secondary school leavers for training and appointment. The NGO in collaboration with MoE will provide training to Learner Mentors for a period of 2-3 weeks; there after Learner Mentors will receive professional support from mentor teachers. The Learner Mentors will (a) create or support girls' clubs to provide safe spaces for female students to share and discuss concerns and provide mutual support; (b) advocate where required for female learners with teacher and school leadership; (c) call attention to and address bullying, harmful traditional practices, GBV (physical abuse, SEA and SH), and inappropriate treatment of girls, by fellow students, teachers and the community members; (d) provide guidance and support to female learners; (e) deliver skills and wellbeing lessons; and (f) assist school governing structures (Parent-Teacher Associations, School Management Committees and Mother Groups) in harmonizing and implementing the PSIG strategies to provide support to female learners. 101 Participating public primary schools will identify promising local female secondary school (or tertiary) graduates for training and appointment. Learner Guides will provide these interventions for approximately 2-3 hours per week over the course of the school year, for two years (Phase 1). For the project's final two years (Phase 2), new Learner Mentors will be identified and trained using the same process, provision for the Phase 1 Learner Mentors to renew for another 2-years in Phase 2 shall be made, depending on favourable performance.

Additionally, Modules on climate change awareness, adaptation and mitigation measures will be incorporated into the Learner Mentor program. Learner Mentors will work with school staff members appointed as 'climate change (eco) champions' within their schools,102 and together, will work with learners in groups to (i) raise their and other students' and staff members' awareness of climate change; (ii) motivate them to take steps to combat it; and (iii) encourage them to form 'eco-clubs' with a focus on climate change mitigation and sustainability (such as planting trees to preserve the greenery and recycling, food waste and energy-efficiency school campaigns103), and/or engage in other activities which would contribute to making their schools more eco-friendly. With support from Learner Mentors and other staff members, students will also be encouraged to carry out social responsibility activities in their neighbourhood communities to increase climate change awareness.

District Action Plans

- In Year 1, MoE will develop, in consultation with DEOs, an action plan on improvement of distribution of female teachers, identifying recommended strategies to be employed by districts to address challenges and achieve safe and sustainable placement of female teachers in more remote schools. This action plan is expected to provide guidance to districts on the addressal of common barriers to the placement of female teachers in remote schools, including issues of housing and transport; compensation and promotion; safety; and policies on spousal and medical exceptions. Each district will then develop its own costed district-level action plan including targets for increase of the share of schools in which the female PqTR is within an acceptable range. The acceptable range is 1 female for 91-120 female learners. Activities conducted under the Action Plans are expected to include, but not be limited to:

construction of 5 dedicated housing for female teachers in five schools across four districts namely: Chitipa, Karonga, Mzimba north and Nkhatabay; improvements in availability of electricity and clean water at schools and potentially, incentive payments for female teachers in remote postings.

- In Years 2-4, the component will provide finance to districts to support the implementation of district-level action plans. District Action Plans resourcing is beyond MERP, districts shall be sensitized to mobilise and utilize other education finance for the plans implementation. A clear criterion shall be developed, for allocation of finance to districts, based in large part on the number of school with female pupils-female teacher ratios outside the acceptable range (91-120).
- Where districts opt to construct housing for female teachers, or any other construction supported by district-level action plans, these will be subject to similar arrangements regarding the requirements and supervision for climate adaptation and sensitivity, as those for the low-cost construction under Component 2.

Common zonal testing and gender-disaggregated feedback.

- The sub-component will support the scaling-up of common zonal testing (CZT), introduced under MESIP, to all 34 districts in at least Grades 1-4. The CZT will be administered in English, Chichewa and Mathematics at zonal level. Under the guidelines for the new tests, results are to be disseminated to school communities; the component will support this through the provision of report cards, showing grade- and gender-disaggregated results from tests, to schools, raising awareness of student learning levels and gender disparities at the school level. EMIS/M&E will be responsible for entering and analysis of the test scores and distribution of the report cards to the schools. The outcome of the test scores will be a basis for provision of remedial education to low performing students particularly girls.
- Support to common zonal testing and feedback, and to district-level action plans for improved distribution of female teachers, will be subject to a PBC (PBC 5) rewarding the share of schools which participate in CZT and receive report cards in the agreed format. Details for implementation will be added once finalized in Year 1.

2.1.4 Component 4. School Leadership Program

This component will support the national delivery of an updated and revised School Leadership Program (SLP) supporting head-teachers, deputy head-teachers, 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 utilisation and (4) maintain and utilise 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. 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.

As part of project preparation, a capacity and needs assessment will be conducted of MIE to determine the need for capacity building to enable them to fully and effectively deliver the program, including a review of the potential for continued involvement by the cohort of trainers employed for the training under MESIP by University of Malawi Chancellor College; building on a similar planned collaboration between MIE and Teacher Training Colleges (TTCs) for the secondary Equity with Quality and Learning at Secondary (EQUALS) Project (P164223). Within three months of Effectiveness, the SLP will be further updated to strengthen the content in response to evaluation data from the pilot, to incorporate the additional material on school cultures, and to add further new material, relating to supporting teachers to achieve learning in large classes, informal means of rewarding teacher performance and the development of school cultures which meet the needs of girls, overage students, low-performing students, and those with special needs, as well as guidance on eligibility and use of MERP SIG as provided under Component 2. Beginning from 2021/22, the revised SLP will be scaled up to existing head-teachers, deputy head-teachers, and PEAs who did not undergo the original SLP under MESIP. Priority will be given to female school leaders, recently appointed deputy head-teachers, and recently appointed head-teachers.

Malawi's teaching workforce is forty-five percent female, but only about twelve percent of the head-teachers are female. The lack of female teachers in senior leadership positions pose a threat to efforts to build inclusive school cultures, to improve the distribution of female teachers, and to provide role models for female learners. While discrimination in promotions cannot be ruled out, the lack of female school leaders is also attributed by stakeholders to issues of confidence on the part of female teachers. Building on the support provided to the identification and capacitation of future female school leaders under Component 3, the revised SLP will include selected female teachers in junior leadership positions, such as section heads, with a particular emphasis on schools where neither the head-teacher nor deputy head-teacher is female.

2.1.5 Component 5. Project Management, and Sector Program Support and Coordination

This component will finance the management of the project, including reporting. The component will support the establishment of a Project Facilitation Team (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 sub-district-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 evidence-based 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.

2.2 Project Duration and Estimated Number of Employees

The construction phase is expected to take a maximum duration of three (3) months (12 weeks) per site. The project construction works will be executed by local artisans who will be trained in general management of construction works before commencement of construction works. These local artisans will be supervised by Clerk of Works to be recruited by MERP. Each project site is expected to have not less than four local artisans and eight community members to provide unskilled labour. The project will aim at employing at least 40% women; however, the most desirable target will be an achievement of a ratio of 50:50 in terms of employment.

2.3 Nature of the Project

The proposed project is the construction and operation of low-cost classroom twin-blocks at 402 primary schools in the Northern Education Division. The twin-block classroom will have a floor area of 179.1 square metres (9.01 by 19.88 metres) and will have a capacity of eighty learners (forty learners per classroom). The blocks will be constructed at existing, functional, and on school (public) land as such there will be no compensation for loss of land or property. The main building material will be cement hollow blocks of 400mm by 200mm by 200 mm measurements. The roof will be composed of Chromadeck Inverted Box Rib (IBR) roofing sheets (26 gauge) on mild steel purling on mild steel trusses. A 26-gauge ridge plate complete with ridge closers will be installed. The rooms will have one door that is 2.1-metres-high and 0.9-metres-wide, which will be in front of the classroom. The entrance to the classroom will have a ramp to allow easy access of persons with disabilities. Each classroom will have five window openings on both sides that will be 1.3-metres-high and 0.8-metres-wide. In addition to the windows, air circulation will be increased by 12 air vents installed above the ring beam of 400mm by 200mm measurements. The block will also have four high level air vents at a distance of 1100mm from underside of the beam.

2.4 Main Activities of the Project

The project implementation cycle is categorised into planning and design, construction, de-mobilisation, operation, and decommissioning phases. The main activities carried out during these phases have been highlighted in the following sections.

2.4.1 Planning and design phase

The activities in this phase include planning and designing of the project works and activities. This includes disbursement of funds, community mobilisation and sensitisation, identification of local artisans and environmental assessment studies. This also includes preparation of construction designs, processing of applicable authorisation and approvals from relevant authorities, preliminary consultations, and land use planning.

The design of the classroom blocks was guided by the Safe School Construction Guidelines (Ministry of Education, 2019) which promote local practices, low-cost technologies and identify strategies for multi-hazard risk reduction by proposing both affordable and appropriate solutions through a user-friendly manual. Considering that the classroom is designed for forty learners then physical distancing will be achieved as each leaner will have space of 1.5 square metres. Other design considerations are discussed in subsequent sections. The design of the classrooms has also provided for three-windows on each side that are 1.2 meters by 1.5 metres, which is wide enough to allow for natural lighting and adequate ventilation.

The choice of the construction site is probably the most important factor that affects the building's safety. The site selection should take into consideration all the different hazards that are prevalent in Malawi. The most prevalent hazards in Malawi are floods, strong winds, earthquake, landslides and wildfires. For this reason, the site assessments by the consultant considered these key issues. The school blocks have been designed with guidelines for selection of construction sites as indicated in Table 2.1.

Table 2-1: Guidelines for site selection

Potential Hazard	Preventive Measure at Site Selection
Flooding	• Site is on elevated site • Site is away from a water body • Site away from an area that has history of being a flood hazard zone
Strong winds	• Do not build classroom under a tree, as it may fall down in case of strong winds. Build classroom at a proper distance
Earthquake	• Avoid sites with fault lines • Select sites with firm sub-soil, to avoid liquefaction • Avoid site with ground water levels above foundations.
Landslides	• Choose a site away from escarpments. • Avoid sites with saturated soil or where the water table is close to surface. • Choose a site remote from the base of the slope • Choose a site without deep cuts into a hill or slope • Choose a site with relatively stiff and compact soil. Avoid sites with un-compacted fill material
Wildfires & Fires	• Define the appropriate safety distance from forests to protect against wildfires

	• Ensure the site is large enough to allow safe distance between buildings • Verify the status of existing electrical devices and do not build close to power lines

According to the Design Manual for School Construction in Malawi (McCabe, 2015), Malawi's prevailing wind is easterly, from the Indian Ocean, minimise openings on eastern facades to prevent driving wind and rain entering the classrooms. An east-west orientation, with windows facing north and south is preferable as the low morning and evening sun will not penetrate the classroom. Where the site does not allow for this consider extra measures such as extended roof overhang etc.

The classroom block has been designed to provide access to all learners and staff including those with disability. This has been done by providing a ramp with slope of not more than 1:10. The surface has also been designed to be non-slip to prevent any trips and falls. A proper drainage system is required to maintain the grey water from overflowing to roads and lawns. The site's drainage system is usually connected to greater system. To maintain the safety within school-zone, school's drainage system must adopt a closed drainage channels system.

2.4.2 Construction phase

The main activities to be undertaken during this phase of the project are clearing and construction of the main buildings and storm water drains for the classroom blocks as guided by the MERP Construction Manual for Low-Cost Classroom Block Sanitation Facilities, female teachers' houses. During this period, there is a need for continued consultation with the stakeholders around the project. The following sections provide an insight on some of the activities which will be undertaken.

2.4.2.1 Local Artisans Mobilisation

Mobilisation by the local artisans shall be the first activity before commencement of any works on site. The mobilisation activity will offer the artisans to prepare by doing the following activities and others that the contractor may deem necessary:

- Identify and establish secure storage area and buildings for construction material. Ensure that no school buildings are used for storage or any other uses by the artisans.
- Identify and establish secure site office.
- Identify and establish ablution facilities for construction workers.
- Identify water supply for construction purposes.
- Identify sources for sand extraction.

2.4.2.2 Land clearing and levelling

Land clearing of the proposed project sites will be the initial groundwork during the construction phase. Land clearing will be done in readiness of construction works using manual labour. The activities envisaged during site preparation are:

- Removal of existing vegetation.

- Preparation of the land to required levels and falls, which this will entail some topsoil removal.
- Removal from site of some excess soil, stones and rock if present.
- A temporary fence to act as hoarding will be built around the site during construction.
- Transport to final destination of earth from earth moving activities

2.4.2.3 Construction of buildings and Sanitary facilities

The activities envisaged during construction are:

- Excavation of trenches for the buildings foundations.
- General construction works, earthworks, and soil sealing (where necessary).
- Form and concrete works in foundations for buildings.
- Cement block's work for building walls.
- Carpentry works for scaffolding and roofing.
- Installation of ancillary machinery and equipment.
- Disposal of rubble and other waste from the construction site, and
- Soft landscape to restore beauty to original or better quality.

2.4.2.4 Construction material and equipment

The main raw materials for construction are cement hollow blocks (400mm x 200mm x 200mm). A summary of construction material and equipment for construction phase has been provided in Table 2-2.

Table 2-2: Summary of construction material and equipment

SN	Raw Material	Source
1	River and building sand	Nearby rivers or streams
2	General building materials such as cement hollow blocks, cement and aggregates	Local approved suppliers
3	Diesel (for operation of the generator and machinery)	Local approved suppliers
4	Construction water	Existing water sources at school to be stored in tanks.
5	Equipment (Tippers, scaffolding materials, light passenger vehicles, engine generator, and hand tools)	Contractor

2.4.3 Operation and maintenance phase

After the finalisation of the construction works, it is expected that learners will be using these facilities. However, this time around the learners will benefit from modern equipment and materials which will be installed and used at the schools for learning purposes. The operation activities will mainly involve teaching learners, and provision of good welfare for learners so that they have a conducive learning environment through the provision of modern learning equipment, sanitary facilities, and classrooms.

This phase is also critical in attaining the development objectives for the project that will among others include recruitment and engagement of auxiliary teachers and learner mentors. The operational phase will also have to implement project activities in line with the Project Implementation Manual. The existing projects grievance redress mechanism (GRM) should be always operational to ensure that project participants and beneficiaries have a platform for presenting their grievances, which is outlined in Annex 4.

Chapter Three: Administrative, legal and policy requirements

This chapter gives a review of the legal framework pertaining to the proposed project and indicates their implications on the project. Reference has been made to relevant Malawian legislations but also to the World Bank Environmental and Social Framework. Furthermore, the chapter provides an account of all regulatory licenses and approvals that have to be obtained for the proposed project to ensure that they are in line with sound environmental management practices and are in compliance with relevant existing legislation.

3.1 Relevant Malawi Legislative Framework

Table 3-1 provides a brief description of the key legislative requirements that the project will have to abide by during construction and operation phases.

Table 3-1: Review of key legislative requirements

Legislation	Key Points
Constitution of the Republic of Malawi (1995)	The constitution of the Republic of Malawi is supreme over any legal policy or Act in Malawi. The constitution accords full recognition to the rights of future generations by advocating environmental protection and sustainable development of natural resources. It also calls for the prevention of environmental degradation. *The MERP Project has the responsibility to ensure that implementation of the project is environmentally sustainable and does not compromise the socioeconomic setting and values*
Environment Management Act (2017)	The Act enacted outlines the ESIA process to be followed in Malawi and requires that all project developers in both the public and private sectors comply with the process. The proposed sub projects are small in nature and do not fall under the list of prescribed projects as such ESMP was develop for mitigating potential impacts. *In line with this Act, the MERP Project has prepared this Environmental and Social Management Plan identifying project risks and putting in place mitigation measures as per the requirements of the Act.*
Forestry Act (1997)	The Act recognises the need to promote participatory social forestry and empowerment of communities for conservation and management of trees within the country. In this regard the act encourages community involvement woodlot establishment and in management of forest reserves through co-management approaches. Government of Malawi has put in place an Environmental Management Manual (Forest Management and Conservation) to guide communities, community extension workers in participatory social forestry in Malawi. The manual provides step-by-step procedures in planning, implementation, monitoring and evaluation of community-based forest management activities in rural and per-urban areas.

Legislation	Key Points
	The MERP project should ensure that the projects avoid cutting down of trees during the construction phase. The MERP should also promote development of woodlots in the target schools by planting more trees in collaboration with communities and District Forestry Offices.
The Occupation Safety Health and Welfare Act (1997)	The Act regulates working conditions with respect to safety, health and welfare of workers. It seeks to ensure that work places are safe and that the welfare of workers is protected. The Act also requires that workers should be provided with appropriate protective equipment (PPE) to ensure that they are safe while they are working. *The MERP Project should ensure that workers are provided with appropriate PPE to ensure the workers are comfortable and safe from occupational health and safety hazards. The Act requires that workplaces are registered and obtain a workplace license as per the provision of the law.*
Gender Equality Act, 2013	The Act takes action and addresses the inequalities that exist between men and women in many aspects of daily life in Malawi. The Act seeks 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 public awareness on promotion of gender equality. The Act calls for a workplace policy to ensure that sexual harassment is avoided. *The MERP project will ensure the principles set in this Act are included in all its activities and has developed a GBV & Sexual Harassment Prevention Plan. This plan will promote equal employment opportunities and providing a conducive environment without sexual harassment and any other types of gender discrimination. The MERP project has a policy to support employment of not less than 40 percent of females in the construction sites.*
HIV and AIDS (Prevention and Management) Act, 2018	The Act makes provision for the prevention and management of HIV and AIDS; and provisions for the rights and obligations of persons living with HIV or affected by HIV and AIDS. The Act prohibits discrimination on a basis related to HIV or AIDS accords a person living with HIV the right to privacy and confidentiality regarding information concerning their status. The Act also gives provisions to employers by stipulating requirements in several sections. *The MERP project has put in place mitigation measures that are in line with the Act. The local artisans to be engaged in the construction works and the communities around the schools will constantly be sensitised on HIV and AIDS during the construction period.*

Legislation	Key Points
Child Care, Protection and Justice Act (2010)	This is an Act that consolidates the law relating to children by making provision for childcare and protection and for child justice, and for matters of social development of the child. Part II, Division 6 of the Act has provisions for the protection of children from undesirable practices that include child abduction, child trafficking, harmful cultural practices, forced marriage or betrothal, pledge of a child as security and other offences. *The MERP project has put in place mitigation measures that prevent child labour and has developed a Child Safety Management Plan that is in line with the Act.*
Education Act (2013)	The Act makes provisions for the establishment, organisation, governance, control, regulation and financing of schools and colleges. 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 learners' knowledge, understanding and skills needed for Malawians to compete successfully in the modern and over changing world is also being emphasised. *The MERP project will assist in removing the barriers by increasing school intake and providing better learning experience in the selected schools.*
Marriage, Divorce and Family Relations Act (2015)	An Act to make provision for marriage, divorce, and family relations between spouses and between unmarried couples, their welfare and maintenance, and that of their children, and for connected matters. The Act recognises a child to be those aged 18 and below, and section 14 states that two persons of the opposite sex who are both **not** below the age of eighteen years, and are of sound mind, may enter marriage with each other. *The MERP project has put in place mitigation measures that prevent construction workers from engaging in sexual relations with learners and has developed a Child Safety Management Plan that is in line with the Act. In addition, a code of conduct has been prepared that will be signed by all construction workers as a commitment for them to support provisions stipulated in the Act.*

3.2 World Bank Environmental and Social Framework

The World Bank Environmental and Social Framework sets out the World Bank's commitment to sustainable development through a Bank Policy and a set of Environmental and Social Standards designed to support Borrowers' projects to end extreme poverty and promote shared prosperity. The Environmental and Social Standards set out the requirements for Borrowers relating to the identification and assessment of environmental and social risks and impacts associated with projects supported by the Bank through Investment Project Financing. The

Bank believes that the application of these standards, by focusing on the identification and management of environmental and social risks, will support Borrowers in their goal to reduce poverty and increase prosperity in a sustainable manner for the benefit of the environment and their citizens. The Environmental and Social Standards that apply to the project are given in Table 3-2.

Table 3-2: Relevance of WB Environmental and Social Standards to the project

Environmental & Social Standards	**Main requirements and conducted activities to meet them**
ESS 1 - Assessment and Management of Environmental and Social Risks and Impacts	ESS1 sets out the Client's responsibilities for assessing, managing, and monitoring environmental and social risks and impacts associated with each stage of a project supported by the Bank through Investment Project Financing, to achieve environmental and social outcomes consistent with the Environmental and Social Standards (ESSs). The objective of the standard is to identify, assess, evaluate, and manage environment and social risks and impacts in a manner consistent with the ESF. 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 *The MERP project has identified E&S risks and impacts based on consultations with primary stakeholders including communities. This ESMP has also been prepared in line with the standard*.
ESS 2 – Labour and Working Conditions	ESS2 recognizes the importance of employment creation and income generation in the pursuit of poverty reduction and inclusive economic growth. Borrowers can promote sound worker-management relationships and enhance the development benefits of a project by treating workers in the project fairly and providing safe and healthy working conditions. ESS2 applies to project workers, including fulltime, part-time, temporary, seasonal, and migrant workers. *The MERP project has a Labour Management Plan that guides implementation of its activities and this will apply to this sub-project. This ESMP has also identified impacts related to labour and working conditions and their mitigation measures are also provided.*
ESS 3 – Recourse and Efficiency, Pollution Prevention and Management	ESS3 Promote the sustainable use of resources, including energy, water, and raw materials. Avoid or minimise adverse impacts on human health and the environment caused by pollution from project activities. Avoid or minimise project-related emissions of short and long-lived climate pollutants. Avoid or minimise generation of hazardous and non-hazardous waste. Minimise and manage the risks and impacts associated with pesticide use. Requires technically and financially feasible measures to

Environmental & Social Standards	Main requirements and conducted activities to meet them
	improve efficient consumption of energy, water, and raw materials, and introduces specific requirements for water efficiency where a project has high water demand. *The MERP project has prepared a Construction Manual for local artisans that will guide them in environmentally friendly construction methods that will use cement blocks but also promote efficient energy and water usage and management during construction.*
ESS 4 – Community Health and Safety	ESS4 addresses the health, safety, and security risks and impacts on project-affected communities and the corresponding responsibility of Borrowers to avoid or minimize such risks and impacts, with particular attention to people who, because of their circumstances, may be vulnerable. *The construction works under the MERP project will take place in schools where there will be learners that are children and need special protection from possible accidents. The project has ensured that the ESMP documents has provided mitigation measures to ensure community safety.*
ESS 10 – Stakeholder Engagement and Information Disclosure	This ESS recognizes the importance of open and transparent engagement between the borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation. *The MERP project has been engaging with stakeholders and will continue to do so throughout the project life cycle. The School Management Committee (SMC) will play a major role in linking the construction sub-projects with the community. This ESMP also has a Grievance Redress Mechanism that is to be used at each project site and this GRM is in line with provisions of the projects Stakeholder Engagement Plan (SEP).*

3.3 Regulatory Licenses and Approvals

Table 3-3 summarises all the regulatory licenses, approvals and standards that have to be obtained or met for the proposed project to ensure that the project activities are in line with sound and environmental management practices and comply with relevant legislation.

Table 3-3: Regulatory licenses and approvals relevant for the project

No	Regulations/ Standards/ Approvals	Description	Reference	Issuing Institution
1	Environmental and Social Management Plan Approval	The approval will be provided after review of the ESMP report	EMA, 2017 and EIA Guidelines 1997	MEPA
2	Workplace Registration Certificate	During construction the sites will have to be registered and the contractors must commit to abide by occupational safety and health requirements of the OSHWA	Occupation Safety Health and Welfare Act (1997)	Ministry of Labour

Chapter Four: Environmental and Social Setting

This chapter provides information about the physical environment of the northern region where construction activities will be conducted. The specific information includes geographic location, topography, soils, climatic characteristics, water resources, and biological environment. The other salient information provided is about the socio-economic environment for the districts.

4.1 Physical Environment

4.1.1 Topography

The districts that are upland such as Rumphi, Chitipa and Mzimba are predominantly hilly but have some few valleys spread across the districts. The relief of the districts ranges from 400m at the lakeshore to 2400m above sea level with the highest point at Nyika Plateau. Nkhata Bay and Karonga districts have generally flat terrain, and this type of topography is prevailing in the lakeshore plain that lies in the rift valley floor at an elevation ranging from 450 m to 550 m above sea level. However, areas closer to the lake have slight slopes.

4.1.2 Geology and Soils

The geology of Malawi comprises an early Precambrian to early Palaeozoic Basement Complex, an overlying sequence of Permo-Carboniferous to Lower Jurassic sedimentary rocks of the Karoo Super-group and superficial Tertiary to Recent post-Karoo sediments. Much of the northern region is located on the Muva Super-group that overlies the Ubendian Super-group and Nyika granites. This Super-group is characterised by pelitic to semipelitic rocks dominated by hornblende –biotite paragneisses with units of marbles, calcsilicates, gneisses, quartzites and mica schists (Ministry of Energy and Mines, 2009). Some sections of the region are located on the Ubendian Super-group that outcrops near the Zambian border. Most of the use of land is arable land and pasture in the form of subsistence and typically not on a commercial scale. The main forms of soil range from agricultural soils of moderate quality with a very good economic potential. The existing soil type is laterite.

4.1.3 Climatic Characteristics

Malawi has a relatively dry sub-tropical climate with two distinct seasons: a wet, warm season and a dryer, cooler season. The warm-wet season stretches from October to April, during which 95% of the annual precipitation takes place. The annual average rainfall for Lilongwe (start of road) is 900 mm and for Mzuzu (end of road) is 1,289 mm (http://www.metmalawi.com/climate). A cool, dry winter season is evident from May to August (Figure 4-1) with mean temperatures varying between 17℃ and 27℃ with temperatures falling between 4℃ and 10℃. Frost occurs in isolated areas in June and July. A hot, dry season lasts from September to October with average temperatures varying between 25℃ and 37℃. Humidity ranges from 50 % to 87 % for the drier months of September / October and wetter months of January / February respectively. Extreme conditions include the drought that occurred in 1991 / 92 season and floods of 1988 / 89 season.

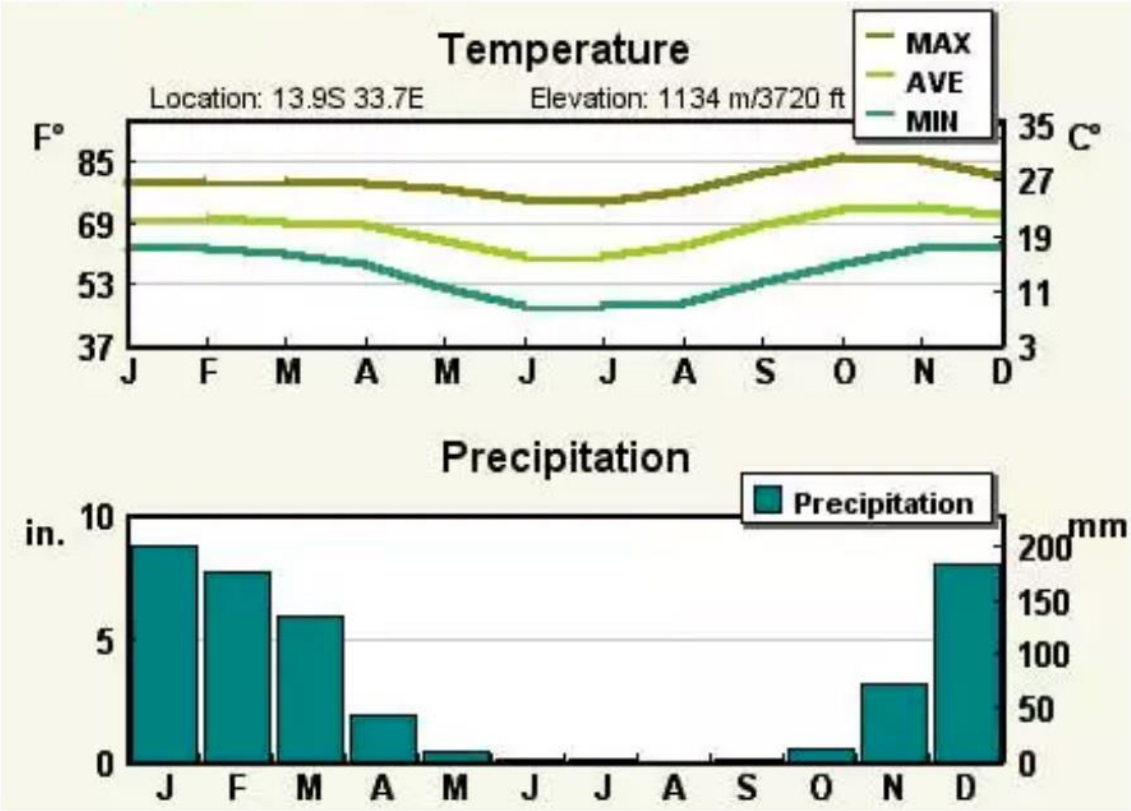

Figure 4-1: Mean temperature and precipitation in Malawi

4.2 Biodiversity Status

4.2.1 Flora

The proposed project sites are within already established schools that have other infrastructure. The specific sites are idle pockets of land within the school campus that have scattered exotic or indigenous trees. During field visits and public consultations it was established that both proposed sites are not closer to any forest reserve that may be impacted by the proposed projects. The project area in northern Malawi is located in an ecoregion that is categorised by the World Wildlife Fund as the Central Zambezian Miombo Woodlands Ecoregion. The woodlands contain typical miombo flora of high trees with shrub and grassland underneath. Miombo woodlands comprise forestlands in the hills and escarpments. Large trees noted included *Faidherbia albida* (Nsangu), *Bauhinia thonningii* (Chitimbe), *Ziziphus mucronata* (Masawu), *Colophospermum sp.* (Tsanya), *Dalbergia melanoxylon* (Phingo) and *Terminalia sericea* (Naphini). Wetland vegetation consisting of perennial wet fringes was seen in the areas adjacent to the larger rivers. The vegetation of the project area has been almost totally transformed by subsistence agricultural activities with a range of crops being grown including maize and tobacco. Remnants of the original woodland vegetation were noted in the transformed areas.

4.2.2 Fauna

The non-availability of vegetative cover in the proposed project area means there are no wild animals. Wildlife found in the district is concentrated in wildlife reserves of Nyika National Park and Vwaza Wildlife reserve. Examples of the common animals are bushbucks, lions,

elephants, leopards. The district also has wild plants and animal species in forest reserves and village forest areas and these includes monkeys, and hyenas. Crocodiles are found in surrounding perennial rivers, and even in Lake Malawi due to the presence of most of the rivers especially perennial rivers, which are now gradually drying up. In districts with no game reserve like Nkhata Bay there are various animals including primates (baboons, black monkeys, and velvet monkeys), hippopotamus, hyenas, reptiles and fish are indigenous to the forests and rivers. The population of wildlife in the region is generally decreasing due to destruction of their habitats through agriculture, fierce bushfires, wanton cutting down of trees and settlements.

4.3 Socioeconomic Baseline Information

4.3.1 Demographic and Settlement Pattern

According to the 2018 population and housing census, the population of 2018 for the northern region is almost 4 times the size of the population of the 1966 and 1.3 times of the 2008 census. Table 4-1 shows intercensal annual growth rates and intercensal population increase for the period, 2008 – 2018, at regional level. The northern regional had the intercensal growth rate of 3.0 percent per annum. Mzuzu City experienced the highest intercensal growth rate in the region at 5.4 percent with Mzimba experiencing the lowest at 2.6 percent. The highest population was recorded in Mzimba District, which had a population of 940,184 followed by Karonga with 364,028, and Likoma had the least population in the region with 14,527 people. The highest population density was recorded in Mzuzu City where there were 726 people per square kilometre, and this was followed by Nkhata Bay District that had a density of 107. Mzimba had the lowest population density with 50 people per square kilometre. In terms of settlements, most households in the region live in traditional dwelling houses. The houses are outside the school campuses at all sites with the nearest dwelling houses being at least 100 metres from specific sites.

Table 4-1: Demographic information

District	Intercensal Annual Growth Rate (percent) 2008-2018			Sex Ratio	Population Census	Population Density
	Total	*Male*	*Female*			
Chitipa	2.8	2.8	2.7	94.9	234,927	84
Karonga	3.2	3.1	3.2	93.3	364,028	54
Nkhata Bay	2.8	2.8	2.7	95.9	284,681	107
Rumphi	3.1	3.1	3.2	96.7	229,161	68
Mzimba	2.6	2.6	2.6	94.1	940,184	50
Likoma	3.0	3.3	2.6	98.3	14,527	90
Mzuzu City	5.4	5.2	5.6	96.8	221,272	726

4.3.2 Land Administration

The land tenure for the proposed project is public land under the Ministry of Education. Surrounding the project schools, the land tenure system is mostly customary under the leadership of traditional authorities. Within this customary system, land is inherited through patrilineal system, in which sons inherit land ownership through their fathers. Main land uses

in this tenure system is farming, human settlements, livestock grazing and afforestation. Though the Customary Land Act (2016) is in place, the practice remains the old one because the structures and infrastructure to accommodate new land administration is not yet established. As such, land disputes are resolved using the customary law that empowers the village headpersons to resolve the disputes by bringing together the disputing parties, and if it fails it goes to the group village headperson (GVH), and on a rare occasion where this fails it goes to the traditional authority (T/A), and finally the District Commissioner as the last resort.

4.3.3 Main Local Economic Activities

The economy of the northern region is predominantly agricultural, with about 90% of the population living in rural areas. Locally produced crops include maize, cassava, sweet potatoes, bananas, vegetables, and other cash crops. The major exported commodities include tobacco, and coffee. For districts that are along the lakeshore such as Nkhata Bay, Karonga, and Likoma contribute 15% to 35% of the total nation fish catches. Some schools in these districts are near Lake Malawi and have a community that is predominantly fishers and involved in fish processing and marketing. The main fishery activities are fish processing or value addition, most the fish processing methods are sun-drying, smoking, para-boiling, and pan roasting. Fishing is the main source of income in the such communities but also provides employment especially for capture fisheries.

People earn their living by doing small-scale businesses selling food crops and grocery items. Other people also earn their livelihood in the area by doing piece works, loans and village savings. Micro, small and medium enterprises are prominent as the commercial and industrial businesses at these trading centres. Retail trading of different merchandise such as groceries, clothes, food items, and agricultural produce are major business occupations at the trading centres. Most people are engaged in petty trading because of limited working capital as well as business and credit management skills.

4.3.4 Health Situation

Health services delivery in the districts is at primary, secondary and tertiary levels. There is a linkage between the different levels through an elaborate referral system that has been established within the health system. At the primary level, delivery of services is through community initiatives, health posts, dispensaries, maternities, and health centres. At the community level, community-based cadres such as health surveillance assistants (HSAs) who provide health services. Health centres act as a public secondary health care provider together with District Hospitals. The district hospitals also service the local population offering both in-patient and out-patient services. The district hospitals are tertiary level healthcare facilities receiving referral cases from secondary facilities. The project sites have primary structures in place and the health facilities within the impact areas.

The major causes of out-patient attendance are malaria, acute respiratory infections that are topping the list with the lowest causes such as malnutrition. According to in-patient data from sampled district hospitals, malaria, pneumonia, and waterborne diseases are the most common causes of in-patient deaths followed by anaemia, acute respiratory infections, tuberculosis,

meningitis, trauma, malnutrition, eye infections, and heart diseases. HIV and AIDS still remain one of the killer diseases in the region as a whole. The findings from the Malawi Demographic and Health Survey (MDHS 2015-16) indicated that the prevalence rate for the region was 5.1% against the national prevalence rate of 8.8%.

Malaria is endemic in more than 95% of Malawi. Transmission is perennial in most parts of the country and peaks after the start of the annual rains that typically begin in November/December and last through April (USAID 2022). The highest transmission areas are found along the hotter, wetter, and more humid low-lying areas (Nkhatabay and Karonga and part of Rumphi), while the lowest risk areas fall along the highlands of Rumphi, Mzimba (USAID 2022). Plasmodium falciparum is the predominant species of malaria in Malawi, accounting for 95% of malaria infections and all severe disease and deaths. Anopheles gambiae s.s, Anopheles funestus and Anopheles arabiensis are the major malaria vectors (USAID 2022). Malaria continues to be a major public health problem and is responsible for approximately 7 million cases and 36% of outpatient visits across all ages (2020 Health Management Information System [HMIS] data). Malawi is among the top 20 countries with the highest malaria prevalence and mortality rates – in 2020, it accounted for 1.8% of global cases, and 1.1% of global malaria deaths (USAID 2022). About 7.8% of all malaria cases in Eastern and Southern Africa occurred in Malawi in 2020 (WHO, 2021). Since 2006, Malawi has seen improvements in prevention coverage (insecticide-treated mosquito net [ITN] ownership and use and intermittent preventive treatment for pregnant women [IPTp] uptake), a 48% decrease in all-cause mortality in children under five years of age, and a decrease in malaria prevalence among children under five years of age from 43% (2010 Malaria Indicator Survey [MIS]) to 24% (2017 MIS). Between 2017 and 2020, the case burden for malaria increased from 218 to 228 per 1000 of the population at risk, while deaths fell slightly from 0.39 to 0.37 per 1000 of the population at risk (WHO, 2021).

Malawi is experiencing a widespread cholera outbreak, with 36 943 cases and 1210 associated deaths reported from all 29 districts since 3 March 2022 (WHO, 2023). This is the deadliest outbreak of cholera in the country's history. Cholera has been endemic in Malawi since 1998 with seasonal outbreaks reported during the rainy season (November through May). However, the current outbreak has extended through the dry season, with cases being reported since March 2022. Considering the ongoing rainy season, wide geographical spread, and a consistently high case fatality rate (CFR) of above 3%, the ongoing cholera outbreak was declared a public health emergency by the Malawi government on 5 December 2022.

The Coronavirus disease or COVID-19 has upended the lives of children and their families around the world. In Malawi, as of 29 September 2022, there are now 88,015 confirmed cases and 2,680 deaths (GoM 2022). GoM and its development partners are supporting and strengthening COVID -19 national response activities in the country (UNICEF, 2023). This is being done to ensure preventative actions in communities across Malawi with risk communication, providing handwashing supplies, hygiene and medical kits to health facilities and monitoring the impact of the outbreak to support continuity of care, education, and social services Government is also engaging media and stakeholders to tackle misinformation so that children, pregnant women, and their families know how to prevent COVID-19.

4.3.5 Education Status

Malawi has an 8-4-4 education system, which is organised around eight years of primary school, four years of secondary school, and four years of tertiary education. The first 8 years of education in Malawi are compulsory. Children enter primary school at an average age of 6 where the first four years of teaching is in a local traditional language. Thereafter, the medium of education shifts to English for the balance of the Malawi education program. Primary schools are distributed throughout the country.

On access and equity, the number of children enrolled in primary education has increased from 3,600,771 in 2008 to 5,187,634 in 2018. This represents a 47.1% increase in enrolment. Out of this total number of learners, 174,544 learners are in primary schools with rural (157,113 learners) having higher enrolment than urban (17,320 learners). This is an increase from 1.9% in 2008 to 3.35% in 2018. The net intake rate (NIR) has improved from 71% in 2008 to 84% in 2018. Additionally, Gross Enrolment Rate (GER), as a measure of participation, has risen by 5 percentage points from 122% in 2009 to 127% in 2018. The high percentage reflects the continued presence of over-aged and under-aged learners in the sub-sector.

The dropout rate for primary education has improved significantly from 11.7% in 2009 to 3.2% in 2018 (3.1% for boys and 3.2% for girls). However, retention remains a challenge with primary completion rate at 52%, and repetition rate at 24.5% (25.1% for boys and 23.9 for girls). There have been general improvements in Primary School Leaving Certificate of Education between 2012 and 2017. In 2017, 81.9% of male and 71.9% of female learners successfully passed the primary school leaving examinations, an improvement from 74.9% and 61.8% of male and female learners, respectively, who passed in 2012. The number of qualified teachers in primary schools has increased resulting in improved Pupil Qualified Teacher Ratio (PQTR) is at 102:1 against the target PQTR of 60:1 in National Education Sector Plan, implying that there is still shortage of qualified teachers in the primary schools. Pupil Permanent Classroom Ratio (PCR) is at 127:1 which is still too high for quality education.

4.3.6 Gender Related Issues

Violence against women and girls (VAWG) is a global phenomenon, and Malawi is no exception. The 2015/16 Malawi Demographic and Health Survey found that 39.6 % of the women aged 15-49 reported experiencing physical violence, 13.6 % experienced sexual violence in the northern region (Table 4-2). Karonga District reported the highest percentage at 50.6 % of women aged 15-49 reported experiencing physical violence while Likoma recorded the lowest at 25.3 %. Nkhata Bay reported the highest percentage of those who had experienced sexual violence at 26.0%. There are also several sexual and reproductive health and rights (SRHR) issues affecting women and girls in Malawi: (i) HIV prevalence is higher among women and girls aged 15-49 at 10.8% than men at 6.6%; (ii) 29% of women aged 15-19 had children or were pregnant at the time of the survey; and (iii) 47% of the women aged 25-49 were married before age of 18 (National Statistical Office, 2017).

The district councils in the region have established some structures for addressing violence and these include Victim Support Units (VSUs) based in police stations and units, the Community Victim Support Units (CVSUs) based at community level and the One Stop Centres (OSC) based in central and district hospitals. These structures have been established to help women and child survivors of violence. The OSCs offer health, social welfare and police services to women and child survivors of different forms of violence. While these formal structures have been established to respond to various forms of VAWG, a good proportion of survivors of violence do not systematically utilise them. Table 4-2 indicates that only 34.9% of all women who had ever experienced any type of physical or sexual violence sought help to stop violence. Chitipa district recorded the lowest number of women that sought help to stop violence with 25.0 % followed by Karonga with 28.9 %. More efforts are, therefore, required to address sexual and gender-based violence (SGBV), harmful practices and other sexual and reproductive health and rights (SRHR) issues affecting women and girls.

Table 4-2: Gender related baseline information

District	**Percentage who have experienced physical violence since age of 15**	**Percentage who have experienced sexual violence**	**Help seeking to stop violence**
Chitipa	35.1	18.4	25.0
Karonga	50.6	11.2	28.9
Likoma	25.3	4.3	45.5
Mzimba	37.2	11.5	36.2
Nkhata Bay	37.9	26.0	38.7
Rumphi	40.4	12.4	41.9
Total	***39.6***	***13.7***	***34.9***

According to Samati (2021) who conducted a Malawian study on school-related gender-based violence (SRGBV) in primary schools found that despite its high prevalence, most of the primary education stakeholders are unaware of its causes, effects, and ways of managing it in schools. The study also found that most of the key stakeholders in primary schools (particularly teachers) lack expertise on handling and dealing with cases of SRGBV. Furthermore, the current mechanisms and interventions to manage and curb SRGBV are ineffective. Without such interventions, as the study revealed, many incidents of SRGBV persist throughout unsafe areas of Malawian primary schools where many of the incidents occur. Among other recommendations, there is a need to expand the advocacy on SRGBV to include boys since they are also victims. It had been widely believed that girls are more likely than boys to face sexual harassment or any form of SRGBV. However, new evidence from this research challenges this belief. It speaks to the need to design SRGBV interventions that are inclusive of both boys and girls, and are also sensitive to age and culture.

4.3.7 Energy and Water Supply

The main sources of energy in the proposed project sites are electricity from the national grid and solar power. Electricity from the national grid is reliable except for the times when the district is faced with power blackouts, and that the electricity bills are costly for the schools when compared to their operational budgets. Solar power is reliable only in the dry season when sunshine is for longer periods. Water supply is mainly sourced through boreholes. The supply from boreholes was noted to be reliable as it is the only source of water for domestic use.

4.3.8 Sanitation and Waste Management

In terms of sanitation and hygiene the public primary schools in the region have pit latrines. In all these schools there is a need for more toilets as the current numbers are few and not meeting the required standards. Wastewater disposal is mainly through use of pits connected to the toilets. The districts in the northern region have poor waste management practices especially in trading centres. The wastes are disposed either in rivers or other areas resulting into pollution, poor water quality, and land degradation.

4.3.9 Disaster Risk Management

During community consultations it was gathered that the main type of disaster prevalent in the project areas are flash floods which have occurred in the recent years. The other types of disasters to have happened in the project sites were cholera outbreaks, hailstorms, dry spells, droughts, intense rainfall, strong winds and temperature variability. Currently, all the districts have village civil protection committees. At the district level, there are also functional District Civil Protection Committees (DCPC) and the Department of Disaster Management Affairs (DoDMA) that coordinates disaster related response measures.

4.3.10 General Security in the District

The districts have the provision of police stations with various police units located near stations to the project schools. The police stations through community policing services established meaningful partnerships with the community and stakeholders intending to work together in the fight against crime and domestic violence. Some of the successful activities done since the establishment of community policing include the introduction of victim support services and the victim support units (VSU), the establishment of youth and child protection services, the establishment of meaningful partnerships with the community, stakeholders and NGOs, and reduction of road accidents and crime.

Chapter Five: Assessment of Environmental and Social Impacts

This chapter provides a description of expected occurrence of beneficial and adverse impacts, both direct and indirect, for each feature of the environment in the project site. There is a highlight of possible cumulative and synergistic effects. The section includes a discussion of the analytical methods used to forecast impact of how environmental data was gathered, and of the methods and criteria used to judge impact severity and significance. The chapter concludes with a summary of those impacts considered to be of greatest significance and measures proposed to avoid, reduce and/or manage them. It also discusses the distribution of adverse and beneficial impacts locally and regionally. It identifies which impacts MERP is committed to managing during project implementation and which are residual impacts.

5.1 Impact identification

The assessment of potential environmental effects resulting from project-related activities has been carried out in accordance with EMA (2017) and the World Bank ESF, using a methodology framework developed based on internationally accepted practice, and the professional experience of the study team. This approach has satisfied requirements for environmental impact assessment under the EIA Guidelines of 1997 and the MERP Environmental and Social Management Framework; but also public consultations satisfy the assessment process. The assessment considered the potential environmental effects of physical works and activities, including environmental changes that may result from the proposed undertaking. Specifically, the assessment started by identifying the issues through scoping and selecting of valued environmental components (VECs) on which to focus the assessment. VECs are components of the environment that the society values, and upon which the assessment is focused. Thereafter, the assessment identified environmental effects of project activities, by project phase, including those resulting from the interaction of the project with the environmental effects identified for past, present, and future projects that will be carried out, and also the changes to the project caused by the environment.

The scoping methodology involved an evaluation of the potential environmental effects, including cumulative environmental effects, regarding VECs. The VECs for this project were identified through a process whereby the features and activities (both planned and unplanned) associated with planning and designing, construction and operation phases of the project have been considered with respect to their potential impact with resources or receptors. This method identifies VECs and activities that could reasonably act as a source of impact and the vertical axis of a Potential Interaction Matrix (Table 5-1) lists them.

Table 5-1: Potential Interaction Matrix

Receptor Component		Anticipated Environmental and Social Impacts																							
		ESS 2						ESS 3							ESS 4					ESS 5		ESS 6		ESS10	
		Occupational Safety and	Risk of Forced Labour	Risk of Child Labour	Impact on Economy &	HIV and AIDS	Risk of GBV & Sexual	Resource Consumption	Soil contamination	Air Quality & Fugitive	Noise and Vibration	Water Contamination	Land Degradation	Increased Waste Generation	Provision of Education	Conflict on use of Amenities	Traffic & Road Safety Risks	Increase in theft and	Community Health and	Forced Eviction	Involuntary Resettlement	Impact on Flora	Impact on Fauna	PAP awareness of project	Community Grievance
SN	Project activity/Hazard																								
1	**Planning Phase**																								
1.1	Design of Proposed Structures																								
1.2	Obtain necessary Approvals																								
2	**Construction Phase**																								
2.1	Land Take and Land Clearance																								
2.2	Excavation and Civil Construction																								
2.3	Equipment/Material/ Worker Transport																								

Receptor Component		Anticipated Environmental and Social Impacts																							
		ESS 2						ESS 3							ESS 4					ESS 5		ESS 6		ESS10	
		Occupational Safety and	Risk of Forced Labour	Risk of Child Labour	Impact on Economy &	HIV and AIDS	Risk of GBV & Sexual	Resource Consumption	Soil contamination	Air Quality & Fugitive	Noise and Vibration	Water Contamination	Land Degradation	Increased Waste Generation	Provision of Education	Conflict on use of Amenities	Traffic & Road Safety Risks	Increase in theft and	Community Health and	Forced Eviction	Involuntary Resettlement	Impact on Flora	Impact on Fauna	PAP awareness of project	Community Grievance
SN	Project activity/Hazard																								
2.4	Waste Storage and Disposal													■					■					■	■
2.5	Construction Workers Presence					■												■				■	■	■	■
3	**Operational Phase**																								
3.1	Operation of Facility	■			■	■								■	■				■						
3.2	Waste Storage and Disposal													■											
KEY																									
		■	Scoped In																						
			Scoped Out																						
		■	Scoped Out with Justification																						
		■	Positive Impacts																						

5.2 Significance Rating of the Impacts

The significance rating criteria considering proposed mitigation has evaluated environmental effects, including cumulative environmental effects, of the identified VECs. Table 5-2 ranks the factors using the chosen criteria.

Table 5-2: Criteria for Ranking Factors for Consequences and Probability

Criteria	Description	Measure
Impact Type	Refers to how source of an impact in relation to project activities.	Direct, indirect, or induced.
Impact Duration	An impact may occur over this period. It estimates the time for an affected population or resource to recover. Duration is from the time an impact begins to when it ceases.	Temporary, short-term, long term or permanent.
Impact Extent	Refers to the size of the impact area	Local – within area of impact Regional – beyond area of impact to other districts or country International – beyond the country.
Impact Magnitude	Measures the general degree, extensiveness, or scale of impact in terms of the observable impact on a resource in the project area of impact (AoI) and wider ecosystem or social domain.	Low, medium, or high.
Sensitivity	Considers the sensitivity of the receptor upon which the impact is occurring.	Low, moderate, or high.
Reversibility	Refers to the ability of the site or the impact receptor to recover after an impact has occurred.	Low, moderate, or high.
Likelihood	The probability of the impact occurring.	Unlikely, possible or certain.
Impact Significance	This indicates the implication or consequence that an impact may have on a resource or receptor.	Negligible, minor, moderate or high.

5.3 Impact Significance Rating for the Identified Impacts

Table 5-3 presents the assessed potential environmental and social impacts and their significance ratings before implementing the mitigation measures.

Table 5-3: Summary of assessment of impacts and their ratings

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
Construction Phase									
Creation of local employment opportunities	Positive	Certain	Direct	Medium-Term	Local	High	High	High	Moderate
Availability of market for construction materials and services	Positive	Certain	Direct	Medium-term	Regional	High	Moderate	High	Moderate
Capacity building through artisanal skill development	Positive	Certain	Direct	Long-term	Local	Medium	Moderate	High	High
Disruption on provision of education services at the project schools	Negative	Certain	Direct	Medium-term	Local	Medium	Moderate	Moderate	Moderate
Increased risk of traffic and other construction site related accidents for learners and staff	Negative	Possible	Direct	Medium-term	Local	High	Moderate	Moderate	Moderate
Learners at an increased risk of pregnancies, sexual harassment, sexual relations with workers and contracting STIs, HIV & AIDS	Negative	Possible	Direct	Long-term	Regional	High	High	Low	High

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
Increased incidences of child labour	Negative	Possible	Direct	Medium-term	Local	High	Moderate	Moderate	Moderate
Increased cases of sexual harassment and Gender Based Violence	Negative	Possible	Direct	Medium-term	Local	Low	Low	Moderate	Minor
Labour influx	Negative	Unlikely	Direct	Temporary	Local	Negligible	Low	Negligible	Negligible
Increased generation of particulate matter (especially dust)	Negative	Certain	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Increase in combustion emissions	Negative	Certain	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Visual scaring of the landscape	Negative	Possible	Direct	Short-term	Local	Medium	Low	Low	Minor
Aesthetic change	Negative	Possible	Direct	Short-term	Local	Low	Low	High	Negligible
Reduced water drainage and increase in flooding	Negative	Possible	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Pollution of surface and groundwater quality	Negative	Possible	Direct	Medium-term	Local	Medium	Moderate	Moderate	Minor
Conflicts over use of local water resources	Negative	Possible	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Contamination of soil with chemicals	Negative	Possible	Direct	Short-term	Local	Medium	Moderate	High	Minor

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
Increased susceptibility of soil to erosion	Negative	Certain	Direct	Short-term	Local	High	Moderate	Moderate	Moderate
Noise Pollution	Negative	Certain	Direct	Temporary	Local	High	Moderate	Low	High
Risk of Vibration	Negative	Unlikely	Direct	Temporary	Local	Negligible	Low	Negligible	Negligible
Pollution from non-hazardous waste	Negative	Certain	Direct	Short-term	Local	High	Moderate	Low	Moderate
Increased cases of open defecation	Negative	Possible	Direct	Short-term	Local	Medium	Moderate	Moderate	Minor
Loss of natural habitat for flora and fauna	Negative	Certain	Direct	Long-term	Local	High	Low	High	Moderate
Introduction of invasive and alien species	Negative	Unlikely	Direct	Long-term	Local	Low	Low	High	Negligible
Increased number of diseases, sexually transmitted infections and HIV and AIDS	Negative	Certain	Direct	Long-term	Local	High	High	High	High
Increased incidences of communicable diseases	Negative	Certain	Direct	Long-term	Local	High	High	High	High
Sexual exploitations of learners	Negative	Possible	Direct	Long-term	Local	High	Moderate	High	Moderate
Social conflicts resulting from access to jobs	Negative	Possible	Direct	Short-term	Local	Medium	Low	Low	Negligible

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
Interference in marriages for local people by workers	Negative	Possible	Direct	Medium-term	Local	Low	Low	High	Low
Increased risk of traffic accidents	Negative	Possible	Direct	Long-term	Local	High	High	High	High
Increased risk of accidents and exposure to hazardous material	Negative	Certain	Direct	Long-term	Local	High	High	High	High
Increased risk to diseases, STIs and HIV and AIDS	Negative	Certain	Direct	Long-term	Local	High	High	High	High
Permanent loss of agriculture land and property	Negative	Possible	Direct	Medium-term	Local	Low	Low	Low	Minor
Disturbance of sites of cultural heritage (specifically graveyard)	Negative	Unlikely	Direct	Short-term	Local	Low	Low	Low	Negligible
Destroying archaeological artefacts	Negative	Unlikely	Direct	Long-term	Local	Low	Low	Low	Negligible
Operation and Maintenance Phase									
Increased access to secondary education	Positive	Certain	Direct	Long-term	Local	High	High	High	High
Increased chances of theft and vandalism	Negative	Possible	Direct	Short-term	Local	Low	Low	Moderate	Moderate

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
due to increased size of infrastructure									
Increased generation of dust	Negative	Unlikely	Direct	Short-term	Local	Low	Low	Low	Negligible
Reduced water drainage and increase in flooding	Negative	Certain	Direct	Long-term	Local	Medium	Moderate	Moderate	Moderate
Degradation of surface and groundwater quality	Negative	Certain	Direct	Long-term	Local	Medium	Moderate	Moderate	Moderate
Reduced water availability	Negative	Unlikely	Direct	Short-term	Local	Low	Low	Low	Negligible
Contamination of soil with chemicals	Negative	Unlikely	Direct	Temporary	Local	Low	Moderate	Moderate	Negligible
Increased susceptibility of soil to erosion	Negative	Unlikely	Direct	Temporary	Local	Low	Moderate	Moderate	Negligible
Noise Pollution	Negative	Unlikely	Direct	Temporary	Local	Low	Moderate	Moderate	Negligible
Increased generation of non-hazardous and general waste	Negative	Certain	Direct	Medium-term	Local	Medium	Moderate	Low	High
Increased generation of hazardous waste	Negative	Possible	Direct	Medium-term	Local	Medium	Moderate	High	Moderate
Increased sewage generation	Negative	Certain	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Loss of natural habitat for flora and fauna	Negative	Unlikely	Direct	Medium-term	Local	Low	Low	High	Negligible

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
Introduction of invasive and alien species	Negative	Unlikely	Direct	Medium-term	Local	Low	Low	High	Negligible
Increased number of diseases, sexually transmitted infections and HIV and AIDS	Negative	Possible	Direct	Long-term	Local	Low	Low	Low	Negligible
Social conflicts resulting from access to jobs	Negative	Possible	Direct	Long-term	Local	Low	Low	Low	Negligible
Increased levels of air emissions	Negative	Possible	Direct	Long-term	Local	Low	Low	Low	Negligible
Increased risk of traffic accidents	Negative	Possible	Direct	Long-term	Local	Low	Low	Low	Negligible
Increased risk of accidents and exposure to hazardous material	Negative	Possible	Direct	Long-term	Local	Low	Low	High	Low
Increased risk to diseases, STIs and HIV and AIDS	Negative	Certain	Direct	Long-term	Local	High	High	High	High

5.4 Description of identified impacts

This section provides a description of the potential positive and negative environmental and social impacts associated with the construction and operation of the project. The section is organised by stake of the project life cycle, which includes construction and operation.

5.4.1 Identified positive impacts during construction phase

5.4.1.1 Enhancement of capacity building for community members and improved community participation in primary school activities

The construction project will provide an avenue where trained community members will put their skills to test and improve their skills and abilities. The project will recruit local artisans to construct the classroom blocks and sanitary facilities. These local artisans are also expected to recruit other skilled and unskilled workers from the project communities.

Enhancement measures:

i. Orient the selected artisans immediately after recruiting them and identify potential constraints and challenges that they may face and help to resolve them;
ii. Provide equal opportunities for both men and women to be involved in the construction works by engaging a minimum of 40% females in the workforce;
iii. Ensure that local artisans will be guided by the MERP Construction Manual which provides the following guidelines for identification of local artisans:
    a. School Management Committees will advertise for the contract.
    b. Three (3) artisans to be shortlisted for each school.
    c. Works Supervision Consultant through Clerk of works to conduct interviews and identify an artisan with support from the Public Sector Investment Programme (PSIP) Desk Officers, School Management Committees, and the head teachers. Orientation of the selected artisans will be done immediately after identifying the artisans.
iv. Contract agreement forms shall be signed by the artisan and the School Management Committee; and
v. Ensure that all stakeholders in the project are involved to ensure sustainability of the project.

5.4.1.2 Creation of small scale businesses

The construction project is expected to result in creation of small scale business within the project areas that will aim at supporting its implementation. This will include, but not limited to, selling of construction materials, selling of raw and already prepared foods to construction workers. Despite this positive impact, the impact is going to be short-term as the construction phase will last 12 months.

Enhancement measures:

i. Buy construction materials from Malawi Revenue Authority registered suppliers within the project areas;

ii. Buy cement, paint, iron sheets, planks and soft wood manufactured or processed in Malawi; and
iii. Provide a suitable site for community members to sell their items to the construction workers.

5.4.1.3 Asset creation

Asset creation is a critical aspect in community development projects such as the provision of classroom blocks, sanitation facilities and female teachers houses at a public school, as is the case with the MERP. The community at large can benefit from the infrastructure to be provided such as holding community meetings in the classrooms during non-school activity times. The sanitary facilities and teachers houses to be constructed can be designed to utilise locally available materials so that community members can learn and adopt same designs to be built in their households. Behaviour change communication with regards to water, sanitation and hygiene (WASH) can also be encouraged whereby learners and teachers are taught in this area and they in turn would take these messages home and teach them to their younger siblings and possibly improve their household's health. The program will lead to creation of assets among those that will be working on the construction site.

Enhancement measures:

i. Design of the classroom blocks, female teachers houses and sanitary facilities should utilise locally available and low cost materials for easy adoption of the community members;
ii. School Management Committees to set rules and conditions to guide use of classrooms for community functions. Key to these rules should be non-disturbance of school activities;
iii. Post WASH behaviour change communication messaging near the latrines or hand washing stations; and
iv. Recruit workers from the local communities.

5.4.1.4 Increase in household income and food security

The construction project is expected to recruit local artisans who will employ people from the local communities to work on the sites. These are expected to benefit from increased incomes and will be able to buy farm inputs as most of the rural communities are smallholder farmers. This will indirectly improve food security among those working at sites.

Enhancement measures:

i. Provide financial management sensitisations for the community construction workers to ensure responsible expenditure of their wages;
ii. Wages must be above the minimum wage; and
iii. Wages must be paid on time.

5.4.1.5 Restoration of vegetative cover

The project is expected to support planting of trees in either existing woodlots or create woodlots in designated lands. The planting of trees in the schools across the education division

will have an impact on vegetative cover in the region as the country is facing high deforestation rates recorded at 13 percent.

Enhancement measures:

i. Providing free tree seedlings or facilitate the development of tree nurseries to encourage reforestation around the project areas; and
ii. Train learners in tree planting and management to ensure good survival rate of trees.

5.4.2 Identified positive impacts during operation and maintenance phase

5.4.2.1 Reduced learner-classroom ratio through the new classroom blocks

The introduction of free primary education in 1994 resulted in a large increase in primary school enrolment, and this had put pressure on the availability of places in the schools. Despite this increased pressure, primary education infrastructure did not expand at the same rate as the enrolment. This is evident from the fact that more than one classroom can accommodate more than a hundred learners which is way above the recommended sixty learners per classroom. The construction of the classroom blocks is expected to improve the learner-classroom ratio in the project areas.

5.4.2.2. Improved sanitation

Provision of sanitation facilities, will improve hygene at school level. As the facilities will have a change room for girls and provision for learners with disabilities, they will improve menstrual hygine and accessibility by leaners with disabilities. This will improve retention of the female learners and those with disabilities.

5.4.2.3. Improved housing and distribution of female teachers in remote schools

Under component 3, the districts will develop and operationalise action plans to rationalise distribution of female teachers. One of the intervention is construction of female teachers' houses in remote schools as one way of motivating female teachers to teach in in those schools. The female teachers will be effective in improving girls learning outcome, specifically of girls' retention and completion of primary school.

Enhancement measures:

i. Conduct sensitisation meetings with leaners and community members against vandalism of school structures at start of each term; and
ii. Carry out one (1) comprehensive maintenance of school structures and facilities annually.

5.4.3 Generic negative social impacts during construction phase

5.4.3.1 Disruption on provision of education services at the project schools

The construction of these facilities will require space for storage of materials at the project schools. This indicates a potential for some contractors to be using classrooms for storage of their items. This would disturb learners from continuing with their day-to-day lessons to pave way for such storage arrangements.

Mitigation measures:

i. Prohibit use of classrooms and any other school buildings for storage of material or any other use by the contracted artisans. Construct a temporary storage room at site;
ii. Avoid noisy construction activities during classes or at night. Such construction activities should be done during weekends or after the learners have knocked off; and
iii. Conduct two (2) sensitisation meetings with contracted artisans on contractors' code of conduct (presented in Annex 6) on school premises. One meeting before project commencement and another midway.

5.4.3.2 Increased incidences of child labour

According to the International Finance Corporation (IFC, 1998), poverty is the main reason children are forced to work and the supply of child labour is directly linked to the need for children to provide supplemental income for their families or to support themselves. In Malawi, it has been estimated that 1.4% of child labour cases are within the industry sector, with construction being part of the sector (UCW, 2018). In view of this, the impact is expected to be short-term as the construction period will last for a maximum of six months.

Mitigation measures:

i. Conduct quarterly sensitisation meetings with local artisans and their workers, local chiefs, school administration, children and the community on prohibition of any forms of child labour;
ii. During the recruitments of the construction workers, use of nation IDs should be encouraged to ascertain the age of the prospective workers
iii. Strategically, erect signage, which are three metres high, with prevention of child labour messages at construction sites; and
iv. Put in place a Grievance Redress Committee (GRC) to receive and address child labour complaints.

5.4.3.3 Increased risks of Sexual Exploitation Abuse (SEA), Defilement and Child Marriages

There is high proportion of girls who are already in marriage by the age of 18 years in Malawi. During construction, the contracted artisans will mobilise several workers from each site and the majority of these employees will likely be males because of the male dominance in construction industry in Malawi. The presence of these male workers could prove to be a challenge for female learners. This is because most of the learners in the districts come from vulnerable households that are faced with poverty and food insecurity, as such perceive marriage as a quick way to get out of poverty. Furthermore, these children that are made vulnerable because of poverty which makes them prone to exploitation especially SEA and defilement.

Mitigation measures:

i Develop an induction program including a code of conduct for all workers which will be required to sign prior to starting their work. The code of conduct will address issues described in Annex 6 which includes the following:
    a. Prevention of illegal activities such as child labour, sexual exploitation, defilement, child prostitution, harassment of women, gender-based violence, purchase or use of illegal drugs, fighting;
    b. Disciplinary measures and sanctions (e.g. dismissal) for infringement of the code of conduct; and
    c. Commitment or policy to cooperate with law enforcement agencies investigating perpetrators of SEA, defilement, GBV and others.
ii Ensure a copy of the code of conduct is presented to all artisans and their workers and signed by each of them;
iii Develop a child safety management plan as described in Annex 7;
iv Coordinating with the District Gender office, Children, and Social Welfare and the Police Department to carry out sexual harassment or SEA awareness campaigns around the sites;
v Encourage schools to have and popularise school based SH policies and guidelines on service providers in the GBV/SEA/SH referral pathways; and
vi Make certain the availability of an effective Grievance Redress Mechanism (GRM) as stipulated in Annex 4.

4.3.3.4 Increased cases of Gender based violence (GBV)

Gender-based violence (GBV) is any act of violence directed at an individual based on his or her sex, gender identity or expression of socially defined norms of masculinity and femininity (Population Services International, 2016). Men and women can both experience GBV. However, most of the victims of GBV are women and girls. Sexual and Gender Based Violence (SGBV) is any form of sexual violence that is directed against a person based on gender (Council of Europe, 2012). The School Related Gender Based Violence is also a type of GBV which includes any form of violence based on gender stereotypes or that targets students based on their sex. It includes but is not limited to rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment (Imani, 2015). School-related SGBV is a barrier to the right of learners to safe quality education. Therefore, putting in place interventions that will keep the girls in school, will enable them stay focused, make good decisions about their sexual health rights and become reliable citizens of the country. A study conducted to determine the nature and consequences of school violence in rural Malawi found that domestic violence disrupts schooling for both girls and boys, but in different ways: girls who had ever experienced domestic violence were 20 percent more likely to drop out, while boys were more likely to be absent. It is as such vital that the proposed project works should put in place measures to prevent any forms of GBV.

Mitigation measures:

i Develop an induction program including a code of conduct for all contracted artisans and their workers which will be required to sign prior to starting work. The code of

conduct will have specific rules and protocols for dealing with GBV and apply to employees' behaviour outside the workplace.

ii The project and contracted artisans to implement a GBV Management Plan as presented in Annex 5.

iii The project, through a GBV task-force, to sensitise the learners, community and incoming workers on GBV before the start of construction and remaining operation until the project finishes.

iv The project should provide clear, trusted, and responsive channels for filing GBV cases to Police or other relevant government authorities.

4.3.3.5 Increased risk of construction related accidents for learners and staff

The construction works will involve the movement of vehicles carrying various construction materials. Civil and structural construction will increase traffic in the school campuses as vehicles will be used for various activities. During construction, it is expected that there will be an increase in road traffic on the access roads due to the transportation of goods, and equipment.

Mitigation measures:

i. Conduct monthly road safety awareness campaigns with learners and staff;
ii. Screen off construction sites with iron sheets;
iii. Hire transporters whose vehicle have valid Certificate of Fitness (CoF) and drivers with the appropriate driving licence category; and
iv. Construction vehicles to observe 20 km/hour speed limit on school campus. Put in place sign posts indicating the speed limits on the construction site.
v. Ensure that the construction sites have first aid tool kits

4.3.3.6 Increased risk of accidents for construction workers

Workers involved in construction works will be exposed to various occupational risks, the project activities will bring about hazards such as use of large machinery and equipment, working in proximity with water, working at height, use of electrical tools, trips and falls, use of hazardous and flammable chemicals just to mention a few.

Mitigation measures:

i. Develop an Occupational Health and Safety approach, which aims to avoid, minimise, and mitigate the risk of workplace accidents. This would include identifying potential risks and identifying safe working practices, using only trained workers, using safe machinery and equipment and providing necessary personal protective equipment (PPE);
ii. Contracted artisans to conduct weekly toolbox talks for their workers on occupational health and safety;
iii. Contracted artisans to provide appropriate personal protective equipment (PPE) to all (100%) construction workers and enforce its use; and

iv. Contracted artisans to stop construction works during periods of harsh weather conditions such as during high summer temperatures and when it is raining to avoid lightning strikes.

4.3.3.7 Increased risk to STIs, and HIV and AIDS

Interactions between workers and the communities and even amongst themselves can increase the likelihood of spreading HIV and AIDS.

Mitigation measures:

i. Conduct monthly sensitisation meetings for workers on HIV and AIDS prevention;
ii. Free condoms to be made available to all (100%) workers by placing them in the workers' toilets to ensure access and confidentiality; and
iii. Place fifteen posters at strategic places on raising awareness of STIs including HIV and AIDS.
iv. Encourage recruitment of workers from the surrounding communities, who will be commuting from their respective homes to reduce influx of workers

4.3.3.8 Increased risk of spread of Covid-19 amongst teachers, learners and construction workers

Malawi is experiencing the scourge of Covid-19 which has also claimed a lot of lives globally, it is therefore important for the developer to put in place measure to control the spread of the disease at the work place.

Mitigation measures:

i. Implement Covid-19 prevention guidelines as described in Annex 8;
ii. Put in place measures to enforce physical distancing in the staff-room, classrooms, library and other school buildings;
iii. Sensitise teachers, learners and construction workers on Covid-19 prevention including hand washing with soap, use of hand sanitizers, proper use of face masks and work space disinfection among others;
iv. Encourage teachers, learners and construction workers to get Covid-19 vaccination;
v. Provide necessary PPE and other materials (e.g. cloth masks, hand sanitizers, hand-washing facilities etc.) to help prevent teachers, learners and construction workers contracting and spreading of Covid-19 at the work place; and
vi. Distribute information, education and communication (IEC) materials on Covid-19.

4.3.3.9 Increased risks of water borne diseases such as like diarrhoea, and cholera

The Ministry of Health declared a cholera outbreak in Malawi on 3 March 2022, following laboratory confirmation of a case in in the country. Cholera is an acute enteric infection caused by ingesting the bacteria Vibrio cholera present in contaminated water or food. It is mainly linked to insufficient access to safe drinking water and inadequate sanitation. It is an extremely virulent disease that can cause severe acute watery diarrhoea resulting in high morbidity and mortality, and can spread rapidly, depending on the frequency of exposure, the exposed population and the setting.

Mitigation Measures:

i. Refer to the nearest health facility any cases of watery diarrhoea at the school/institution;
ii. Carry out health education at the work sites in liaison with health personnel using the tool-box talks;
iii. Display cholera messages (symptoms, transmission and prevention) in all strategic places at the construction sites;
iv. Provide for a toilet with handwashing facilities for construction workers; and
v. Encourage proper washing of hands with soap and safe water regularly.

4.3.3.10 Increased risk of accidents arising from proximity to the Football Pitch

Some schools have their construction sites less than fifty metres from the football pitch or netball courts. This raises a challenge during construction as there would be an increase of accidents when there are various activities being conducted on the playing fields.

Mitigation measures: The contracted artisans shall:

i. Ensure that construction activities are halted when there are major sporting events at the pitch (e.g. football matches with visiting schools); and
ii. Liaise with the School Management Committee to avoid major sporting events at the pitch until construction activities are completed.

4.3.3.11 Conflicts over use of local water resources

The contractor will need to give due consideration to the abstraction of water for construction purposes to ensure not to affect the water needs of the people and livestock in the area. Information from the SMCs discussion provided in annex 2 (A2.2.3) indicates that 68% of the schools will be using water from boreholes (57%) and stand-pipes (11%), while 7% will utilise community boreholes. The use of these water sources can likely lead to conflicts over use of these water resources between community members, learners and contractors. During the SMCs discussions it was also noted that other sources of water will be the river/stream (15%) and lake (9%). In view of this the project has to obtain from the National Water Resources Authority permit to abstract from such areas. The project sites have water shortages that result in community members using the school water points that include boreholes and leaners standpipes. This limitation of water sources may lead to conflicts between water needs for learners, community members, and construction works.

Mitigation measures:

i. School Management Committee to schedule water usage for construction works, leaners and for domestic use
ii. Store 5000 litres of water for construction per day in tanks that will be filled during times when water demand is low (e.g. at night) for use during peak hours of the day.
iii. Encourage harvesting of rain water during rainy seasons for construction use.

4.3.3.12 Increased chances of theft and vandalism

Cases of vandalism and theft on various institutions are reported in the project area. Vandalism and theft may lead to loss of significant construction material. Vandalism and theft also would have an impact on the maintenance cost of the school infrastructure.

Mitigation measures:

i. Conduct sensitisation meetings with leaners and community members against vandalism of school structures at start of each term;
ii. Utilise the GRM to receive tips of those stealing construction materials; and
iii. Employ security guards at all construction sites.

5.4.4 Generic negative environmental impacts

5.4.4.1 Increased generation of particulate matter (especially dust)

Dust and particulate matter emission are anticipated during construction, and will be a short-term impact as construction period will last for less than three (3) months. Construction work produces dust because of material and vehicle movement, excavation works and land clearing, and construction activities. Dust and particulates can present respiratory problems as well as potential allergic reactions when inhaled. In addition, dust can cause nuisance problems when re-deposited on clothes and surfaces; and can hinder visibility. However, it is considered unlikely that ambient air quality standard will be exceeded.

Mitigation measures:

i. Cover all transported materials with tarpaulins to prevent fugitive dust;
ii. Restrict the removal of vegetation at construction site;
iii. Use dust-suppressing water spray during civil works and earth movement as required; and
iv. Ensure vehicles to observe 20 km/hr. speed limit within school campus and designated speed limits on other community roads.

5.4.4.2 Noise pollution

Construction machinery and equipment will generate noise that may impair the hearing of workers as well as surrounding community members. Maximum noises generated can be audible over long distance, but are generally of short duration. If maximum noise levels exceed 65dBa at a receptor, or if it is clearly audible with a significant number of instances where the noise level exceeds the prevailing ambient sound level with more than 15dBA, the noise can increase annoyance levels and may ultimately result in noise complaints.

Mitigation measures:

i. Avoid noisy construction activities during classes, evening study periods, or at night;
ii. Notify school management, nearby residents and businesses at least twenty-four hours in advance if particularly noisy activities are anticipated;
iii. Ensure that noise levels at the schools does not exceed 55 dB (A) and keeping noise levels for workers below 80 dB (A); and

iv. Placing stationery noise sources (e.g. genset) away from classrooms.

5.4.4.3 Generation of solid wastes, spills and effluent

Various construction activities are expected to generate many types and varying quantities of wastes that will include construction rubbles, spoil from land clearing, packaging materials, vehicles and machine maintenance wastes, remains from form works, general mixed wastes (glass, wooden pallets, plastic, paper, metal scraps and cut-offs, fillings, food items etc.), material residues, hazardous wastes (used oils, discarded fuels and paints, termite proofing material residues, discarded thinners and cleaning agents etc.) and others. Spillages of chemicals, oils, paints, thinners, fuel and other hazardous fluids, pastes or powders together with affected soils or surfaces should be regarded as hazardous waste. Effluents may include concrete spills, kitchen and bath waste water cleaning waste water and others.

Mitigation measures:

i. Provide adequate on-site waste receptors such as colour coded bins or skips for temporary waste storage. Use of rubbish pits should be discouraged;
ii. Arrange with the District Council to identify a suitable site or sites (new or existing) for waste disposal at different project sites if possible within 5 km radius;
iii. Obtain permits to handle, store, transport, and dispose of hazardous waste from the Environmental Authority in advance of construction;
iv. Segregate and clearly label hazardous waste and store in suitable drums or containers in secure facilities that have a banded impermeable layer;
v. Good housekeeping and sanitation practices must be promoted at each site;
vi. Provide spill-control kit and materials (e.g. oil binding agents, sand, shovels, etc.) to drivers and workers, to clean up spills, if necessary; and
i. Use school and community-based Grievance Redress Mechanism (GRM) to address any complaints as described in Annex 4.

5.4.4.4 Loss of trees and other ground cover

A number of trees and other vegetation are likely to be lost or damaged due to land clearing for construction of structures, creation of access roads and pavements, construction of drainage, temporary storage of building materials, creation of site offices and other temporary structures, waste dumps and extraction of materials (sand, rocks, fill etc.). Cumulatively, all these activities will cause significant loss of trees and other ground cover. It is very unlikely that wildlife will be affected. However, measures will still be put in place to protect it should there be any encounter.

Mitigation measures:

i. Confining land clearing to worksite and move construction site to where there is no tree;
ii. Planting of trees will be done with guidance from the District Forestry Office, which will educate learners and the community on tree planting and management, and choice of tree species
iii. MERP to provide fifty free tree seedlings trees to be planted at each school or facilitate the development of tree nurseries to encourage reforestation around the project areas;

iv. Direct replacement of trees and vegetation lost on site and other affected areas. A good principle would be to replace every tree lost with at least 5 trees. The trees should be planted in sites where there will not be any future extensions or construction; and
v. Avoid carrying out any activities near watercourses and wetlands by keeping a minimum distance of 50 m.

5.4.4.5 Safety and Risk Reduction from Natural Hazards

Public consultations with the key informants in the various District Councils and the community revealed that flash floods and strong winds are the main hazards that would affect the classroom structures. Considering that the region has history of flash floods, the design of the classrooms must include relevant aspects for resilient buildings or disaster risk reduction as follows:

Mitigation measures:

i. Site selection of the proposed classrooms should be done in consultation with School Management Committees (SMC) and approved by the District Council who screened all the sites.
ii. Sites for the classrooms should be on elevated areas. If an elevated site is not available, individual buildings should be raised at least 60cm higher to avoid water flowing into classrooms in the event of flush floods.
iii. Design to include drainage structures that collect and direct water from the classroom block to existing drainage system or other natural water ways.
iv. Natural wind blockades such as trees planted around the structure will help decrease a buildings exposure to wind.
v. The schools should be encouraged to develop School Emergency Response Plan

5.4.4.6 Increased generation of construction waste

Construction activities will generate construction waste comprising surplus or off specification materials such as concrete, wooden pallets, steel cuttings or fillings, packaging paper or plastic, wood, plastic pipes, metals, etc. Construction workers will also generate refuse consisting of food waste, plastic glass, aluminium cans and waste paper.

Mitigation measures:

ii. Place strategically waste receptacles at each site;
iii. Construction rubble and earth to be used for filling gullies within school premises; and
iv. Excavate a rubbish pits for disposal of all organic waste.

5.4.4.7 Land degradation resulting from Sand mining

There will be need to take extra care in sourcing raw materials especially sand for the construction works. Information from the SMCs discussion provided in annex 2 (A2.2.2) indicated that the sources of sand will be river / stream (87%), lake (11%), and dambo land (2%). All these sites are already being used by the communities to source their sand for construction. Sand extraction can potentially impact the aquatic habitat, water quality, river dynamics, and key aquatic species and their food availability.

Mitigation measures: The contracted artisans shall:

i. Obtain necessary permission from local council, through the Environmental District Office, will also guide the project on any required permits or licences they are to obtain.
ii. Workers at the sand mining sites shall be provided with dust masks and other necessary PPE.
iii. Not extract sand from the riverbed in long continuous stretches; alternate patches of riverbed will be left undisturbed to minimise the potentially negative impacts on the aquatic habitat.
iv. Not collect large quantities of sand from any single location resulting in a depression on unsafe riverbed or land condition.
v. Not excavate deeper than two metres at any single location,
vi. Maintain record of all sand extraction (quantities, locations, timing, etc.).

5.4.4.8 Increased risk of erosion and sedimentation

Soil erosion will likely occur if activities will be carried out during rainy season. Also, erosion may still occur if the erosion and sediment control measures are not put in place before rains set in. Soil erosion will be induced by soil disturbing activities such as excavations, land clearing and grabbing, vehicle movement, soil dumps, open piling of materials, extraction of fill materials, unprotected drainage channels and any other activities that may result in soil detachment. Soil erosion and sedimentation causes gullies, blockage or filling up of water ways and streams, destruction of agricultural land and property, water quality deterioration and general land degradation.

Mitigation Measures:

i. Protect all areas susceptible to erosion by construction of storm water drains and redirecting storm water to reduce run–off water on stripped soils;
ii. Avoid deposits of loose spoils near waterways;
iii. Segregate topsoil for reuse during restoration of exposed soil areas and reuse native soil to backfill trenches;
iv. Compact all loose soils and surfaces within the work site; and
v. Protect soil mounds with tarps or banding around the mounds with a minimum height of 0.5 m from the ground.

5.4.5 Identified negative impacts during operation and maintenance phase

5.4.5.1 Increased chances of theft and vandalism due to increased size of infrastructure

The high unemployment rates due to rapid population growth and small economic base contribute to criminal activity in most districts in the country. Cases of vandalism and theft on various institutions are reported in the project areas. Vandalism and theft may lead to loss of significant school equipment and facilities that may result in non-operation of the equipment. Vandalism and theft also would have an impact on the maintenance cost of the school infrastructure.

Mitigation measures:

i. Conduct sensitisation meetings with leaners and community members against vandalism of school structures at start of each term; and
ii. Employ a minimum of two security guards.
iii. Putting in place a WGRMs to help in handling and referral of such cases

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

5.5.1. Kaghoma primary school

5.5.1.1. Loss of trees and vegetative cover

The site has both natural and exotic trees (Cassius: 7; natural: 2). The construction works shall lead to loss of these trees at the site.

Mitigation measures

- Planting of 10 trees for every tree lost. A site for the planting of trees will be identified within the school premises
- Sensitize employees and the community to conserve vegetation.
- Taking care of the already existing trees, shrubs and other vegetation

5.5.1.2. Noise pollution

the site is close to temporary teacher's house which occupied and classroom blocks. The construction works may lead to noise pollution thereby disrupting learning ant teaching at the school and also disturbing the occupants of the nearby teacher's house.

Mitigation measures:

- Works that involve noise pollution to be done during weekends and off learning hours
- Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A
- Notify the school management and the occupants of the nearby house on the anticipated noisy works before commencement.

5.5.2. Ndemange primary school

5.5.2.1. Loss of vegetative cover; shrubs, grass and banana trees

The site has some vegetative cover that includes shrubs and banana trees which will be cleared because of the construction works.

Mitigation measures

- Creating a woodlot at the school premises. At site not planned for any future construction works
- After completion of the construction works, plant flower shrubs and creeping grass around the school

5.5.2.2. Noise pollution

The proposed site is close to other permanent teachers houses that are already occupied and within the school premises. The construction work shall involve noisy works which can disrupt classes and disturb th occupants of the other houses.

Mitigation measures

- Works that involve noise pollution to be done during weekends and off learning hours

- Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A)
- Notify the school management and the occupants of the nearby house on the anticipated noisy works before commencement

5.5.3. Tumbi primary school

5.5.4.1. Noise pollution

The proposed site is close to other structures at the school namely teachers houses and classroom blocks. The construction works might involve noisy works that might disrupt the classes and disturb the occupants of the other houses.

Mitigation measures

- Works that involve noise pollution to be done during weekends and off learning hours
- Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A)
- Notify the school management and the occupants of the nearby house on the anticipated noisy works before commencement
- All works that involve noise to be constructed off learning and teaching hours or during weekends

5.5.4. Nthabithabi primary school

5.5.4.1. Loss of vegetative cover (natural shrubs and grass)

The site sits on land covered by natural shrubs and grass. These will be cleared to pave way for the construction works.

Mitigation measures

- Creating a woodlot at the school premises. At site not planned for any future construction works
- After completion of the construction works, plant flower shrubs and creeping grass around the school

5.5.4.2. Noise pollution

The proposed site is close to other structures at the school namely teachers houses and classroom blocks. The construction works might involve noisy works that might disrupt the classes and disturb the occupants of the other houses.

Mitigation measures

- Works that involve noise pollution to be done during weekends and off learning hours
- Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A)
- Notify the school management and the occupants of the nearby house on the anticipated noisy works before commencement
- All works that involve noise to be constructed off learning and teaching hours or during weekends

5.5.5. Kamanda primary school

5.5.5.1. Loss of crops

The proposed site sits on the land which is used as a garden by one of the teachers at the school.

Mitigation measures

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

5.5.5.2. Noise pollution

The proposed site is close to other structures at the school namely teachers houses and classroom blocks. The construction works might involve noisy works that might disrupt the classes and disturb the occupants of the other houses.

Mitigation measures

- Works that involve noise pollution to be done during weekends and off learning hours
- Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A)
- Notify the school management and the occupants of the nearby house on the anticipated noisy works before commencement
- All works that involve noise to be constructed off learning and teaching hours or during weekends

5.5.5.3. Risk of accidents due to proximity to sporting ground

The proposed site is about 30m from the football ground. This might lead to accidents during sporting activities

Mitigation measures

i. Suspending all major sporting activities during the construction
ii. All sporting activities at the ground to be done off construction period

Table 5-4: Environmental and Social Management and Monitoring Plan (ESMMP)

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
1	***Positive Impacts during Construction Phase***									
1.1	Enhancement of capacity building for community members and improved community participation in primary school activities. (In schools where there is no construction of classroom blocks there is a need to put in in place and train GRMCs)	Orient the selected artisans immediately after recruiting them and identify potential constraints and challenges that they may face and help to resolve them;	Percentage of artisans oriented	100%	Review training reports	PFT	MoE	Before commencement of construction works	50,000,000.00	5,000,000.00
		Provide equal opportunities for both men and women to be involved in the construction works by engaging a minimum of 40% females in the workforce; and	Percentage of women in workforce	40%	Review employment records; Head-counts					
		Ensure that all stakeholders in the project are involved to ensure sustainability of the project.	Number of stakeholder consultation meetings (District & Community)	2	Review meeting minutes					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
2	***Positive Impacts during Operation and Maintenance Phase***									
2.2	Reduced learner-classroom ratio through the new classroom blocks	Conduct three (3) sensitisation meetings with leaners and community members against vandalism of school structures at start of each term; and	Number of sensitisation meetings	3	Review sensitisation reports	SMC	MoE - DEM	Operation Phase	6,000,000.00	3,500,000.00
		Carry out one (1) comprehensive maintenance of school structures and facilities annually	Number of maintenances per annum	1	Visual inspection of facility					
3	***Generic negative social impacts during construction phase***									
3.1	Disruption on provision of education services at the project schools	Prohibit use of classrooms and any other school buildings for storage of material or any other used by contractors. Construct a temporary storage room at site;	Availability of storage room that is not a school building. This includes storage facilities for materials in schools	1	Visual inspection	Contractor	DESC; PFT	During construction phase	Cost as indicated in SN# 1.1	10,000,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
			where there is construction of female teachers' houses							
		Avoid noisy construction activities during classes, evening study periods or at night; and	Number of noise related complaints raised	Zero (0) noise complaints	Interview learners; Review complaints records	Contractor	DESC; PFT	During construction phase		
		Conduct two (2) sensitisation meetings with contractors on contractors' code of conduct on school premises. One meeting before project commencement and another midway	Number of sensitization meetings with contractors on contractors' code of conduct on school premises	2 sensitisation meetings	Review sensitisation report	SMC	DESC; PFT	During construction phase		
3.2	Increased incidences of child labour	Conduct quarterly sensitisation meetings with local chiefs, school administration, children and the	Number of meetings with local chiefs, school administrati	Quarterly sensitisation meetings	Review sensitisation reports	Contractor	DESC; PFT	Onset of and during construction phase	24,000,000.00	6,000,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		community on prohibition of any forms of child labour;	on, children and the community on prohibition of any forms of child labour;							
		Strategically, erect signage's, 3-metres-high, with prevention of child labour messages at construction sites; and	Number of signage's erected	3 signage's erected	Physical count of signage's					
		Put in place a grievance redress committee (GRC) to receive and address child labour complaints.	Number of GRC meetings	Number of meetings conducted	Review meeting minutes					
3.3	Increased risks of GBV, Sexual Exploitation Abuse (SEA), Defilement and Early Marriages	Develop an induction program including a code of conduct for all workers which will be required to sign prior to starting their work. The	No. of reported, investigated and prosecuted cases	Nil	Review GRM records and other case files	Contractor	DESC; PFT	Onset of and during construction phase	Cost as indicated in SN 3.2	6,000,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		code of conduct will address issues described in Annex 6 which includes the following: Prevention of illegal activities such as child labour, sexual exploitation, defilement, child prostitution, harassment of women, gender-based violence, purchase or use of illegal drugs, fighting; Disciplinary measures and sanctions (e.g. dismissal) for infringement of the code of conduct; and Commitment or policy to cooperate with law enforcement								

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		agencies investigating perpetrators of SEA, defilement, GBV and others.								
		Ensure a copy of the code of conduct is presented to all artisans and their workers and signed by each of them;	Percentage of artisans and workers that sign code of conduct	100%	Review code of conduct					
		Develop a child safety management plan as described in Annex 7;	Availability of plan on site	1	Review child safety management plan					
3.4	Increased risk of construction related accidents for learners and staff.	Conduct monthly road safety awareness campaigns with learners and staff;	Number of monthly campaigns	<1	Review campaign report	Contractor	DESC; PFT	Construction Phase	30,000,000.00	10,000,000.00
		Screen off construction sites with iron sheets;	Percentage of area screened	100%	Visual inspection					
		Hire transporters whose vehicle have valid Certificate of Fitness and drivers with the appropriate	Number of spot checks	2	Spot-checks					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		driving licence category; and Construction vehicles to observe 20 km/hour speed limit on school campus.			Interview community members and learners					
3.5	Increased risk of accidents for construction workers	Develop an Occupational Health and Safety approach, which aims to avoid, minimise, and mitigate the risk of workplace accidents. This would include identifying potential risks and identifying safe working practices, using only trained workers, using safe machinery and equipment and providing necessary personal protective equipment (PPE);	No. of serious accidents reported	Nil	Review monthly progress reports; interview construction workers	Contractor	DESC; PFT	Construction Phase	Cost as indicated in SN 3.4	Cost as indicated in SN 3.4

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		Contracted artisans to conduct weekly toolbox talks for their workers on occupational health and safety;	Number of talks per week	>1						
		Contracted artisans to provide appropriate personal protective equipment (PPE) to all (100%) construction workers and enforce its use; and	Percentage of workers with appropriate PPE	100%	Visual inspection					
3.6	Noise Pollution	Avoid noisy construction activities during classes, evening study periods or at night;	Number of noise complaints	Zero (0) noise complaints	Interview learners and staff; Review complaints record	Contractor	DESC; PFT	Construction Phase	8,000,000.00	Cost as indicated in SN 3.4
		Inform learners and staff of the anticipated noisy construction activities before commencement;	Proportion of learners and staff	All (100%) of learners and staff	Interviews; Review sensitisation report					
		Ensure that noise levels at the schools			Interview learners and					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		does not exceed 55 dB (A) and keeping noise levels for workers below 80 dB (A);	Number of noise complaints	Zero (0) noise complaints	staff; Review complaints record					
		Providing hearing protection to workers; and								
		Placing stationery noise sources (e.g. genset) away from classrooms.								
3.7	Increased risk to STIs and HIV and AIDS due to construction workers interactions and increase in disposable income	Conduct monthly sensitisation meetings for workers on HIV and AIDS prevention;	Percentage of workers and learners sensitised	>90%	Review sensitisation report	Contractor; SMC	DESC; PFT	Construction Phase	16,000,000.00	8,000,000.00
		Place fifteen posters at strategic places on raising awareness of STIs including HIV and AIDS.	Number of posters placed on site	15	Visual inspection					
3.8	Increased risk of the spread of Covid - 19 amongst teachers,	Implement Covid-19 prevention guidelines as described in Annex 8;	Number of cases reported	Nil	Review medical records	Contractor; SMC	DESC; PFT	Construction Phase		

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
	learners and construction workers	Put in place measures to enforce physical distancing in the staff-room, classrooms, library and other school buildings;								
		Sensitise teachers, learners and construction workers on Covid-19 prevention including hand washing with soap, use of hand sanitizers, proper use of face masks and work space disinfection among others;	Percentage of teachers, learners and construction workers sensitised	>90%	Review sensitisation report					
		Encourage teachers, learners and construction workers to get Covid-19 vaccination;	Percentage of teachers, learners and construction workers vaccinated	100%	Review medical records					
3.9	Increased risks of water borne diseases such	Refer to the nearest health facility any cases of watery	Percentage of cases referred to	100 %	Review medical records	Contractor; SMC	DESC; PFT	Construction Phase	Cost as indicated in SN 3.7	Cost as indicated in SN 3.7

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
	as like diarrhoea, and cholera	diarrhoea at the school/institution;	health facility							
		Carry out health education at the work sites in liaison with health personnel using the tool-box talks;	Percentage of workers attended health education	100%	Review health education report					
		Display cholera messages (symptoms, transmission and prevention) in all strategic places at the construction sites;	Number of posters displayed	> 4 posters	Visual inspection					
		Provide for a toilet with handwashing facilities for construction workers; and	Number of available toilets with handwashing facilities	>2 toilets	Visual inspection					
3.10	Increased risk of accidents arising from proximity to the football pitch.	Ensure that construction activities are halted when there are major sporting events at the pitch (e.g. football matches with	Number of accidents reported	Zero (0) accidents	Review monthly progress reports; interview learners	Contractor; SMC	DESC; PFT	Construction Phase	Cost as indicated in SN 3.4	Cost as indicated in SN 3.4

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		visiting schools); and								
		Liaise with the School Management Committee to avoid major sporting events at the pitch until construction activities are completed.								
3.11	Conflicts over the use over the use of local water resources	School management committee to schedule water usage for construction works, leaners and for domestic use; and	Number of incidents about conflicts reported	Zero incidents	Review monthly progress reports; interview learners and community members	Contractor; SMC	DESC; PFT	Construction Phase	20,000,000.00	Cost as indicated in SN 3.4
		Store 5000 litres of water for construction per day in tanks that will be filled during times when water demand is low (e.g. at night) for use during peak hours of the day.								

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
3.12	Increased chances of theft and vandalism	Conduct sensitisation meetings with leaners and community members against vandalism of school structures at start of each term;	Number of sensitisation meetings	At least one per term	Review sensitisation report	Contractor; SMC	DESC; PFT	Construction Phase	Cost as indicated in SN 3.4	Cost as indicated in SN 3.4
		Utilise the GRM to receive tips of those stealing construction materials; and	Availability of functional GRM	One GRC per School	Review GRC minutes and reports					
		Employ security guards at all construction sites.	Number of guards employed	At least one per school	Review employment records					
4	***Generic negative environmental impacts***									
4.1	Increased generation of particulate matter (especially dust)	Cover all transported materials with tarpaulins to prevent fugitive dust;	Number of related complaints	Zero (0) cases	Interview learners and community members	Contractor	DESC; PFT	Construction Phase	12,000,000.00	22,000,000.00
		Restrict the removal of vegetation at construction site;	Area cleared of vegetation for construction	>200 square meter for classroom block	Physical measurement					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		Use dust-suppressing water spray during civil works and earth movement as required; and	Number of related complaints	Zero (0) cases	Interview learners and community members					
		Ensure vehicles to observe 20 km/hr. speed limit within school campus and designated speed limits on other community roads.	Number of speeding incidences	Zero (0)	Spot checks; random interviews					
4.2	Noise pollution	Avoid noisy construction activities during classes, evening study periods, or at night;	Number of noise complaints	Zero (0) complaints	Review monthly progress reports; interview learners and community members	Contractor	DESC; PFT	Construction Phase	4,500,000.00	Cost as indicated in SN 4.1
		Notify school management, nearby residents and businesses at least twenty-four hours in advance if particularly noisy activities are anticipated;								

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		Ensure that noise levels at the schools does not exceed 55 dB (A) and keeping noise levels for workers below 80 dB (A); and								
		Placing stationery noise sources (e.g. genset) away from classrooms.								
4.3	Generation of solid wastes, spills and effluent.	Provide adequate on-site waste receptors such as colour coded bins or skips for temporary waste storage. Use of rubbish pits should be discouraged;	Presence of inappropriate waste disposal within project areas	Nil	Visual inspection	Contractor; SMC	DESC; PFT	Construction Phase	12,000,000.00	Cost as indicated in SN 4.1
		Arrange with the District Council to identify a suitable site or sites (new or existing) for waste disposal at different project sites if possible within 5 km radius;	Availability of Council approved disposal sites	>1 per school	Review council approval; visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		Good housekeeping and sanitation practices must be promoted at each site;	Presence of inappropriate waste disposal within project areas	Nil	Visual inspection					
		Provide spill-control kit and materials (e.g. oil binding agents, sand, shovels, etc.) to drivers and workers, to clean up spills, if necessary; and	Percentage of workers with access to spill-control kits	>80%	Interview of workers					
		Use community-based Grievance Redress Mechanism (GRM) to address any complaints as described in Annex 4.	Number of related complaints received	Nil	Review complaints record					
4.3	Loss of trees and other ground cover.	Confining land clearing to worksite and move construction site to where there is no tree. ;	No. of trees replaced per site	>10 trees in place of 1	Visual inspection	Contractor ; SMC	DESC; PFT	Construction Phase	40,000,000.00 0	16,000,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		Providing free tree seedlings or facilitate the development of tree nurseries to encourage reforestation around the project areas. This shall involve procurement of tree seedlings in all affected schools including those targeted for construction of female teachers houses								
		Direct replacement of trees and vegetation lost on site and other affected areas. A good principle would be to replace every tree lost with at least 10 trees; and								
		Avoid carrying out any activities near watercourses and								

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		wetlands by keeping a minimum distance of 50 m.								
4.4	Safety and Risk Reduction from Natural Hazards	Site selection of the proposed classrooms should be done in consultation with School Management Committees (SMC) and approved by the District Council who screened all the sites.	Proportion of construction works affected by disasters during construction	<5%	Visual inspection; Monthly progress reports	Contractor; SMC	DESC; PFT	Construction Phase	Cost included in design of structures	Cost included in engineers monitoring budget
		The classroom should be raised at least 60cm higher.	Height of classroom floor level	<60cm	Physical measurement					
		Design to include drainage structures that collect and direct water from the classroom block to existing drainage system or other natural water ways.	Presence of drainage as per designs	Drain around structure	Visual inspection; Physical measurement					
4.5	Land degradation	Obtain necessary permission from local council,	Availability of council approval	100% of construction sites	Visual inspection	Contractor; SMC	DESC; PFT	Construction Phase	8,000,000.00	Cost as indicated in SN 4.3

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
	resulting from sand mining.	through the Environmental District Office, will also guide the project on any required permits or licences they are to obtain.								
		Workers at the sand mining sites shall be provided with dust masks and other necessary PPE.	Percent of workers with appropriate PPE	100 % of workers	Visual inspection; interviews of workers					
		Not extract sand from the riverbed in long continuous stretches; alternate patches of riverbed will be left undisturbed to minimise the potentially negative impacts on the aquatic habitat.								
		Not collect large quantities of sand from any single location resulting in a depression on	Number of depressions created	Nil	Visual inspections					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Implementation Cost (MWK)	Monitoring Cost (MWK)
						Mitigation	Monitoring			
		unsafe riverbed or land condition.								
		Not excavate deeper than two metres at any single location,	Depth of sand mining per location	Less than three meters	Visual inspections; physical measurement					
		Maintain record of all sand extraction (quantities, locations, timing, etc.).	Availability of records	Each site to have a record book	Review records					
								GRAND-TOTAL	**230,500,000.00**	**86,500,000.00**

Chapter Six: Implementation arrangements and Capacity building

This chapter explains implementation and monitoring arrangements of the ESMP. It identifies the capacity of the involved institutions and their roles, but also explains how their capacities can be enhanced and strengthened.

6.1 Implementation of ESMP

The ESMP shall be implemented to address all activities that have been identified to have potentially significant impacts on the environment during normal operations and upset conditions. The implementation of the project environment and social component will be overseen by different institutional arrangements. The players include the following:

6.1.1 Ministry of Education and PFT

The Ministry of Education (MoE) has established a Project Facilitation Team (PFT) to oversee the responsibility of coordinating all matters pertaining to the implementation of the project. The PFT has recruited an environmental specialist and a social expert to monitor environmental compliance and the social dimensions of the project. The PFT as such will be responsible for overseeing the monitoring activities conducted by the Construction Supervision Consultant. The main activities of the PFT regarding environmental and social safeguards are:

i. Planning and implementation of ESMP;
ii. Ensuring that the social and environmental protection and mitigation measures in the ESMP are incorporated in the site specific Environmental and Social Action Plans;
iii. Ensuring that the District Environment Sub-Committee (DESC) guided by the Environmental District Office are provided with relevant resources to oversee implementation of the ESMP;
iv. Supervision and monitoring of the progress of activities of the contracted artisans for the implementation of different components of ESMP;
v. Provide guidance to Clerks of Works and Artisans in conducting subsequent monitoring and reporting and in undertaking corrective options;
vi. Responsible for modifications to the ESMP when unforeseen changes are observed during implementation;
vii. Ensure submission of periodical environmental and social management and monitoring reports to the World Bank;
viii. Promote improved social and environmental performance through the effective use of management systems; and
ix. External communications with other implementing partners, government ministries and agencies, and non-government organisations on the matters of mutual interest related to environmental management under the project development.

6.1.2 District Environmental Sub-Committee (DESC)

The District Environmental Sub-Committee (DESC) will be directly responsible for the routine supervision of environmental and social management. The DESC will advise the School

Management Committees on ESMP implementation and monitor the work of the contracted artisans. The DESC will also help the PFT to prepare quarterly progress reports which are to be submitted to the World Bank. The DESC will, inter alia, be responsible for the following;

i. Conduct periodical environmental monitoring;
ii. Prior to construction, review and approve action plans prepared by the contractors;
iii. Monitor the implementation of the site-specific action plans and review the environmental management and monitoring reports prepared by the artisans or clerk of works.

6.1.3 Construction Supervision Firm

The construction supervision firm will be engaged to ensure quality assurance in the construction works. The supervision firm will also be directly responsible for providing necessary support to the contracted artisans in implementation of environmental and social management. The construction supervision firm is as such expected to have within its team an environmental and social expert/officer to lead this effort. The construction supervision firm will advise the contracted artisans on ESMP implementation and monitor their work. The contracted artisans will submit monthly progress reports to the PFT. The construction supervision firm will, inter alia, be responsible for the following;

i. Undertake regular monitoring of the artisan's environmental performance, as scheduled in the ESMP;
ii. Supervise site environmental management system of the artisans, and provide corrective instructions;
iii. Review and report on ESMP implementation.

6.1.4 School Management Committees

The School Management Committee (SMC) will be directly responsible for the day-to-day supervision of environmental and social management. The SMC will monitor the work of the artisans. The SMC will also help the contracted artisans in submitting monthly progress reports to the DESC and PFT. The SMC will be responsible for the following;

iv. Undertake day-to-day monitoring of the artisan's environmental performance, as scheduled in the action plan;
v. External communications with the community on the matters of mutual interest related to environmental and social management under the project development;
vi. Ensure the implementation of the GRM at school and community level.

6.1.5 The Contracted Artisans

The contracted artisans will be primarily responsible for implementing the site specific environmental and social action plans. Each contracted artisans will be recommended to undergo environmental and social training prior to commencement of their contracts, and they will be working in close coordination with the DESC and PFT. The main functions of the contracted artisans regarding environmental and social management and monitoring are to:

i. Customise the project ESMP and generate a site specific environmental and social action plan, and other management plans according to requirements of ESMP and get them approved by the PFT;
ii. Ensure that all the workers on the site are sensitised on the relevant environmental and social issues;
iii. Enforce environmental and social action plans during execution of the construction works;
iv. Procure necessary equipment for environment measurements or engage some appropriate expert personnel for the activity in specific environment quality aspects including air quality, noise, water, and soil quality; and
v. Prepare monthly reports related to environmental and social management and monitoring for review and verification by the DESC.

6.2 Capacity Assessment

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. However, as highlighted in the ESMF, there is inadequate capacity at all levels to implement despite various trainings conducted because of factors such as transfers and retirements, which have greatly affected capacity levels amongst district and frontline staff. The ESCP requires that relevant trainings be done before commencement of any construction works and that it be repeated as necessary throughout project. In addition, there will be trainings for contracted artisans and the School Management Committees.

There will be a training for a Trainer of Trainers (ToT) program for the construction supervision firm and Clerk of Works which will be executed by the PFT. This ToT will equip the Clerk of Works with understanding of this ESMP, the identified impacts and suggested mitigation measures. In turn, the Clerk of Works are going to train the contracted artisans and SMCs before commencement of the construction works. Table 6-1 presents the training program for the different stakeholders.

Table 6-1: Environmental and Social Training Plan of Stakeholders

Day	**Topic**
ToT of DESC Members (to be done by PFT / may recruit a consultant)	
Day 1	Brief overview of the Environment Management Act (2017)
	Brief overview of the Environment and Social Framework
	Presentation of the ESMP
	Description of the identified impacts and their mitigation measures
	Description of the implementation and monitoring roles of the DESC, SMC and artisans
Day 2	Explaining a guide for contractor artisans to develop site specific Environmental and Social Action Plans based on the ESMP.

	Monitoring and reporting of the construction activities
	Incident reporting
Training of Contracted Artisans and SMC (done by DESC with supervision from PFT)	
Day 1	Introducing Environmental and Social Management at construction sites
	Description of the identified impacts and their mitigation measures
	Preparation of site specific Environmental and Social Action Plans based on the ESMP
Day 2	Guide on conducting weekly toolbox talks
	Guide on sustainable sand mining
	Reporting on E&S implementation using a standard format
	Incident reporting

Chapter Seven: Conclusion and Recommendations

7.1 Conclusion

From the environmental and social assessment conducted for the construction of classroom blocks and sanitary facilities in the education districts of North Education Division (NED), it is evident that the project potentially has some significant negative impacts, which relate to the surrounding environment and communities. It should be noted, however, that despite the above probable negative impacts, it is possible with adequate design and implementation measures advanced in this report to mitigate the environmental effects and reduce them to acceptable levels. It is recommended that strict monitoring measures be instituted both from engineering and environmental standpoints considering the need to protect the environment while achieving economic development. This will ensure that the project adheres to acceptable practices and standards. The project will bring significant benefits in terms of fostering economic growth. This report provides a view that the project be allowed to proceed on condition that the measures proposed in this report are fully implemented.

7.2 Recommendations

i. It is important that this report is implemented according to the set schedules and targets. It is also important that implementation is done in all phases of the project;
ii. Ministry of Education should make resources available to facilitate the implementation of the ESMP and the monitoring plan;
iii. All major stakeholders of the project should be fully engaged and given full access to the premises for purposes of monitoring;
iv. Ministry of Education should ensure that all important data is regularly collected and analysed to assist management in making informed decisions and the same should be made available to monitoring authorities for evaluation of the performance; and
v. Occupational safety and health issues are critical in projects of this nature as such the developer should make appropriate investments in training as well as provision of adequate equipment for successful implementation.

The female teachers' houses should have solar power to enhance lighting and security.

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Annex 1: Pictures from Consultation Meetings with Selected SMCs

A1.1 Participants of FGD at Chaba Primary School in Chitipa

A1.2: Participants of FGD at Matope Primary School in Mzuzu City

A1.3: Participants of FGD at Chankholombe Primary School in Karonga

A1.4: Participants of FGD at Manyamula Primary School in Mzimba South

A1.5: Participants of FGD at Kaulambwe Primary School in Nkhatabay

Annex 2: Stakeholder Consultations Comments and Evidence

A2.1 DESC Consultations

A2.1.1 Karonga District

Name & Designation	Anticipated Impacts
Katoto Kamwera (Karonga District Social Worker)	Change of living standards of people in the community due to the job opportunities.
	Promiscuity and theft will be eliminated since people will have a source of income.
	The construction of classroom blocks will reduce congestion in classrooms which will also lead to enrolment of school dropouts who will be motivated because of the Project.
	Traders will be improved due to the high demand of needs in the community. The circulation of money in the community will be improved as well.
	The learner mentors will be role models to the students especially girls.
	The recruitment of Auxiliary teachers will make the teachers to easily asses and follow children therefore reducing dropout rate at the Institution.
	Job creation to the youths who graduated from technical colleges and are unemployed.
	Mentors will supplement the duties of parents i.e. by counselling girls.
	Disruption of marriages, spreading of HIV and Aids since people will have a lot of money which will cause them to engage in promiscuity behaviours.
	Cutting down of trees which were beneficial to the community in the proposed sites.
Labour Officer	The project will provide a source of employment for people in the communities which will help improve their livelihoods
	The project will decrease the risk of child labour in the communities
	The project will help to increase enrolment of pupils in schools due to the presence on new learning structures
	The project will promote community urbanisation as the coming in of this project will most likely also attract other development to the communities such as the coming in of electricity
	The project will reduce the unemployment rate in the district especially amongst the youth and it will reduce poverty levels as well
	The project will improve the standard of education for learners by reducing the teacher-learner ratio in schools
	The mentors will act as role models different members of the communities and they will also give the learners a reason to work hard in school which will help improve performance of female learners in schools
	The mentors will help influence the learners to be exemplary students, in terms of virtue, as well as responsible members of the community
	The project activities might increase the risk of child labour issues in the communities since contractors might be seeking cheap labour
	The project will increase the risk of accidents at the construction site
	The project might delay the incomes of the local artisans recruited to work on the construction sites

Name & Designation	Anticipated Impacts
	The project risks the destruction of property when people are not paid their wages in good time
	The project will not provide the auxiliary teachers with any terminal benefits of social security
	The project activities will accumulate unnecessary wage bills for the government
	The project will not provide any social security for the mentors
	Sand mining may be done on private land and this will cause grievances from the land owners. It may also cause the formation of gullies at the mining sites and it will increase the risk of exposure to hazardous material such as excess dust
	Sourcing water for construction will cause problems for the community if the water points are far from the project site
	Sourcing of water might be cause for conflict between community and project if there is a shortage of watering the communities due to over consumption by the project
	There is a designated waste disposal site by the district council but it is at a great distance from most communities. As such, the communities will have to find ways of reusing and recycling some materials and disposing of the rest by identifying sites to be used for waste disposal
Jane Jere (District Education Manager)	Coming in of local artisans to build classroom blocks will help reduce the pupil/classroom ratio which is very high at the moment.
	The project will also help these local artisans build their capacity. Providing them with enough wages will help motivate them. They should not be taken advantage of. There is also a sense of ownership in the property since they are building in their own community. Materials have to be brought on time so that they are able to also work on time
	The project will also help boost the number of teachers by bringing in auxiliary teachers. Some teachers have not worked in a long time so once hired they will be motivated to work extra hard to acquire a permanent position.
	It will be good for the mentors to go into the hard to reach areas. These mentors will act as role models for the girl child and help motivate her. Once they are encouraged they work harder to complete their studies.
James Msiska (District Lands Officer)	Hiring of local artisans will help in creation of jobs and income for people that had no source of income. This will give them something to do.
	This will also be an opportunity for the youth to gain experience in their fields.
	It will also be cheaper for the financer to hire the local artisans than to bring in contactors from outside the community.
	Knowing that they are building in their own community, they will have a sense of ownership which will help motivate them even more.
	For the auxiliary teachers, it will give them source of employment. Most teachers are experienced but are just idle and not working. This will help them to even gain some experience.
	Mentors are there to motivate the girl child. They will help prevent early marriages and unwanted pregnancies.

Name & Designation	Anticipated Impacts
	Hiring of local artisans could also be bad for the project because they could end up with substandard buildings. Most of the artisans do not have the experience to work with big projects like these so sometimes the quality of the work may not be what the project is looking for.
	Auxiliary teacher normally undermines themselves and do not perform to the best of their ability. It also happens sometimes that students also undermine them because of being a support teacher. Besides that, they get lower pay than the full time teachers so this can also demotivate them from working hard.
	The mentors coming in have no experience in the field so they might face challenges in trying to help the learners
	From the beginning of the project, land officer must be involved to avoid land disputes. Some schools do not have enough land and chiefs normally award them any land of their choice. This leads to a lot of cases which would have been avoided. So it is important that these things are looked into before the start of project.
Khumbo Mbeye (Environmental District Officer)	Improved learning at the school because some learners are learning under the trees.
	The community will benefit by selling of building materials, they will also be employment opportunities for the people in the village.
	Building of sanitation blocks will bring in enough toilets. This will also improve the surroundings. The toilets will also lessen the issue of public defecating anywhere.
	The sanitation block will also help reduce rape cases because they will not be helping themselves in the bushes and the girls will not be mixing with the boys.
	Auxiliary teachers will address the issue of teachers in the sense that it will boast the number of teachers, teacher pupil ratio will be improved.
	The teachers will be able to finish their syllabus on time because of the increased number of teachers. Employment opportunities for the auxiliary teachers and they will also act as role models to the learners since most of them will be youngsters form college.
	Learner mentors will help girls as also role models and this will help keep the girl child in school therefore dropping the rate of school drop outs. The girls will also learn things about their reproductive health and with proper counselling early marriages will be improved and school attendance for girls will be improved.
	Sourcing of sand mining will cause river bank degradation. Quarry mining can bring in barrow pits which can also be a hazard to the community and also a breeding place for mosquitoes. Loss of vegetation can also happen.
	Conflicts during the recruitment process and also during the project can arise, social interactions can also bring in diseases like Covid 19 and cholera
	Disruption of marriages and also increase in diseases like HIV and AIDS.
	Bad selection process of the learner mentors like employing people with bad habits which can be transferred to the learners. Mentoring sessions can also disrupt classroom sessions.

Name & Designation	Anticipated Impacts
	Domestic waste from the site should be put in the bins or can be thrown away in the rubbish pit while construction waste can be used to refill the barrow pits and the bricks can be used on the potholes that can be in the area.

A2.1.2 Chitipa District

Name & Designation	Anticipated Impacts
Moses Chirongo (District Environmental Officer)	Skills and knowledge acquisition thorough employment of community members in various forms of work mainly on casual labour
	The project will help to boost community social life through the employment of auxiliary teachers, mentors and artisan labour
	The classroom blocks will help the institutions to attain the recommended Pupil-classroom ratio which is environmentally helpful to reduce the spread of some respiratory diseases such as Covid- 19, TB etc.
	Role modelling extending knowledge to girls and the communities at large
	The projects will help boost entrepreneurship in project areas and help increase household income which will help families to buy fertilizer and pay school fees for their wards
	Loss of trees for scaffolding and site clearing
	Soil Erosion cases through poor water drainage as a result of contractors noncompliance to code of conducts
	Dust Emission during construction work through mixing of cement and digging the foundations.
	Generation of solid wastes through plank cuttings and plastics coming from people working on projects.
	Incidences of open defecation by project workers
	Creation of barrow pits and pools of stagnant water
	Rubble heaps of excavated soils during digging of foundations
	Introduction of Invasive Species when carrying construction materials to the projects sites
	Destabilization of drainage systems through sand mining
	Spread of water related diseases through barrow pits and poor liquid waste disposal
	Water and air contamination from Agro-chemicals and pesticides e.g., Solignum and antikill due to poor container disposal
	Conflict over the use of natural resources such as water and forest resources by the Community and project workers
	Marriage disruption through project workers engaging in sexual relationships with married women and men
	There will be increased cases of Partner Violence through men engaging in physical violence against their wives over differences in the use of salaries
	Increased cases of social exploitation abuse and sexual harassment in project sites

Name & Designation	Anticipated Impacts
	Increased cases of sexual abuse against school going children by project workers and fellow pupils
Humphreys Mwalughali (Chitipa District Social Welfare Officer)	There will be creation of employment opportunities for the surrounding communities and this will improve their income.
	It is believed that poverty initiates gender based violence so there will be reduction of gender based violence since men and women will be busy working at the site..
	Enrolment will be improved since there will be a lot of classrooms for all the student.
	Reduction of child labour since parents will be earning some income and they will not send children to go to work.
	The Auxiliary teachers will be like role models to the children which will improve their Education.
	Migrant workers i.e. the Auxiliary teachers can promote promiscuity and disruption of marriages.
	Cutting down of trees in the proposed sites if there are trees and this might lead to loss of indigenous species.
	There can be issues of violence against children
	If the Government employs not qualified teachers they might district children academically because they won't deliver the knowledge the students need.
	If the mentors will be working voluntarily, they will be demotivated which will make them not make the impact expected by parents.
District Public Works Officer	There will be creation of employment opportunities for the surrounding communities.
	There will be an improvement of education facilities in the district
	There will be reduced chances of vandalism of the project sites
	There will be enhanced community participation
	There will be enhancement of the technical know-how for local artisans as they will be able to learn new things from the project plans that will be drawn up
	The project activities will contribute to the economic development of the people through the provision of business opportunities since there will be people who will be needing to rent houses, to buy food and to access other necessities
	There will be a provision of role models for the children in the community
	There will be an opportunity for employment for those that will be recruited
	The teacher-learner ratio at the different schools will be reduced
	The performance of students in schools will improve
	The mentors will help encourage students to work hard and go far with their education. They will also help provide career guidance for learners.
	The project activities will enhance youth empowerment in the local communities as they will be honing their leadership skills
	The project will help develop skills for the mentees

Name & Designation	Anticipated Impacts
	The project activities will lead to a disturbance of the ecosystems due to the removal of trees and other forms of vegetation
	The project activities will lead to land degradation from soil erosion
	The project activities might lead to an increase in promiscuous behaviour which might cause the spread of STI's such as HIV. This might also cause disruption of marriages in the communities as well as unwanted pregnancies
	The project will cause a disruption of the economic activities for the different communities involved, where commodity prices might rise significantly due to the presence of project workers in their communities
	Qualified individuals might be bypassed for jobs due to political intervention or nepotism during recruitment. They might recruit auxiliary teachers without efficient training especially when it comes to handling children and this might lead to issue of abuse or mistreatment of minors
	The learner mentors might engage in inappropriate relationships or take advantage of the mentees
	Sand mining will most likely cause the creation of gullies, changing of the river course and increased water velocity leading to scouring of the river banks
	Sourcing water by the community might significantly reduce the water table due to only having one water point for sourcing water for construction purposes. This might also disturb women's domestic responsibilities as the majority of people that source water for construction works are women
	Conflicts between the communities and the project over sourcing of water are anticipated mostly if the communities only have one or two water points that can be used
	There is no designated waste disposal site at the schools or in the communities for construction waste
Mr Macknon Mogha (District Labour Officer)	The coming in of the project will help improve the skills of the local artisans which will help them get more jobs in future
	These local artisans will have an opportunity to be employed. The rate of unemployment in Chitipa at the moment is very high. This project will help even us at the government office to fight against unemployment.
	During the project, businesses will boom. This is so because those working on the project will require everyday necessities which will help those in the area that sell these necessities.
	Bringing in of auxiliary teachers in the school will positively help the learners. The teachers will act as role models for the learners and will help in motivating them and in the end dropout rate will be less.
	There will be an increase in associability to education
	The coming in of the mentor will be a motivating factor for the girl child.
	Coming in of mentors can help us with the fight against child labour.
	Mentors can help the girl child learn about sexual and reproductive health
	Coming in of mentors will help increase the number of labourers in the district

Name & Designation	Anticipated Impacts
	There is also some negative impact of using local artisans as labourers. These have a habit of using their children as labourers. This is most commonly seen in sand mining.
	Lack of occupational safety can lead to accidents if the artisans are not careful or safe at all times
	In projects like these as much as it is mostly positive for the community, it can also help with the spread of HIV and AIDS, this also includes other diseases like Cholera
	Exploitation of workers when using local artisans is a big problem in the districts.
	When it comes to axillary teachers, some can come in with different bad behaviours. Starting relationships with the learners that are inappropriate.
	Some teachers can also come in and end up disrupting marriages in the community. This is a common practice because a man with financial muscle can destroy marriages without a problem
	In cases were mentors in the community did not succeed in the hiring process and they hire other mentors from outside the community, cultural differences can bring in problems. This can affect both sides, mentor and community
	Lifestyles also plays a role in negatively affecting the community. If the mentor has a habit of substance abuse then this can negatively affect the learners.
	Coming in of this project is a plus to the district because we will be able to gain from the infrastructure and human resource. This will also help improve the education in the district.

A2.1.3 Rumphi District

Name & Designation	Anticipated Impacts
Emmanuel Mwalilino - District Education Manager	There will be an improvement in learning facilities which will help to attract learners to schools hence increasing enrolment in the district
	There will be reduced dropout rates in schools due to the creation of conducive learning environments for learners especially females since they will have sanitation blocks that they can use
	Congestion in classrooms will be significantly reduced due to the increased number of classrooms in schools
	The project activities will provide communities with employment opportunities which will help to improve the livelihoods of the people
	The project activities will enhance community ownership of the project
	The project activities will reduce the teacher-learner ratio in schools which will improve the learning standards as well as the quality of education delivered to the pupils
	Auxiliary teachers will act as role models for the students
	The learner mentors will act as role models for the female learners and this will help to improve their performance in school

Name & Designation	Anticipated Impacts
	The learner mentors will help reduce the dropout rate for girls in schools as well as increase enrolment
	The project activities will increase the risk of child labour in the communities
	The project activities will increase the risk of both air and noise pollution in the areas
	Project activities are likely to increase the risk of child abuse and exploitation in the communities
	The project activities will increase the risk of accidents for construction workers as well as community members especially learners at the schools
	The project activities will increase the risk of promiscuity in the areas surrounding the project sites and this might lead to disruption of marriages in the communities
	The project activities will increase the risk of poor waste disposal since the majority of the project sites do not have designated construction waste mechanisms
	The auxiliary teachers that will be recruited might not be as dedicated to their work as the teachers that are employed full time due to the low wages that auxiliary teachers are normally paid
	The learner mentors will be paid low wages and this might demotivate them from being fully committed to the program
	Sand mining in the communities will increase the risk of land degradation at the mining sites (i.e. rivers) and this might lead to flooding when water levels rise in the water bodies. There is also a possibility of accidents occurring at the mining sites due to the presence of over dug trenches
	Sourcing water for the projects might be expensive since most of the water points are taps with water distributed by water board. This means that for the projects to get enough water to use for construction, the charges would be extremely high
	There might be conflict between the project and the community members on issues of water sourcing if there is an inadequate number of water points at the construction sites which might lead them to source water from other water points within the surrounding community
	there is no designated construction waste disposal site from the council and as a result, schools, together with the rest of the community and the contractors, will have to identify disposal sites on their own
Vincent Horowanya - Water Development Officer	The project will create a more conducive learning environment for students as they will be able to learn from inside classrooms rather than under trees as they currently are
	The project will improve the sanitation and hygiene in schools nationwide hence significantly reducing outbreak cases (i.e. cholera)

Name & Designation	Anticipated Impacts
	The project will create employment opportunities for locals that are qualified within the surrounding communities which will reduce the rate of unemployment in the areas
	The project will help to reduce the teacher-learner ratio is schools which will help to improve the delivery of education to these learners
	The project will develop or build the capacities of the schools through the adoption of new skills by the learners from their mentors
	The project will provide stability for the female learners in the schools since they will have someone to look up to
	There is a possibility that the project might produce substandard buildings which will not be durable
	The project will lead to land degradation which will mostly be cause due to soil erosion in the communities
	The project will increase the risk of the spread of HIV and AIDS, as well as other STI's. It will also increase the risk of unplanned pregnancies in the communities
	The project increases the risk of accidents at the construction site involving learners from the schools
	The auxiliary teachers that will be recruited might be lacking the skill to actually teach children
	The auxiliary teachers might leave their posts abruptly since their jobs are temporary
	Some of the recruited mentors might lose interest in the mentorship program as it is being implemented and this will affect their performance as well as the learners
	Sand mining in the area might lead to flooding of rivers due to instability of river banks. It will also cause land degradation in the buffer zones through the formation of gullies
	Sourcing water by the community will cause overpopulation at the water points and this will lead to overuse of these water points (i.e. boreholes) which could get damaged as the project is being implemented
	There is a possibility of conflict between the project and the communities if the communities are not aware or well informed about the project and its intentions. There might also be conflict due to the fact that the water used at the school is paid for and not free, which means that the project will accumulate extremely high costs due to the large volumes of water that will be needed
	The School Management Committees should be put in charge of identifying sites to be used for construction waste disposal since there are no designated disposal sites in the communities involved

A2.1.4 Nkhata Bay District

Name & Designation	Anticipated Impacts
Alex Mwakikunga	The Construction of sanitation blocks will create a safe environment for the learners more especially girls.

Name & Designation	Anticipated Impacts
(Nkhatabay District Water Development Officer)	The use of cement blocks will give the community a minimal impact of loss of trees.
	Job creation to the youths in the community which will also improve the living standards of people in the communities.
	Charcoal burners will be employed which will lessen the loss of trees. The local artisans recruited might happen to be some of the community members who do charcoal burning business.
	There might be cases of soil erosion in the places where sand is mined.
	Marriages will be disrupted because at the same time the families need these local artisans, they will be busy working at the site.
	Auxiliary teachers will have no confidence being among temporally employed teachers.
	Job creation to the locals.
	Improved living standards to the locals and this will also eliminate the loss of trees since most of the charcoal burners will be financially stable.
	The Project is Environmental friendly since they will use cement blocks and this will help to improve the Environmental standard.
	Improved sanitation issues due to the construction of sanitation blocks.
	Soil erosion in the places where sand is mined.
	Use of chemicals might cause water contamination if rivers and or boreholes are affected.
	Risks of injuries among workers especially if they are not using Protective gears.
	Conflicts may arise between the community and the Project especially on usage of some locally found materials i.e. water.
	Teacher pupil ratio will decrease since the schools will have more teachers when the Auxiliary teachers are recruited..
	There will be improved education services since pupils will be encouraged to go back to school.
	There may be issues of segregation from fellow teachers who feel that they are more educated than the Auxiliary teachers.
	The learner mentors will be like role models to the children especially girls.
Never Mulungu (Nkhatabay Environmental District Officer)	Job creation to the locals which will also change their living standard.
	The project will eliminate cutting down of trees since some of the people who do charcoal burning will have a job.
	The project is environmental friendly since they will use cement blocks and this will help to improve the Environmental standard.
	Improved sanitation issues due to the construction of sanitation blocks.
	Classroom ratio will decrease because there will be enough classrooms for all learners.
	In places where sand is mined, there might be issues of soil erosion if care is not taken.
	Use of chemicals might cause water contamination
	There will be improved education services since pupils will be encouraged to go back to school.

Name & Designation	Anticipated Impacts
	There might be issues of segregation among the teachers since others are more qualified than their fellow teachers.
	The learner mentors will be like role models to the children especially girls.
Omega Kamanga (District Education Manager)	Using local artisan will help in capacity building. The maintenance of the property will also not be a challenge because they will be close enough to do in in a timely manner.
	This can be a stepping stone for the local artisans so that after this they could be able to stand on their own and find other jobs after this project. They will be able to have financial empowerment.
	Local artisan will have a sense of ownership rather than hiring contractors from outside the district. Issues of theft will be low because of this sense of ownership. So follow ups on resources will be easy.
	Using local artisans for the project will help community members to keep their land. Most of the time if the contractors are from outside the community , they start offering their land up for sale because of poverty, so in this case they will not end up selling their land.
	Bringing in of axillary teachers will help with the problem of decongestion. Nkhatabay has reduced learners/ teachers ratio.
	These teachers will act like role models especially in remote areas. They will also help fill in the existing gaps, so development is not difficult.
	It has been a while since government hired qualified teachers. So they will keep busy until their contracts are finished, hopefully then they can get permanent employment.
	Hiring of mentor will reduce the number of dropouts in girls. These mentors will encourage the girls to go to learning centres.
	Mentors will be there to act like role models, keeping the girls motivated to complete their studies.
	Hiring local artisans can also have negative impacts on the project like their quality of work. The buildings can be substandard.
	Pace of work might be slow since they are from the same community so in cases of funerals and weddings it means the project stopped.
	Axillary teacher work with little interest especially in hard to reach areas. This is so because they know their employment is temporary and they will still end up leaving so they do not put their heart into the job itself.
	There are normally cases of absenteeism in hard to reach areas by these axillary teachers. Accessing their pay check is hard. In some areas it takes about 4 days to travel to get their pay. Yet the pay itself is not even enough.
	Some people in these rural areas do not regard them as qualified teachers. In Nkhatabay these teachers are called Covid teachers.
	Mentors coming in have no knowledge of what is expected of them since they are coming in from school themselves.

Name & Designation	Anticipated Impacts
	Mentors can also become negative role models for they young girls. If they display bad behaviour, the girls are likely to follow since they regard them at their role model.
	Since these mentors are from the community, their commitment to funeral and weddings can disturb the learning process.
	We are looking forward to the project. People in the area have already been sensitized and are looking forward to the start of the project. It was discussed about two years ago that the project will soon start so we are still waiting.
Lanuel Mkisi (District Labour Officer)	The biggest problem faced in Nkhatabay is the large numbers of dropouts in learners due to fishing, since it is direct money. Another problem comes in when parents use their children as man power. For instance, fish farming, instead of allowing them to go to school they have them out on the lake fishing which ends up in them dropping out altogether. Most young people in the district like to have fun, which always ends up with unwanted pregnancies for the girl child. There is absolutely no control from the parent, children are out on the streets drinking and engaging in harmful activities that disturb their studies.
	The hiring of local artisans for the project will means that they will be able to get employment that will later help them to support their families.
	Using local artisans helps the community because whatever they earn they spend in the same community and this helps develop the district as well as develop each and every one of them.
	Hiring of local artisan will help ignite their skills. For most this will be the first big project and will be opening the doors for more big projects in future.
	Using auxiliary teachers will also help fight against unemployment. During the one party system the labour office was fully involved. Now with the democracy, there is little to no involvement from the labour office. For example, the 1 million job initiative was strictly political and people were not hired. But now we are able to capture this data every time the locals are hired for a job to help with the numbers of unemployment.
	Most teachers have the qualifications but are idle and not working so this will also help them find something to keep them busy.
	The pupil/teacher ratio will work if we do skills analysis. There were about 170 auxiliary teachers that were to be hired and only 70 got hired. So hiring more teachers will help the pupil/teacher ratio.
	Hiring mentors will also help the youth get employment which is a plus for the labour department.
	Mentors will also help encourage those learners that dropped out because of reasons like fishing to enrol back in school. This will help fight against dropout rates.
	Mentors act like role models for the girl child. They are motivated with the mentor so they work harder to complete their studies just like the mentor did.

Name & Designation	Anticipated Impacts
	If the workmanships are poor, then quality of the building will also be poor. If this happens then there is no benefit from hiring local artisans..
	Local artisans can bring a scare of HIV and AIDS.
	Using local artisans can promote sit in and excuses since they are from the same community.
	Auxiliary teachers can sometimes maintain two jobs at once, which never really works for one of the schools.
	Mentors can also develop this problem of maintaining two jobs at once which does not work.
Anold Satumba (District Social welfare)	Classroom block will help a lot of children attend school because they will be accommodated in class. Transportation of goods to the project site can be a problem especially if the roads are bad. Child labour can also be an issue on the project. Gender based violence can also happen and also gender biased recruitment issues.
	Sanitation block will reduce absenteeism in school because a lot of girls will attend school even in their periods. Good hygiene will also be practised at the school because of the sanitation block and this will help prevent diseases like scabies.
	source of employment for the local artisans.
	The auxiliary teachers will fill the gap of the extra teachers that are needed in schools. And because of this the teachers can finish their syllabus. They will also ease the workload that teacher normally have, they auxiliary teachers will also be role models for the learners. Auxiliary teachers usually do not stay for a long time at a school so this can also affect the learners negatively. The auxiliary teachers can be abusive to the learners.
	The learner mentors will help girls stay in school and also help bring back the other girls who dropped out of school.
	Disposing of waste can be a challenge if not given proper care.

A2.1.5 Likoma Island

Name & Designation	Anticipated Impacts
District Social welfare Officer, Public Works Officer and Labour Office	Local people will gain skills and experiences from the project through employment
	Auxiliary teachers will gain experience from the project
	Improved living standards of people working at the project site
	Beautification of the school premises since the classroom blocks will built in a modern way
	Small scale businesses will be boosted in the project communities
	Sanitation and hygiene will be improved in the primary schools
	Decongestion in the classrooms hence improved learners performance and good quality of education
	Creation of job opportunities to learner mentors and Auxiliary teachers Increased dust emission when mixing cement and sand materials for block making

Name & Designation	Anticipated Impacts
	Conflict among community members on the project may arise since the project needs fully participation of local people from the community.
	There will be increase in cases of marriage disruptions, spread of STIs including HIV/AIDS and also unwanted or unplanned pregnancies
	Increase in risk of spreading of diseases such as COVID-19 and Cholera within the communities
	Increased accidents to the workers at the construction site as well as leaners when vehicles carrying sand and some quarry will be passing through school premises
	There will be pressure on water resource in the communities surrounding the project area
	Poor waste disposal from the project
	Loss of vegetation such as grasses and trees

A2.1.6 Mzuzu City

Name & Designation	Anticipated Impacts
Hellen Mwafuleka Simwaka (Mzuzu District Social Welfare Officer)	Job creation to the locals and also the Auxiliary teachers who will be recruited in various schools.
	The economy will be boosted in the communities which will also change the community members living standard.
	Enrolment of students will be increased to the capacity due to the construction of blocks.
	Change of face of the area. The new blocks will improve the area.
	There will be a psychosocial support to the girl child since a girl child is always disadvantaged. Mentorship will help their mental health.
	There is a high possibility that in areas where sand is mined there might be degradation.
	High possibility of disruption of marriages since people will have a lot of money than before after working with the Project, which will lead them to promiscuity behaviours.
	Some cultural beliefs might change from good to bad because of the migrants.
	The machines used for the project might cause accidents especially to children if they come closer to the site or if the workers are not careful.
	Theft of building materials by some workers.
Veronica Linyama (Mzuzu District Labour Officer)	Job creation to the locals and also the Auxiliary teachers who will be recruited in various schools.
	Change of the peoples living standard.
	If workers will work without protective gears they will be placed under risks.
	Issues of child labour might arise in the communities if the Community is not sensitised on this.
	Sand mining always leaves an impact in places i.e. soil erosion.
	Loss of trees in the places where these structures will be constructed if there were trees.
	Hiring of local artisans will help with the creation of jobs.

Name & Designation	Anticipated Impacts
Mrs Chiumia (District Lands Officer)	Being part of the community, local artisans will take full ownership when building since they know it is to develop their own community. This means they will work harder in the project.
	Hiring auxiliary teachers from the community will mean there will be competence in their job and delivery of work.
	This will also help the teachers to gain experience in teaching. Most teachers finish their training and end up not working in their field.
	Hiring teaching will guarantee the employment stability .
	Mentors will also be given the opportunity to be employed. This works well for them since it prevents them from involving themselves in bad behaviours like drugs and substance abuse.
	They also have some stability in the job.
	If the local artisans have no qualifications it means they will deliver low quality of work.
	Although it is a project that involves local artisans, big projects like these require big contractors to avoid delivery of substandard work.
	Being support teachers, others in spite of their qualifications might not deliver quality work because of the name auxiliary.
	Auxiliary teachers have no job security so they could easily leave in the middle of the school year if they find a job elsewhere.
	For the mentors, since they are children themselves, it might be hard for them to help the learners the way they need to. This can make the learners loose trust in them making it hard for them to confide in them.
	For this project to build blocks it means there has to be extension of land. It is a simple process but most government schools do not have title deeds. This brings a lot of disputes about land ownership. Since these are government schools we do not provide any lease, just the right of use. So to avoid disputes, before the project starts, there is need to find out about the documentation, if there is none, school committee should apply so that if the land was awarded by the chief, then it can be secured.
Joseph Katumbi (District Water Development Officer)	Hiring of local artisans will help them get employment so that they can be able to sustain their families.
	Once these local artisans build in the community, this means they have also developed their community.
	Since they are from the same community, they will have ownership of the properties because they are developing their own community.
	Since the teachers will be from the community, it means they will be familiar with the teachers as well as the learners so that it is easier for them to work.
	Since they are familiar with the community, it means controls will be easy to enforce.
	With the addition of teachers it means the school will be empowered and it will do better in terms of performance from the student.
	Mentors will learn a sense of leadership and will also gain experience from working as mentors.
	Mentors can help care for the younger learner who are under 5 and need special care.

Name & Designation	Anticipated Impacts
	The use of local artisans can also bring about problems of relationships. Since these artisans are now earning some money, normally in these communities they start relationships and affairs mostly with the women in the community.
	Selection of local artisans that are not qualified but are picked because of being related to committee members one of the major problems faced in these communities.
	In some situations, since these are people all from the same community, and they have been together a long time, personal grudges amongst them can hinder some from being employed.
	Since the auxiliary teachers are from the same community, there can be some lack of seriousness because they are familiar with the community members including teachers and the parents.
	Since they are from the community, work stops when there is a funeral or wedding. This can go against time allocated for the project to end.
	Mentors will lack enough training and experience since they have not worked in the field.
	When project starts, there should enough water from boreholes, taps and rivers to sustain the project.
Elias Mkandawire (Public works)	Artisans through this project will enhance their capacity and will become better artisans. Some can even get registered by the NCIC. The community will enhance their capacity of ownership and like that maintenance will not be a problem. The artisans will also be prepared for future project after completing this project. Quality can also be compromised when local artisans are engaged to work and this can be costly for the project.
	Auxiliary teachers will improve the teacher pupil ratio; this will also be an employment opportunity for them. General improvement of the school in terms of enrolment and performance. Because of lack of experience the auxiliary teachers can compromise quality. The coming in of auxiliary teachers with create a housing gap.
	Learner mentors will assist girls in going back to school and also to be motivated and work hard in school to achieve their potential. Sustainability of the mentors after the project has lapsed will be a challenge. Lack of training for the learner mentors.
	Sand is hard to find because of distance. Water is not a problem. Best practices should be adhered to when disposing of waste.
Augustine Gama (Environmental District Officer)	teacher and pupil ratio will improve and more space will also be available for the learner because of the classroom block and they will not be learning under a tree. With good sanitation girls will freely attend school and this will eliminate absenteeism in schools. People will be employed and their lives will be self-sustaining. Construction involves excavation which can cause soil erosion, Sand mining can also damage the natural flow of the river
	The auxiliary teachers will boast the numbers of the teachers and will bring in the much needed support and focus more on the learners. Economic empowerment for the auxiliary teachers. They will also motivate the learners because they are young. Auxiliary teachers can

Name & Designation	Anticipated Impacts
	disrupt marriages in the community, and because of lack of experience some can be harsh to the learners
	The learner mentors will work one on one with the learners and this will improve different skills for the girls. They will also encourage girls academically and mentally. Counselling the girls in best ways to follow like negative peer pressure and improvement in class performance. Learner mentors can create dependency and when they leave this can have a negative impact on the learners, bad habits can also be transferred on the learners from the mentors.
	Disputes can arise because of the water because water gets scares sometimes.
	Waste should be managed properly.
Abel Ndhlovu (Acting Building Foreman)	Job enhancement for the community especially the artisans and the women in the community. The community will take ownership of the infrastructure. The local artisans will be easily found since they are within the and mistake can also be rectified easily. The sanitation block will lessen absenteeism in schools and the girls will easily use the facility this too will boast their confidence. The buildings should not be substandard. The project should run on time with artisans being serious about their job.
	The auxiliary teachers will gain experience from the permanent teachers, with time they will get confident with the learners and also motivate them. Auxiliary teachers will help teachers with the excess workload so the teachers can concentrate on other duties because of the reduced teacher and learner ratio. The auxiliary teachers can start having relationships with minors. Some can be lazy or just not interested in their role.
	Learner mentors will motivate and counsel the learners, and because the mentors will come from the community the girls will feel free and comfortable talking to them about issues affecting them academically and also socially. Hatred between families can also affect how learner mentors work with the girls, negligence can also play a part, lack of orientation before starting work.
	Some roads can be impassable when the project starts. Lack of water in some areas can cause conflicts when the construction starts.
	They should manage their waste properly to avoid accidents and diseases.

A2.1.7 Mzimba District

Name & Designation	Anticipated Impacts
Jacob Mkandawire (Mzimba South District Water Development Officer)	The locals will be uplifted economically since most of them will be employed in this project.
	Recruitment of local artisans will give the community members a sense of ownership of the Project, which will also minimise vandalism of building materials.
	The Project will provide learners with a conducive learning environment.
	Migrant workers on the Project can promote promiscuity, marriage disruptions and spread of HIV Aids.

	Degradation of land due to clearing of places for Construction.
	If the sanitation blocks are not constructed well or positioned well they might give smell to the school environment.
	The recruitment of Auxiliary teachers will help to reduce work force among the teachers.
	The learner mentors will be like role models to the learners.
	Role modelling can be bad sometimes if the mentors do not have good behaviour.
Mabvuto Kawonga - Human Resources Manager (Proxy for District Education Manager)	The project will improve the learning environment for students through the reduction of learner-classroom ratios in schools
	The project will make the schools more user-friendly for girls, through the construction of sanitation blocks, which will reduce absenteeism in schools for female learners
	The project will increase community participation in the different communities where the schools are located
	The project will improve the economic status of the people within the schools communities
	The project will reduce the teacher-learner ratio in the district since it has an acute shortage of teaching staff in schools
	The project will help improve the standards or quality of education for learners in schools since the teachers will be able to monitor individual students
	The learner mentors will be able to get through to the learners and provide them with counselling since they will be younger and are more likely to relate with the problems that the learners go through
	The learner mentors will act as role models for female learners in the communities
	The project activities will cause the loss of vegetation/trees in the communities
	The project activities will increase the risk of land degradation from soil erosion in the communities
	Project activities will increase the risk of theft of project materials and resources
	The project might encounter corruption during the recruitment process for contractors
	The project is at risk of having compromised/substandard infrastructure
	The project might encounter interference from politicians during the recruitment process
	The program might be jeopardized by disciplinary issues cause by the newly recruited auxiliary teachers
	The auxiliary teachers are only recruited temporarily
	The learner mentors might lack morals
	Sand mining for the construction will increase the risk of exposure to hazardous materials, such as excess dust particles, for the community members that will be responsible for the mining
	Sourcing of water for construction by the community will only be challenging if there is an inadequate number of water points near the projects sites because then the community members might have to travel long distances to find alternate sources of water

	Conflicts, regarding the sourcing of water for construction, between communities and the project might occur if the need for water for construction overwhelms the community water points
	All waste generated during construction will be disposed of at a site identified by the communities
Russell Mhone (District Labour Officer)	Government is considering local artisans who after being trained by TEVET can get employment. These should be the ones considered on the project.
	Once they are employed, it could be in the same project or their next, they will also be able to hire their fellow local artisans, in the end they develop the community.
	Hiring these local artisans will also help empower them so that they can be able to support their families. In the past they have been ignored a lot when it comes to projects.
	Hiring of auxiliary teachers will help with the teacher/pupil ratio. Normally there are a few teachers and more students in these primary schools, so this will help.
	Since this is not a government project, it means these teachers will be paid better than if they were hired by the government.
	Once these teachers are employed, they will be empowered too so this will benefit the learners.
	Since the mentors are part of youth, this will help to empower the youth.
	Since contractors will be from the community, lack of experience can be one of the issues the project faces. Most of these contractors have not handled large contracts so they might be negligent with a few things like payment of the workers and use of money. During the Bakili Muluzi time, contractors would prefer buying lorries than paying their workers so that they make more money which was wrong.
	Local artisans normally lack skills to handle big projects so they can end up producing substandard work.
	Auxiliary teachers do not have pension or gratuity that can cover them since their contracts are short term.
	If the mentors are not well trained, they can cause the girls to dropout more.
	There is a possibility that most might dropout in search of greener pastures especially if pay is on the lower side. This is common in Mzimba as the youth like to migrate to South Africa.
	As labour office, we are happy about the coming of the project more especially that the project is involving local artisans. They will be able to sustain themselves. The project should be able to provide Personal Protective Equipment for the workers since it is the employers obligation. Project should also avoid child labour to avoid cases with our office. Before the project begins there should also be sensitization about HIV and AIDS. No worker should be paid below minimum wage.
James Pelani (Environmental District Officer)	Creation of jobs around the community. Promotion of local skills. Business boom in the community which will lead to improved standard of living and also food security. Development in the community, new infrastructure. Cutting of trees, proper waste management. improved drainage.

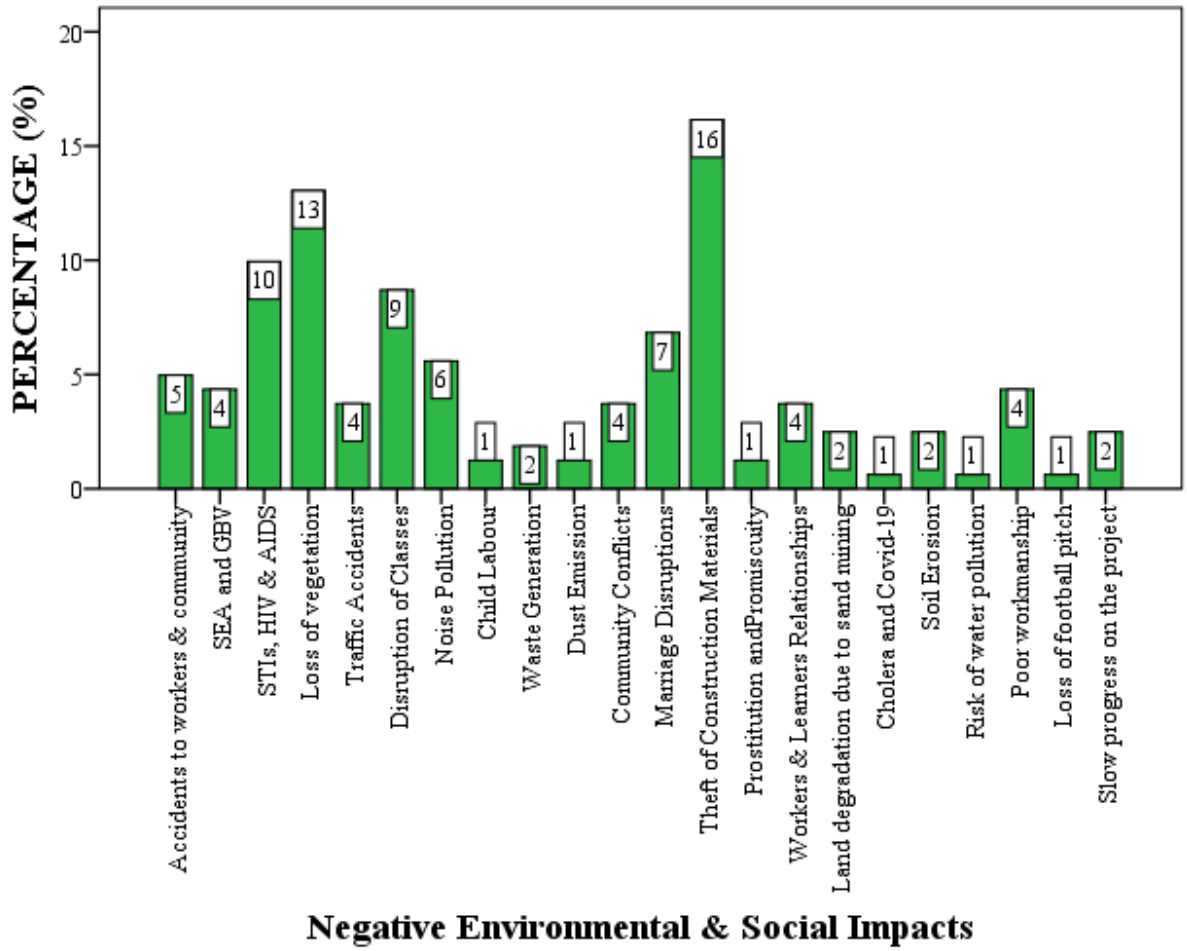
	Auxiliary teachers will help improve learning and also continuous learning. Teacher pupil ratio will reduce and the children will learn well because of the classroom block. More teachers will also attract more learners. Marriages can be disrupted and also the auxiliary teachers can be exploited sexually.
	Learner mentors will motivate the girls and help them be comfortable and confident. They can have transferable skill to impart on the girls. Bad habits can be learnt from the learner mentors by the learners. Some learners might lack respect for the learner mentors because of familiarity.
	Distance can be a problem for sand mining and also siltation can happen when sand mining. Disputes can arise in areas where water is not enough.
	Proper waste management should be practiced.
District Social Welfare Officer	There will be economic empowerment in the community since local people will be employed with the project
	Increase in pupil's enrolment in the primary schools that are benefiting from the project.
	There will be an increase in learner's performance and the quality of education will also be improved.
	Beautification of the school premises since the classroom blocks will be built in a modern way
	Sanitation and hygiene will be improved in the primary schools
	Creation of job opportunities to learner mentors and Auxiliary teachers
	Learner mentors will be acting as role models to the pupils in primary schools
	There will be increase in cases of marriage disruptions, spread of STIs including HIV/AIDS and also unwanted or unplanned pregnancies
	Increase in risk of spreading of diseases such as COVID-19 and Cholera within the communities
	Increased accidents to the workers at the construction site as well as leaners when vehicles carrying sand and some quarry will be passing through school premises
District Education Manager	The project activities will reduce the congestion of learners in classrooms in the highly populated schools
	The project will provide a more conducive learning environment in schools through the reduction of both learner-classroom and teacher-learner ratios
	The project will reduce the workload for teachers in schools which will lead to an improvement in the quality of education delivered to learners. This will be possible because teachers will now be able to pay individual attention to students and help them where they have problems
	The project provides an opportunity for auxiliary teachers to service the schools where the vacancies are attached to
	The project will provide learners, especially the girls, with role models who will help them to appreciate the importance of staying in school as well as champion back to school programs for girls in the communities
	The project will provide female learners with an opportunity for guidance and counselling through the learner mentors

	The project will be costly for communities as they will have to transport cement blocks from other areas since most communities do not locally make cement blocks
	The project will be delayed due to the time it will take to acquire building materials that are not available within the communities where the schools are located
	The project might not consider the teacher-class ratio (how many classes each teacher has to cover in a day) when deploying auxiliary teachers to schools
	Payment for auxiliary teachers requires three signatories to travel from their local communities to the bank to acquire the money and this is costly, but the transport amount given top them is insufficient
	The recruited learner mentors could lack exemplary behaviour especially from the time that they were in school and this could negatively affect the learners
	Sand mining for the project will lead to land degradation through the formation of gullies at the mining sites
	Sourcing water for the project might be met with challenges that include inadequate number of water points in the communities and available water points may be at a great distance from the project sites
	Sourcing of water for construction will not cause any conflict between the communities and the project since the boreholes are controlled by the communities and after they get sensitized about the project, they will be able to plan around the use of the boreholes by both parties
	Construction waste will be disposed of using rubbish pits that will be dug at the schools
District Lands Officer	The project will attract new teachers to the schools due to the presence of new and improved learning structures which will improve the delivery of education to learners
	The project will promote community ownership for the involved communities
	The project will bring about development not just for the schools but also for the communities in which they are located
	The project will provide the surrounding communities with an opportunity for employment at the project sites
	The project will reduce the teacher-learner ratio and improve the quality of education that will be delivered to learners in schools
	The project will improve the economic status of the communities where the schools are located through the coming in of different business opportunities
	The project will help reduce the workload for teachers which will then improve students' performance because they will have people to help them with their school work where they might be having challenges
	The learner mentors will help positively influence the behaviour of their mentees
	Most of the schools do not have documentation for their land which leads to encroachment by the surrounding communities leaving the schools with little land to claim. This makes it hard for the schools to have proper plans for additional infrastructure

	The project might face community resistance if the communities do not fully accept the project especially the local politicians
	The project will cause air pollution as well as the production of excess heat from the iron sheets that will be used for roofing of the classrooms
	The project will cause land degradation
	The schools lack housing units for members of staff
	Politics might interfere with the recruitment process and this will jeopardize the success of the program
	There might be communication barriers due to language differences if the mentors are recruited from other areas/districts
	Politics and nepotism might affect the recruitment of learner mentors
	Sand mining for the project will lead to and degradation at the mining sites. Apart from this, the project might face some challenges like the unavailability of quality resources (i.e. quarry) in the areas where the schools are located. The resources might be found in distant and hard to reach areas and this will make it difficult for local communities to access these resources
	There will be some challenges with sourcing water for construction if there is a lack of water sources near the project and not enough people to manage getting the amounts of water needed in a day for construction purposes
	Sourcing water for construction might cause conflict between the project and the communities if they will be required to source water from other communities
	Disposal of construction waste at the project sites will be done at sites identified by the communities

A2.2 Community Consultation Key Issues

A2.2.1 Identified Environmental and Social Impacts



A2.2.2 Sand Mining Location, Impacts and Use of Potential Sites

Response	Name of District								Total
	Chitipa	*Karonga*	*Rumphi*	*Mzuzu City*	*Mzimba North*	*Mzimba South*	*Likoma*	*Nkhatabay*	
Where will sand be mined from?									
River / Stream	100%	88%	100%	100%	86%	100%	50%	40%	87%
Lake	0	13%	0	0	0	0	50%	60%	11%
Dambo land	0	0	0	0	14	0	0	0	2%
What are the anticipated environmental impacts that would arise from sand mining in these areas?									
Soil erosion	60%	0%	50%	75%	43%	75%	50%	60%	50%
Formation of gullies	10%	0%	50%	10%	0%	0%	0%	0%	4%
Risk of accidents to miners	30%	100%	0%	25%	43%	25%	50%	40%	43%
None	10%	0%	50%	0%	14%	0%	0%	0%	2%
Is the site already being used by the community to source sand?									
Yes	100%	100%	100%	100%	100%	100%	100%	100%	100 %
No	0%	0%	0%	0%	0%	0%	0%	0%	0%
Is the site already being used by the community to source sand?									
Yes	100%	100%	100%	100%	100%	100%	100%	100%	100 %
No	0%	0%	0%	0%	0%	0%	0%	0%	0%

A2.2.3 Source of Construction Water

Response	Name of District								Total
	Chitipa	*Karonga*	*Rumphi*	*Mzuzu City*	*Mzimba North*	*Mzimba South*	*Likoma*	*Nkhatabay*	
Where will water for construction be sourced from?									
School borehole	50%	88%	50%	75%	71%	50%	0%	20%	57%
School pipe water	20%	0%	0%	25%	0%	13%	0%	20%	11%
Community borehole	10%	0%	0%	0%	0%	13%	0%	20%	7%
River/Stream	20%	0%	50%	0%	29%	13%	0%	20%	15%
Lake	0%	13%	0%	0%	0%	0%	100%	20%	9%
Dambo land	0%	0%	0%	0%	0%	13%	0%	0%	2%

A2.2.4 Construction Waste Disposal Sites

Response	Name of District								Total
	Chitipa	*Karonga*	*Rumphi*	*Mzuzu City*	*Mzimba North*	*Mzimba South*	*Likoma*	*Nkhatabay*	
School site	70%	88%	100%	100%	57%	88%	100%	60%	78%
Community site	20%	13%	0%	0%	14%	13%	0%	40%	15%
Burning	10%	0%	0%	0%	29%	0%	0%	0%	7%

A2.2.5 Reasons for Learners Drop-Out

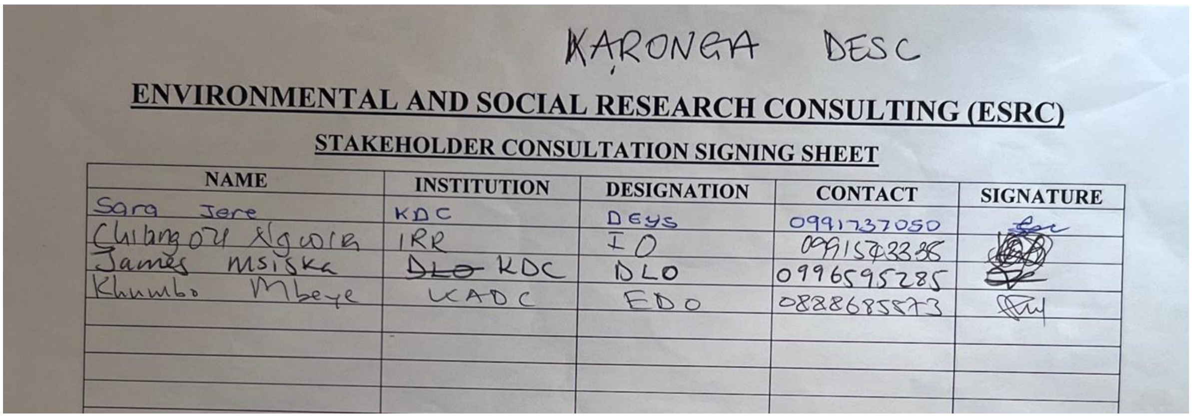
Response	Name of District								Total
	Chitipa	*Karonga*	*Rumphi*	*Mzuzu City*	*Mzimba North*	*Mzimba South*	*Likoma*	*Nkhatabay*	
What are the main causes of females student dropout at the school?									
Lack of financial support	40%	63%	100%	25%	71%	75%	50%	60%	59%
Lack of Interest	80%	38%	50%	50%	43%	25%	50%	40%	48%
Early Marriages	50%	100%	50%	50%	71%	88%	100%	60%	72%
Teenage Pregnancies	30%	38%	100%	75%	57%	13%	50%	80%	46%
What are the main causes of males student dropout at the school?									
Lack of financial support	40%	50%	50%	50%	57%	38%	50%	40%	46%
Lack of Interest	60%	25%	50%	25%	43%	50%	50%	60%	46%
Early Marriages	20%	25%	0%	25%	0%	25%	0%	0%	15%

A2.2.6 Community Sensitization Effective Means

Response	Name of District								Total
	Chitipa	*Karonga*	*Rumphi*	*Mzuzu City*	*Mzimba North*	*Mzimba South*	*Likoma*	*Nkhatabay*	
Local Chief	50%	100%	0%	25%	29%	38%	50%	60%	50%
SMC	10%	0%	50%	50%	29%	25%	0%	0%	17%
Public meetings	30%	0%	0%	0%	14%	0%	0%	20%	11%
PTA	10%	0%	50%	0%	0%	0%	0%	0%	4%
VDC	0%	0%	0%	0%	14%	13%	0%	0%	4%
Media outlets	0%	0%	0%	0%	14%	13%	50%	20%	9%
Project Committee	0%	0%	0%	25%	0%	13%	0%	0%	4%

A2.3 District Consultation Signing Sheets

<u>A2.3.1 Karonga District</u>



KARONGA DESC

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STAKEHOLDER CONSULTATION SIGNING SHEET

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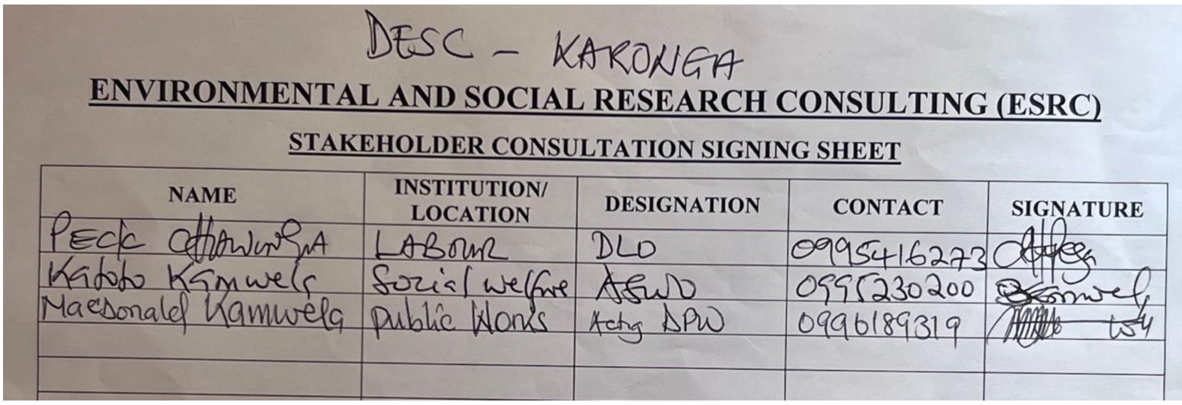

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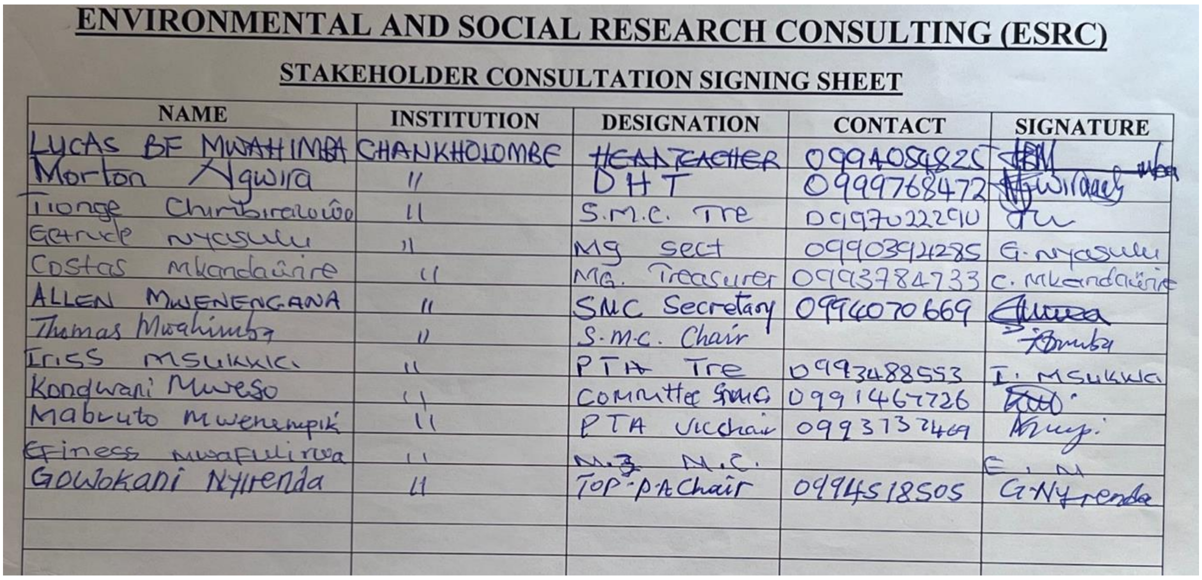

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MALIMBALIMBA KARONGA

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KARONGA

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IPYANA PRIMARY SMC – KARONGA
13/01/2023

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ZOIDA Kanenile	Tendi	Mother group	0985882511	L.K
Mameno Chilemba	Tendi	Youth Member	0987054112	M.C
Ezelina Simbeye	Tendi	mother group	0992491469	E simbeye
Paulina Lyambwire	Tendi	SMC Member	0993441003	P.L
Mackenzie Simfukwe	Tendi	Teacher	0996797596	Msimfukwe
Oscar Kandonga	Tendi	DHT	0996411549	[illegible]

LUPEMBE PRIMARY SCHOOL – KARONGA

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Abigail Mwalwanda	Lupembe	mother Group	0999202754	A. Mwalwanda
EDITH mwakwimba	Lupembe	SMC	0991889873	E Mwakwimba
Tamyo Gama	Lupembe	PTA	0994314200	T. Gama.
Cherity Buringa	Lupembe	mother group	0995419996	C. Buring
Mercy Fweta	Lupembe	DH Teacher	0998767146	[illegible]
Newton Mwamkangama	Lupembe	H/T	0994026559	[illegible]

KAFULU PRIMARY SMC — KARONGA

13/01/2023

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
ANDREW MALONGO	KAFULU	TEACHER ~~SECT~~ SECRETARY	0980043959	[illegible]
MPAMATI FELIX	KAFULU	TEACHER	0995426543	[illegible]
GEORGE NG'AMBI	KAFULU	HEAD TEACHER	0993205161	G.Ng'ambi
BORNWELL CHISAMBA	KAFULU	DEPUTY H/TEACHER	0991267587	[illegible]
LINGSTONE MBUGHI	KAFULU	TREASURE SMS	0981937479	[illegible]
Johan Gondwe	Kafulu	Vice PTA	0993645086	J. Gondwe
Vincent Chilale	Kafulu	SMC (Chair)	0999406279	V.Chilale
OBVIOUS Mwantisi	Kafulu	PTA chair	0883680731	O. Mw
Yona Chizumila	Kafulu	Youth	0996653294	Y.Ch
patricia chawinga	kafulu	Sectary SMC	0996418975	p. chawinga
Sella Simowe	Kafulu	meither group	0994462746	
Nyasi cheyo	Kafulu	M.G. sec	0992476483	N.cheyo
Ephar Chilale	Kafulu.	Chair M.G.	0992261384	E Chilale
Florence monje	kafulu	comeeting	0992322784	F. monje

KARONGA

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
LOTTIE MUNTHALI	IGHEMBE	PTA	0995127134	L. M
RaPHEL mwehechaga	IGHEMBE	~~S~~ YOUTH	0990115919	R m
Washiton Kita	IGHEMBE	YOUTH	0998071480	[illegible]
	IGHEMBE	~~YOUTH~~	~~0992071452~~	[illegible]
Alice Mkonda	IGHEMBE	TEACHER	0996350779	[illegible]
ATUSAYG MWENIFUMBO	IGHEMBE	H/TEACHER	0998436776	[illegible]
CHANDIWILA NG'AMBI	IGHEMBE	DEPUTY HEADTEACHER	0999277257	[illegible]
GIFT MWANGWERA	IGHEMBE	TEACHER	0998376434	[illegible]
Marko Kita	IGHEMBE	School Committee	0994158102	M Kita
vitowe Mnyimbiri	IGHEMBE	" "	0999007555	V. Mnyimbiri
Ireen Gondwe	IGHEMBE	mother Grop	0992356542	I Gondwe
Suzen mkononogo	IGHembe	Comeet member	0990407024	S. mk
MATILDA MKONONGO	IGHEMBE	SEC MOTHER G.	0881814918	M. B. M.
Donias Nyirenda	IGHEMBE	School commite	0998440644	D.N.
Louis M. Kayange	IGHEMBE	P.T.A.	0999799713	[illegible]
Bryson Mwanga	"	SMC Chair	0999183572	[illegible]
Funny Kaonga	Ighembe	SMC Secretary	0992495777	F. Kaonga
madziwa mzaluke	Ighembe	comitee	0995131879	M. mzaluke
Isaac Nyirenda	Ighembe	School Comm	0990115871	I. Nyirenda
Hildah Kauka	IGhembe	Mother Group	0999029795	H. Kauka
Denson Kidah	Ighembe	SMC treasure	0998459865	D. Kidah

A2.3.2 Chitipa District

CHITIPA DISTRICT COUNCIL

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
H. Khayange	District Education office DEM	CPEA	0888505657	H.Khayange
Eugene Mirkock Gondwe	CP-DC	SPW	0988153642	[illegible]
Humphrey Mwalughali	SOCIAL WELFARE	DSWO	0999176691	[illegible]
Frank W. Kamanga	CP- LANDS	DLO	0995422725	[illegible]
Moses Chirongo	Environment	EDO	0991477088	[illegible]

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
PETER SIMKONDA	ILENGO	HEADTEACHER	0998766664	[illegible]
PHILIP SIBALE	ILENGO	P T A	0991676935	P. Sibale.
Robert Sichimata	ILENGO	P.T.A	0991863611	R. Sichimata
Gift Sibale	ILENGO	TEACHER	0984185786	G.Sibale.
Sydney Simwanza	ILENGO	P.T.A	0996960258	S. [illegible]
James kaka	Ilengo	SMC	0996367093	James
John Simtowe	Ilengo	Smc Chair	0994434374	[illegible]
Wilfred webster mwenebabe	Ilengo	SMC	0993863254	[illegible]
Delila mtambo	Ilengo	SMC	0990236828	D. mtambo
melida mtambo	Ilengo	P.T.A	0990236985	M.mtambo
Isala Chizimbi	Ilengo	Teacher	0996455286	[illegible]

CHITIPA DISTRICT

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
BESTON M. MPHOTWA	YAMBA	TEACHER	0996161188	[illegible]
STEVEN MWANZA	YAMBA	TEACHER	0991397153	[illegible]
SPENCER MULAMBIA	YAMBA	TEACHER	0991882273	[illegible]
Roza Bulambo	Treasure	Treasure		R.B
Mack Sikwese	Yamba	Commit	0994523774	M. S
MAVUTO MKUMBWA	YAMBA	SMS	0993520351	M.M
Mercy Kapesa	Yamba	Sectary	0999765623	M.K
Justina Muyuwanga	comm yamba	commite	-	J.m
Rodia Kabaghe	comitee			R.K
Mary Simfukwe	YAMBA	TEACHER	0881226205	M.fe
Ixedson Simbeye	Yamba	SMC CHAIR	0882765539	[illegible]

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
ESTONE NG'AMBI	NGOYA SCHOOL	HEADTEACHER	0992467555	[illegible]
ALBERT.K.LWEYA	" "	D/HEADTEACHER	0999165421	[illegible]
Yness Kamisa		mothergroup	0999616394	
Keneth Sibale	"	P.T.A CHAIR	0993794072	K. SIBALE
FRIDAY MTAMBO	"	SMC secretary	0991304017	F. Mtambo
Agness Sichali		mother group		A. Sichali
Flyness Muyira		P.T.A Treasure	0996898435	F. Muyira
Mwandisi W. Chizumule	"	SMC chair	/	[illegible]
GRACE B. PHIRI	"	TEACHER	0999918650	Phiri
AGNESS NYONDO		TEACHER	0991024793	A. Nyondo

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Hudson J. Msukwa	Ilanga	Teacher	0987320808	[illegible]
LUPAKISYO CHISETE	ILANGA	H TEACHER	[illegible]	[illegible]
Job W. Mshani	ILANGA	SMC Vice secretary	0996712863	[illegible]
JOHN NGOXOYA	ILANGA	SMC Treasure	0991666813	[illegible]
Ionathan Mulyengwe	ILANGA	TEACHER	0884257821	[illegible]
Mary Musukwa	ILANGA	MOTHER GROUP	0990108176	M. Musukwa
Mickness Kalagho	Ilanga	P.T.A Chair	0990431209	M. Kalagho
Bywell Kaira	ILanga	S.M.C	0996949485	[illegible]
ALBERT CHAOTA	ILANGA	D.HT	0888566345	[illegible]
McMillan Sichali	ILANGA	Vice P.T.A	0990584097	M. Sichali
Gluby Kaminloghe	Ilanga	Vice SMC	0993693114	[illegible]
Funny Msweio	ILanga	m'group	0997381085	F. Msweio

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
Charles Simbeye	Kalira	H/T	0997198979	[illegible]
Ayisoni Sibwila	Kalira	P.T.A Chair	0995215173	A. Sibwila
Eliness Nyondo	Kalira	M.G		E. Nyondo
Robert Kalagho	Kalira	SMC Treasure	0992351094	R. Kalagho
Tiness Kayinga	Kalira	SMC		T. Kayinga
Jen Kanyika	Kalira	SMC		J Kanyika
Shadreck Mkisi	Kalira	PTA	0991354287	S. Mkisi
Gabriel Kalenge	Kalira	SMC	0992879434	[illegible]
Tenson Kanyika	Kalira	PTA	0999755928	T Kanyika
Langson Nyondo	Kalira	Teacher DHT	0994568373	[illegible]
Victor Vincent Ng'ambi	Kalira	Teacher	0993591045	V Ng'ambi
Joyce Nyondo	Kalira	Teacher	0998030188	[illegible]

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Fiskani Munthali	Kawale	Teacher	0999500822	
Elifa A. Chiona	Kawale	DHT	0888210738	
JANE C NYondo	KAWALE	HT	0991239036	
Florence Kalinga	KAWALE	MG		F. Kalinga
Lakero Kabaghe	Kawale	PTA		L. Kabaghe
Ana ng'ambi	KAWALE	SMC		A ng'ambi
JACK GN NGAMBI	KAWALE	TEACHER	0881000993	JACK.
ANTHONY Kabaghe	Kawale	PTA		
mphatso kambalame	Kawale	PTA	0992364317	m k
maggi Sichamba	Kawale	MG		M S
Richard Mtambo	Kawale	Teacher	0997248104	
Francisco Sibale	Kawale	DHT	0888281629	
goli Musisha	Kawale			
Koloso Msakasa	Kawale	SMC	0882716278	KH Msakasa
David Sibale	Kawale	PTA	0884001949	D Sibale
Tawonga Simbeye	Kawale	S.M.C	0991739868	T. Simbeye
Victor Simwaka	Kawale	SMC	0991457635	

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Boniface Mnkhondia	Nahatobo	D/H/T	0997885922	
Fredrick Sumengwa	Nahatobo	TEACHER	0996197179	F.S
Sophia Pwele	Nahatobo	MotherGroup secretary	0998775094	S. Pwele
ALEX MKUMBWA	Nahatobo	SMC CHAIR	0996631053	
Peter Mbaye	Nahatobo	PTA Chair	0999513675	
SAMUEL Simkonda	Nahatobo	PTA	0993705113	S. Simkonda
Eckson Msongole	Nahatobo	P.TA Trea	0991328747	E. Msongole
Jamason Sambo	Nahatobo	TEACHER	0995402860	
manuel Luwinga	Nahatobo	PTA member	0998758082	M. Luwinga
Fungasha Mwanyangala	Nahatobo	P.T.A. member	0980199139	
Lusizi Jere	Nahatobo	SMC V. SEC.	0998482976	L. Jere
ELICY Ndimbwa	Nahatobo	Teacher	0993332778	
bilinzi mbawa	Nahatobo	SMC vayisi	0991969295	b. mbawa
Sunday myeleka	Nahatobo	S.M. member	?	S. myeleka

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
ABRAHAM MFUNE	CHABA	DHT	0999176346	
JOHN MSUKWA	CHABA	H/T	0993514555	
RACHEAL LUNGU	CHABA	TEACHER	0995298600	
Brighton Musukwa	CHABA	P.T.A.	0992125078	B.M.
CHRISTINA Kayange	CHABA	MG	0884262631	C. Kayange
Obbie Simfukwe	CHABA	SMC	0996892476	O. Simfukwe
HARY MSUKWA	CHABA	PTA		H. MSukwa
HARRISON SIMWERA	CHABA	PTA		H-Simwera
Robert Mbukwa	CHABA	SMC	0985173411	R Mbukwa
George Kitha	CHABA	SMC	0991100619	G. Kitha
LAMECK M. MSUKWA	CHABA	TEACHER	0999115226	
Frank Kamwengha	CHABA	S.M.C	0992467481	

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
JOSEPH MBWELE	KAPIRI TDC	REA	0999478818	
CHANUNYA PHIRI	Cultural TRADING	GVH	0884109070	
Lazaro Phiri	Kapiri	SGVH	0881278523	
Stanwell Tembo	Kapiri	GVH	0881923735	
JAM NYIRENDA	Kapiri	GVH	0884709738	
MAZUMAWE JERO	Kapiri	SGVH	0881923735	
Wisdom Mumba	Kapiri	SMC	0880278764	
LEVISON NKHATA	KAPIRI	SMC MEMBER	0884076783	
Simoni Chilambo	KAPIRI	GVH	0885535689	
Rhoda Mafuwoka	KAPIRI	SMC member	0884001425	
Judith Nkuka	Kapiri	mother group	0880945783	
Cecilia Nkunika	Kapiri	PTA Treasure	0999414556	C. Nkunika
Modester Chembezi	Kapiri	Mother group se	0884446554	
Rhoda Mumba	Kapiri	Mother Group C	0884856220	R. Mumba
LUSIA SOKO	KAPIRI	Mother Group	0881474395	L. SOKO
MARY NYIRENDA	KAPIRI	DHT	0880005890	
GEORGE NYIRENDA	KAPIRI	HT	0991799264	
NICHOLAS Z. MOYO	KAPIRI	SMC Secretary	0888192900	
[illegible]	[illegible]	PTA Chair	0888 186 844	
Wellcome Mkandawire	11	PTA CHAIR	0993599953	

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
MANNINGS NYONDO	KAFOLA SCHOOL	HEADTEACHER	0990904283	
MARGRET GONDWE	KAFOLA SCHOOL	DEPUTY HEADTEACHER	0995371856	
KENNEDY KATUKILA	KAFOLA SCHOOL	TEACHER	0996615690	
AUSTIN MYOMBE	KAFOLA SCHOOL	TEACHER	0993527641	A. Myombe
Steven Mtambo	KAFOLA SCHOOL	SMC Chair	0991149164	Smtambo
EPHRAIM MNKHONDIA	KAFOLA SCHOOL	TREASURE PTA	0993517327	
EFA Kabanghe	KAFOLA SCHOOL	MOTHER GROUP MEMBER		E Kabangh
Lidess Nyaba	KAFOLA SCHOOL	PTA MEMBER	0990116643	L Nyaba
Rosa Sibale	KAFOLA SCHOOL	PTA MEMBER	0997250618	L Sibale
Lusayo Ndimbwa	KAFOLA SCHOOL	SMC Treasurer		L. Ndimbwa
Alawin Mtambo	Kafola School	PTA Chairp	0996168469	A Mtambo
Jane Simbeye	Kafola School	P.T.A member	0993470109	J. Simbeye
Lucky Sinkonde	Kafola School	SMC Member		L. Sinkonde
Justin Nyondo	Kafola School	SMC Manger	0999616449	J. Nyondo.
Jane Kayuni	Kafola School	Mother Group secre	0993543313	J Kayuni

MUBANGA F.P SCHOOL. Chitipa

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
GABRIEL K.NG'AMBI	MUBANGA	HEADTEACHER	0888615135	
SELIANI RULAMBO	MUBANGA	S.M.C CHAIR	0884576588	S. Rulambo
LAZARONS CHOMO	MUBANGA	S.M.C SECRETARY	0882971520	L. Chomo
ELLIS MUSUKWA	MUBANGA	PTA CHAIR	0888013663	E. Musukwa
Ling Silwimba	MUBANGA	TEACHER	0884305814	LT Silwimba
CHRISTINA KAMENDU	MUBANGA	MG		C Kamendu
Tosite Sichula	MUBANGA	M G		T. Sichula
Mariya Gondwe	MUBANGA	P.TA M	0991859236	M. Gondwe
Annah Sikapizye	MUBANGA	M.G	0887780741	A. Sikapizye
Litta Simbeye	MUBANGA	M.G	0990908564	L. Simbeye
RANWELL KATANGE	MUBANGA	D/HEADTEACHER	0887490064	
WASHINGTON SIMWAKA	MUBANGA	TEACHER	0995277899	
Esta Kuyokwa	MUBANGA	P.T.A COMMITTEE	0985889483	E. Kuyokwa

A2.3.3 Rumphi District

RUMPHI – DC

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Emmanuel C. Nkhoma	Ru DEM's office	Ag. CEO	0888500993	
Elijah Zimba	RU – DC	DPW	0999305876	
Vincent Homanya	RU – DC	DWDO	0999077725	
Lydia Mkandawire	RU – DC	D L O	0995016459	
Owen Sichali	RU – DC	DSWO	0888578824	
Vincent Lubanga	RU – DC	DGO	0884280845	
Gift Mirenda	RU – DC	EDO – Ag	0998991044	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
LEONARD A.Y. MKANDAWIRE	MKOMBEZI	VGVH CHININGAMA	0881278902	[illegible]
MANFORD MKANDAWIRE	MKOMBEZI	P.G.V.H MWAMKWINDA	0888708894	[illegible]
Ringoster Kanyenda	Mkombezi	Member SMC	0888443642	[illegible]
Justice Munthali	Mkombezi	SMC Sec	0880937170	JC Munthali
Luka munthali	mkombezi	P.T.A member	0888025327	L. munthali
Masozi Chitembo	mkombezi	youth plesetar	0885584346	M. Chitembo.
Mayiwase kumwenda	mkombezi	M.G Sec	0883162158	M. kumwenda
Vickness mwafulirwa	mkombezi	m G Trasury	0883938062	V. mwafulirwa
Dynah kaunda	MKombezi		0885952575	D. Kaunda
Dyress Charula	Mkombezi	M.G member	0885373956	D. Charula
Sarah Theu	Mkombezi	M.G. chairlady	0885347124	S. Theu.
Chikumbusko kasambala	Mkombezi	P.T.A mber	0996405893	C. KASAMBALA
Wongani Simwaka	Mkombezi	Teacher	0991154546	W. Simwaka
Anastazia Mkinga	Mkombezi	Teacher	0992367209	A mkinga
ARAM THINAMA	MKOMBEZI	HEADTEACHER	0993500731	[illegible]
RICHARD SICHALI	MKOMBEZI	DEPUTY HEADTEACHER	0993000123	[illegible]
Dorvas D. Kalua	Mkombezi	Dem's Representative	0882887643	D.D. Kalua
Rodgers D. Nyirenda	Mkombezi	PTA Chair	0995140642	R.D. Nyirenda
Donica Mkandawire	Mkombezi	SMC Treasure	0998238805	D. Mkandawire
Ellina Kumwenda	Mkombezi	SMC Chair	0888025339	E. kumwenda

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
NEFTER MKANDAWIRE	CHIKWAWA	HEADTEACHER	0887281331	[illegible]
Meidah kumwenda	Chikwawa	youth member	0991371125	[illegible]
Kondwani Z. Mkandawire	Chikwawa	Youth Chair	0882672076	KZM
Noel mkandawire	Chikwawa	SMC chair	0888836755	[illegible]
Joyce Kumwenda	Chikwawa	P.T.A Chair	0888157882	J. Kumwenda
Ellen Mkandawire	Chikwawa	S.M.C Treasure	0992368626	E. Mkandawire
Lydia Mwanjasi	Chikwawa	Teacher	0991405097	L Mwanjasi
Molly Gondwe	Chikwawa	PTA Treasure	0991715230	M. Gondwe
Kestina Zimba	Chikwawa	M.G. Treasure	0881451161	K. Zimba
Tamika Mfune	Chikwawa	Teacher	0881184860	T. Mfune
Laxa Mvalo	Chikwawa	PTA member	0994527956	L. Mvalo
Daniel Mughogho	Chikwawa	DHT	0888936621	[illegible]
EMELIA BOTHA	Chikwawa	Mothers Group	0881804855	E BOTHA
James Gondwe	Chikwawa	SMC m	0986317338	J Gondwe
COSTAS Luhanga	Chikwawa	M.G. Secretary	0991874455	[illegible]
Tasco Kumwenda	Chikwawa	Top chair youth	0998136529	T. Kumwenda
Oswald Zambike	Chikwawa	GVH Kondamzemu	0888384166	[illegible]
Lucy Nyashilu	Chikwawa	GVH madumi	0884516313	L Nyashilu

A2.3.4 Nkhata Bay District

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Gasian Kamanga	Educ.	CPEA	0998265255	
Alex Mwakikunga	Water	DWDO	0997356016	
Arnold Satumba	Social	SWO	0995108005	
Elias Mkandawire	Public works	DPW	0888387125	
Never Muhinga	Envt	EDO	0881200925	
Lanwell Mkisi	LABOUR	DLO	0888524194	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Fenwick Chembezi	Chilambwe sch	Treasurer SMC	0884471027	
Elijah C. Phiri	Chilambwe sch	Secretary SMC	0885255820	
Benjamin Tolowa	Chilambwe sch	Chairperson PTA	0999493489	
Maines Kasambala	Chilambwe School	Mother group		Mk.
Patricia Ngamwera	Chilambwe School	Youth	0994898926	
Faida Salima	Chilambwe Sch	S.M.C member	0992647577	F. Sal
Chimwemwe Chapuma	Chilambwe school	S.M.C member		C-Chapuma
Emmie Chirwa	Chilambwe	mother group		E C
Alana Chiwala	Chilambwe	PTA treasurer	0990332813	A Chiwala
Grace L.N. Banda	Chilambwe Sch	HT	0999620928	
Wellington Mdezo Manda	Chilambwe	DHT	0996615101	
Isaac Amos Kholoma	Chilambwe	S.M.C	0999730981	I-Kholoma
Godwill Chatonda	CHILAMBWE	TEACHER	0996598037	
Readson K. Siska	COMMUNITY LEADER	GVH KACHIPAPA	0982434754	
Esther Mtonga	Chilambwe school	Teacher	0993959639	
Esnart Mwanikha	Chilambwe school	Teacher	0882950841	
Maurice Chijuwa	Chilambwe Sch	Agency Rep.	0991417815	
Moses Sambo	Chilambwe sch	School Com	—	Sambo.
Elice Chirwa	Chilambwe Sch	Mother group	—	E. Chirwa

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Alpheo Banda	Chintheche Primary	SMC Secretary	0999449344	AB.
Dennis Kasambala	"	PTA Chair	0999358192	
McMiller Kasolota	"	PTA Vice Chair	0994802724	
Laston Chumachao	"	PTA Member	0998418429	
Jones B Msowoya	"	SMC Chair	0881179431	
Nelson Chirwa	"	Teacher	0993365168	
Chrissie Saka		Head Teacher	0999421047	
Elaijah Mhone	"	D/Headteacher	0881913193	
Annie Manda	"	Mother Group Chair	0884625354	
Ivy Simumbo	"	School Secretary	0998669738	Simumbo
Tinas Mwase	"	Vice chair Mothers	0889472778	T Mwase
Lizzie Nkhata	"	Vice T. SMC	0995288986	L. Nkhata
Janet Zgambo	"	PTA member		Zgambo
Elina Banda	"	S.M.C Treasurer	0997277290	
Liphness Kamanga	"	S.M.C V Sectary	0997699846	L. Kamanga
Thamiko Vumu	"	youth club	0884830595	T. Vumu
Lackson Mwambafula	"	Teacher	0993494707	
Chiyembekezo Chirwa	"	Youth Chair	0885042010	
Christina Kankhono	"	Teacher	0881214988	
~~G.V.H Gulu~~ Linise Manda	"	G.V.H Gulu		L. Manda

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Bandason Banda	Chifira Primary	GVH	0891086305	
NOCKSY MC kumanya	Chifira Primary	VDC YOUTH	0885039972	
Annie Manda	Chifira Primary	MOTHER GROUP		
Andrew Nkhata	Chifira Primary	SMC	0883977183	
PAULOS KANJIA	Chifira Primary	SMC	0884004606	
THOMSON CHAKOLOWA	Chifira Primary	SMC	0999565087	
Menson M. Mwase	Chifira Primary	Mother Group	0881634062	
Wyness Zimba	Chifira Primary	Head teacher	0888422715	
Sadly Mphande	Chifira Primary	Teacher	0995111070	
Martha Muvale	Chifira Primary	Mother Group	0984459505	M. Muvale
Agness Kachigamba	Chifira primary	Mother Group	0880275078	A. Kachigamba
Eliza Kamanga	Chifira primary	Mother Group		E. Kamanga
Dasha Soko	Chifira primary	Teacher	0888717923	
Limary Muvale	Chifira Primary	Teacher	0888725145	
Mirriam D. Chirwa	Chifira primary	D/HT	0880646291	
Baulen Banda	Chifira primary	P.T.A Chair		Baulen Banda
Jane Juka	Chifira Primary	P.T.A		J. Juka
Kedrick Kanda	Chifira Primary	SMC	0984459899	
Bless Chiwela	Chifira Primary	PTA Vice	0980723966	
Getrude muvale	Chifira primary	Youth	0980260454	G. muvale

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
F.G.K FREDRICK MWANDIRA	KAULAMBWE	HEAD TEACHER	0992579948	
V.H Sogolani	- -	V H Sogolani	0999680821	Sogolani
LUKA Milazi	KAULAMBWE	p.t.a chair	0993715319	
Elitah Mtonga	kaulambwe	youth mentor	0996351051	E. mtonga
Sala mazgopa	Kaulambwe	mother & chair	0984459097	S. m
naikesi mkandawire	Kaulambwe	membar	0992632044	m. k
Beatrice muvale	Kaulambwe	Treasurer P.TA	0991099528	B. m
MANIA PHIRI	Kaulambwe	msungi wash	0996831852	M. Phiri
MACKSHOLN L PHIRI	Kaulambwe	P.T.A member	0991536042	M. P
Mary Banda	Kaulambwe	Youth Matron	0996808280	M. B
John Mpasa	Kaulambwe	SMC Member	0980167119	
ANDREW x madulo PA	Kaulambwe	Youth secretary	0990869936	
Jimmy NKhata	Kaulambwe	SMC member	0987463287	J. N
PHILLIMON NKHATA	KAULAMBWE	SMC CHAIR	0993379317	
BRIGHT BANDA	KAULAMBWE	TEACHER	0992351069	
PETROS HONDWE	KAULAMBWE	TEACHER	0983900745	
LYFORD BANDA	KAULAMBWE	TEACHER	0993210059	

A2.3.5 Likoma Island

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Happy Nkhoma	Likoma -DEM	Desk officer	0983689338	[signature]
Allen Chirwa	Labour	ALO	0888572150	[signature]
Mary Msuku	Social	Rep DSWO	0980351217	[signature]
[illegible]	Hlam PC	[illegible]	[illegible]	[signature]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Steve Msowoya	Water	DWDO	0882791222	[signature]
Memory Mbughi Msadi	Environment	EDO	0882360753	[signature]
Clifton Bettina	Lands	LO	08823397[illegible]	[signature]
Margaret Chinthuli	Education	CPEA	0888500323	[signature]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
MacDonald Kumdowe	Uhzumulu TDC	PEA	0996944836	[signature]
MD Achango	Mocho School	H/ Teacher	0991850138	[signature]
Charles Kapandapanda	Mocho Village	GVH	0994484312	[signature]
Aidan Baluwa	Mocho Area	VH	—	A Baluwa.
George Yohane Banda	Mocho school	Teacher	0995024705	[signature]
Lorey Usiya	Mocho School	PTA Chair	0998639828	[signature]
Nelson Katapa	Mocho School	Secretary SMC	0994427197	[signature]
Misheck Mhone	Mocho school	Chair SMC	0993644157	[signature]
Julius Chimoy	Mocho School	commitee member	0999946628	[signature]
Samuel Mphande	Mocho School	Teacher	0882285297	[signature]
Mercy Chikoti	Mocho School	Teacher	0991328890	[signature]
Malumbo Mandala	Mocho School	Teacher	0995124224	M.Mandala
Dustan Chifunda	Mocho School	Member SMC	0994110023	[signature]
Lucia Chuza	Mocho School	Treasure VDC		LC
Esau Baluwa	Mocho School	Chair VDC	0997458437	[signature]
Joyce Kaluwa	Mocho School	Treasure S.M.C.		J. Kaluwa
Fece Malata	Mocho School	V.D.C. member		F. malata
Julieti Nyirenda	Mocho School	M. G member	0993973902	J. Nyirenda
Magret Chitepete	Mocho School	M. G Secretary	0993986576	M. Chitepete
Mercy Chifunda	Mocho School	D/Headteacher	0994199668	[signature]
Peter Malata	Mocho School	SMC Member		Malata

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
Maria Mwase	St peters	Teacher	0993058817	
Mercy Nkhoma	St Peters	Teacher	0991340052	
Rose Lilunga	St peters	PTA	0995603714	
Blenda Chirwa	St peters	mother Group	0886829785	
Sandra M Ngwale	St Peters	Teacher	0884695309	
Golden Chiputula	St Peters	Teacher	0884824782	
Kingston Chagonda	St peters	Teacher	0992161410	
Dalton Chamanga	St Peters F.P.	SMC Treasure	0881127182	
RAPHAEL MALIKITA	ST. PETERS F.P.	D. H/T	0884234438	
Michael Kanjanga	St Peters	Headteacher	0995279648	
MISHECK CHAULA	St. Peters	Teacher	0881702591	
Sanford Chiwaya	St Peters	V.H Chilengelo	0994579728	
Tlokozani Azadi	St peters	Member SMC	0993960658	
Emmanuel Sacrine	St Peters	SMC Chair	0999477145	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Alick Chiwaya	St Peters	Youth Presenter	0994966504	
Julius Chibwana	St Peters	Teacher	0993366531	
Beatrice Kayamba	St. Peters	Secretary SMC	0995619870	
Neema Chithila	St Peters	Chair VDC	0888401683	
Matilda C. Mseka	St. Peters	G.V.H Chalunda	0888577834	
Norah Mataka	St. peters	youth presenter	0884364081	

A2.3.6 Mzuzu City

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Mercy K Mayuni	Mzuzu DEM	Ag CEO	0888338893	[illegible]
Hellen Simwaka	MZN Social	DSWO	0999192616	[illegible]
Augustine Gama	Mzuzu City	EDO	0881235248	[illegible]
Agness Chirwa	Regional Lands	PLO	0999276118	[illegible]
Veronica Unyama	MZCN DLO	DLO	0999391224	VMS
JOSEPH. C. KAFUMBI	REGIONAL WATER DEV.	H.R.	0991084590	[illegible]
Abel Ndhlovu	~~Act. B/Foreman~~ MCC Works	Act. B/Foreman	0999325656	[illegible]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
DANIEL LK GONDWE	MUCHENGAUTUWA	FAITH GROUP	0880111700	[illegible]
CHRISTOPHER MKANDAWIRE	MCHENGAUTUBA 2 PRIMARY	SMC SECRETARY	0886490908	[illegible]
FOSTER NYIRENDA	MCHENGAUTUWA II	P.T.A CHAIR	0991377031	[illegible]
Mc HENRY SAKA	MCHENGAUTUWA 2	SMC CHAIR	0994233787	[illegible]
Maggie mvula	mchengautuwa 2	Chair Mothergroup	0996729332	m. mvula
MARY MANDA	mchengautuwa 2	Treasurer mothergroup	0998938369	m. manda
Naomi Kyanjala	mchengautua 2	School Committee	0990411134	[illegible]
Moffat Singini	Mchengautua 2	SMC Treasure	0987455288	[illegible]
Augustino Mwanjila	Chemangayuya	S.M.G. Chaya	0881921893	[illegible]
WILLIAM SAKA	MCHENGAUTUWA	BLOCK Leader	0880868055	[illegible]
Kondwani Chibaka	Mchengautuwa	Youth Chair	0888408536	[illegible]
Ali Rashid	Mchengautuwa	SMC Member	0999477814	A.R.
Ida chirumia	Mchenga ii	Teacher	0995354643	[illegible]
JOEL MANDA	MCHENGAUTUWA II	TEACHER	0999635556	[illegible]
Joyce sichali	Mchengautuwa II	Teacher	0998248251/4	[illegible]
SUSAN N. BANDA	MCHENGAUTUWA II	TEACHER	0998508731	S.N BANDA.
Mariana Gondwe	Mchengautuwa II	Teacher	0888196985	M.Gondwe
Bettie mwenda	Mchengautuwa II	Teacher	0990384048	[illegible]
Eunity Chibaka	Mchengautuwa II	Teacher	0884528494	[illegible]
Beatrice Mlotha	Mchengautuwa II	Teacher	0882230598	B-mlotha

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Catherine T. Matoga	Geisha	DHT	0999686800	[illegible]
Richard Banda	Geisha	youth	0997745295	[illegible]
Japhet Mulenga	GEISHA	SMC Treasurer	0999077434	[illegible]
Osward C.J. Mwanyama	Geisha	SMC	0994653351	[illegible]
Milton Mughogho	Geisha	Demo RCP	0884365516	[illegible]
Memory Luwanga	Geisha	Mother group	0980151686	M. Luwanga
Dorothy Kalanga	Geisha	Mother Group	0998744454	D. K
Martha K. Kaluba	Geisha	Teacher	0995602086	[illegible]
Elias Nyirenda	Geisha	Represent CGAP	0999492307	
Sarah Kurenda	Geisha	Teacher	0888757200	[illegible]
Chawanangwa T Chirembo	Geisha	Teacher	0888393907	CJ Chirembo
Fanny Gondwe	Geisha	Teacher	0881742126	[illegible]
Mercy Muyila	Geisha	Teacher	0881173595	[illegible]
Double Longwe	Geisha	SMC	0882384685	D Longwe
Nicey Nyirenda	Geisha	SMC chair	0880504929	N. Nyirenda
Lemond Kayange	Geisha	PTA Chair	0992636376	[illegible]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
PEARSON HARAWA	ZOLOZOLO SCH.	SENIOR BLOCK LEADER	0999754954	
Lloyd C Mtambo	Zolo Zolu CCAP	Session Clerk	0999719102	
BENJAMIN MSYAME	ZOLOZOLO	PTA CHAIR	0999207742	
EMMANUEL MTHAWALI	ZOLOZOLO	SMC CHAIR	0881462185	
Mary K. Chawinga	ZOLOZOLO	Headteacher	0888629190	
Wezi Lungu	Zolozolo	SHIFT HEAD	0888767608	
Stancy Tsonga	ZolozoloTDC	PGA,	0881414969	
Humphrey Nyirenda	Zolozolo	SMC Treasurer	0885175199	
Agness Msukwa	Zolozolo	Teacher	0884491829	
Vitowe Mkandawire	Zolozolo	Teacher	0995742094	
Gady A. Kachali	Zolozolo	Vice Chair PTA	0995483090	
Getrude Nzima	ZOLOZOLO	Chairm MG	0995813969	G. Nzima
Aliet Ngwira	Zolozolo	member MG	0880007739	A. Ngwira
Chancy Mwaulanda	ZOLOZOLO	Shift Head	0999689316	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
RHODA C MUSOPOLE	MATOPE SCHOOL	HEADTEACHER	0999329661	
OLIPA MANDA	MATOPE SCHOOL	D/H TEACHER	0884576071	
RACHEL KAPUNDI	MATOPE SCHOOL	TEACHER	0993901987	R. Kapundi
FORTUNATE NZERUKAMBA	MATOPE SCHOOL	TEACHER	0997102347	F. Nzerukambe
CAROL SOKO	MATOPE SCHOOL	TEACHER	0999776139	Soko
SHADRECK ZIMBA	MATOPE SCHOOL	YOUTH	0883 079227	
WYSON A. MBewe	MATOPE School	CHEAR SMC	0991625623	W Mbewe
ROBERT MUNTHALI	MATOPE SCH.	MEMBER-SMC	0884485607	
LYTON MWANDIRA	MATOPE CHURCH	MEMBER	0881972130	
FREESTONE MUNTHOLIYA	MATOPE SCHOOL	SMC MEMBER	0999274499	
South Mfune	Matope	P.T.A	0888361178	
Keiness Kayange	Matope School	MG. chair	0888666528	K. Kayange.
Mwayi Chinula	matope school	S.M.C secretary	0992380323	M. Chinula
Martha mawagha	matope school	S.M.C V.C chair	0995611931	M. mawagha
MASOWA NKOSI	MATOPE SCHOOL	P.T.A CHAIR	0999352870	

A2.3.7 Mzimba South

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
MABVUTO KAUNGA	Education (DEMO)	DEMO	0884491975	
Jacob Mkandawire	Water Dept	DWDO	0888304192	
Russell Mhone	Labour	DLO	0999357445	
James Pelani	Environment	EDO	0999769395	
Harry Gondwe	S/welfare	SASWO	0993148064	
Grace Phiri	Mmbelwa	Infrastructure Tech	0888399410	
Duncan Chaponda	MDC	DLO	0882934593	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
THANDIE P MANGANI	KAZENGO	DIRECTOR	0990581212	Mangani
LASTON K. MVULA	KAZENGO	HT	0997017519	
TABJOICE LUHANGA	KAZENGO	SENIOR SECTION HEAD	0886271733	
RUDO GONDWE	KAZENGO	DEPUTY HEAD - 2	0888741888	
Prisca Mwenda	Kazengo	HT	0880080931	
ASCENT PHIRI	KAZENGO	DEPUTY HEAD 1	0888142006	
JAFALI NAWANGA	KAZENGO	G.V.M	0991050977	J. Nawanga
William Tembo	Kazengo	Village Head	0881576648	
Eliza Nkhoma	Kazengo	M.G	0882044263	E. Nkhoma
RICHARD H. MOYO	KAZENGO	P.T.A	0888375739	
Collins Mkandawire	KAZENGO	SMC	0882105396	
Charity phiri	Kazengo	youth	0885765410	C. phiri
peter ngoma	Kazengo	youth	0883281794	
Rosemary Banda	Kazengo	M.G.	0882086241	
Isobel Phakati	Kazengo	M.G.	0885766201	I. Phakati
BLANDINA NKHOMA	KAZENGO	TREASURER SMC	0882501127 / 0991515267	
Flora Mbizi	Kazengo	Senior Section Head	0881321014	

ENVIRONMENTAL AND SOCIAL RESEARCH CONSULTING (ESRC)

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Mcsony Mbale	CHISENGEZI	Headteacher	0993882395	
Malumbo Banda	CHISENGEZI	D/Head	0884343815	
Saules Kapiza	Chisengezi	Teacher	0993431527	
ALBERT Zimba	" "	SMC	0992331477	Azimba
HAWKINGS SNKHONDE	CHISENGEZI	SMC	0883498169	
Lyce Mkandawire	Chisengezi	SMC	0881167211	
Wickson Mtonga	Chisengezi	PTA	0884294578	
Elijah Zimba	Chisengezi	P.TA	0883980479	
Tania Chipeta	Chisengezi	SMC	0992327286	T. Chipeta
Patricia Soko	chisengezi	SMC	0883799322	P/S
Beauty Chirwa	Chisengezi	M.A	0887304769	B. Chirwa
JESSIE MOYA	"	TEACHER	0992248632	
Ruth Mkandawire	"	"	0881789537	
Taona Mpumulo	Chisengezi	P.T.A.	0884115597	T. Mpu
Anita Nkhongera	Chisengezi	M.G.	0885348272	A. Nkhongera
Kesitina Banda	Chisengezi	M.G		K. Banda
Enesie Nyirenda	Chisengezi	M.G	0991521069	E. Nyirenda
Margret Mhango	Chisengezi	PTA	0882662520	M. Mhango
Blessings Mkandawire	Chisengezi	PTA	0887455660	BM
Kondwani Mwale	Chisengezi	PTA	0790523909	
Henry Mkandawire	Chisengezi	Youth	0983878483	
Sipho Mtonga	Chisengezi	Youth	0997073240	S.M

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
GIFT C. NTHARA	MANYAMULA TDC	PEA	0886622565	
FANNY H.N PHIRI	MANYAMULA	DHT	0884550425	
ANNIE P. SHABA	MANYAMULA	TEACHER	0882182130	
Alfred Matthews Phiri	Manyamula	SMC member	0881524340	
CHRISPINE CHAWINGA	MANYAMULA	TEACHER	0884391538	
VINCENT MPUMULO	MANYAMULA	TEACHER	0888325933	
GEOFFREY NGOMA	MANYAMULA	TEACHER	0884530305	G.G. Ngoma
JENIFER KALUA	MANYAMULA	TEACHER	0885166437	J. kalua
MICHAEL HUSEA	MANYAMULA	SMC MEMBER	0881076093	
[illegible] Zulu	Manyamula	SMC Member	0884926830	
PAULINE MITHI	MANYAMULA	TEACHER	0885194008	
Action Banda	Manyamula	SMC	0884108112	A Banda
Sterla phiri	Manyamula	M.G.		S phiri
Monica Mhoni	Manyamula	SMC		M.M
Bridget Mtonga	manyamula	Mother Group	0887271551	B.M
Kettie Banda	Manyamula	YT	0884437381	K.B
Kilton Hector Chimola	Manyamula	TEACHER	0881809882	
Hendrina Mbeye	Manyamula	MG	0996684052	H. Mbeye.
Daniel Phiri	Manyamula	Youth Representative	0889625250	
Samuel Salaba	Manyamula	P.T.A	0880917481	
PRAYER NYIRENDA	Manyamula	PTA	0884882556	
Samuel Jacob Mhone	MANYAMULA	T.F. Secretary	0991315908	Mhone

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
KRAN CHIMA	Manyamula	SMC Chair	0881933341	
CHARSON JERA	MANYAMULA	HEAD TEACHER	0884996158	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
BLUNO MPHAKA	Mnthonje	S M C. chair	0884196847	
Winfully Kumwenda	mnthonje	P.T.A	0884913640	W. Kumwenda
Joseph Manda	moses manda x 6	Youth	0881085227	J Manda
Godestem Banda	Mnthonje	Teacher	0884720025	
John.S. Magawacharo	Mnthonje	Teacher YOUTH	0998773229	
DANIEL SINKHALA	Mnthonje	Teacher	0994842984	Sinkhala
Matemba Nkhoma	Mnthonje	PTA Chair. VICE	0886622494	M. Nkhoma
Robert nyirenda	mthonje	SMC member	0887909051	R M nyirenda
Tabone Mwandira	Mnthonje	DHT	0990217729	T.
Veronica Mphamba	Mnthonje	Teacher	0882814292	V. Mphamba
Mestina Ngwira	Mnthonje	PTA Treasure	0993703325	M. ngwira
Rose Phiri	Mnthonje	Mother group Treas	0881001697	R. Phiri
MASOZI kamanga	Mnthonje	Mother group	0881528931	M. kamanga
Layina Mthali	Mnthonje	Mother group Chair		L. Mthari
IRENE NYIRENDA	MNTHONJE	SMC Treasurer	0887016473	Nyirenda
PHIRI MLOYISO. M.	MNTHONJE	HEAD TEACHER	0884029425	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Sothinie Hara	Bokola	Teacher	0881149103	
Austin K Mphamba	Bokola	V SECRETARY SMC	0998837639	
Zefania Chisi	Bokola	Teacher	0888718815	
Samuel Chungu	Bokola	Chairman	0882207793	
Noverica Kumwenda	BOKOLA	Cheya M.S	0881495019	
Hastings Phiri	BOKOLA	HT	0886283023	
Naomi Nkhata	BOKOLA	Teacher	0884060237	
Maria Chirwa	Bokola	SMC	0883974718	
Tapiwa nyirenda	BOKOLA	SMC	0884701239	
Vitumbiko Longwe	BOKOLA	SMC	0881263578	
Mack Lowole	Bokola	LEARNER		
Fanie X mphamba	BOKOLA	LEARNER		F. Mphamba
Suzen Chirwa	Bokola	Mothergroup	0886259723	S. Chirwa
Salome Zimba	Bokola	MotherGroup	0884656088	S. Zimba
Chimumbusko Mlenje	Bokola	Secretary SMC	0880668044	C. Mlenje
mefa nyirenda	Bokola	P. T. A.	0881030459	M. nyirenda
malvet zgambo	Bokola	P. T. A.	0887213549	M. zgambo
contress moyo	Bokola	member	0888898559	C. moyo
Salome Lowole	Bokola	Vicechairlady	0886508896	S. Lowole

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
JEAN B. CHAMBI	CHAMAYEMBE	SCHOOL MANAGER	0999697008	
Grace Phiri	CHAMAYEMBE	MOTHER GRO	0987885769	G.P
VERONICA PHIRI	CHAMAYEMBE	MOTHER GROUP CHAIR	0983000653	vero. phiri
Loveness Manda	Chamayembe	mother gro	0991882718	Love Manda
Saukani Chomba	Chamayembe	MOTHER GRO	0996562569	S. C.
Dorothy Jere	chamayembe	youth	0980194022	D.J
STELLA N.D ZGAMBO	CHAMAYEMBE	HEADTEACHER	0999379163	S. Zgambo
FRANK M. ZIMBA	CHAMAYEMBE	PTA CHAIRMAN	0992724537	
Harriet Mphasi	CHAMAYEMBE	TEACHER	0993439129	
Freen Magawa	CHAMAYEMBE	TEACHER	0880682782	Magawa
Jawardic Zimba	Chamayembe	SMC	0995350060	Jc Zimba
SUZGO Tchuka	chamayembe	member SMC	0984169444	Suzgo Tchuka
Joston Chilida	Chamayembe	Youth representative	0992004051	Chilida
FAMOUS Tchuka	Chamayembe	SMC Chairperson	0994773579	
George Jere	Chamayembe	GVH Malizwemtete	0995807226	
BRIGHTSON C. MTAFYA	Chamayembe	Head teacher	0994972288	
ROBERT JERE	CHAMAYEMBE	SMC	0884486943	R JERE

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
SHENTAY LUHANGA	NGOLI	HT.	0888522119	
MACDONALD KAUNDA	NGOLI	TR	0885474391	
SHUPIE BANDA	NGOLI	TR	0882040579	
TEREZA KHUNGA	NGOLI	TR	0882176269	T. Khunga.
MAGDALENA NGWIRA	NGOLI	TR	0883745321	M. Lukanga
WATSON G. NG'OMA	NGOLI	SMC CHAIRMAN	0888134621	
Robert Moyo	NGOLI	SMC	0883205401	
Robert Phiri	NGOLI	Smc	0882855874	
Nelson A. Moyo	Ngoli	SMC	0888013768	
Urgent Zimba	Ngoli	SMC	—	
Tawera Mvula	Ngoli	Smc	0882799720	T. Mvula
Staphel MOYO	Ngoli	MG.	0886573226	S. moyo
Lucia Moyo	ngoli	SMC	—	L moyo
Judith Phiri	NGOLI	SMC	0888399859	J. Phiri
Estery Nkhana	Ngoli	PTA	0887456138	E. Nkhana
Velonica Tembo	Ngoli	MG	0880888931	V Tembo
Anna Soko	Ngoli	MG	0882110002	A Soko
Agness Mwale	Ngoli	SMC	—	A mwale
Envy Ndhlovu	Ngoli	MG	0885185922	E. Ndhlovu
Wezi Phiri	N goli	SMG	0888	W Phiri
Andrew Lowole	Ngoli	PTA	0888373039	Andrew
Ahmed Moyo	Ngoli	Pre youth	0887728724	
Luka Sambo	NGOLI	PTA	0886268448	L. Sambo

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
HOWARD G. MUTEGHA	EMTHUZINI	HEADTEACHER	0981108074	
JOSEPH MOYO	EMTHUZINI	SECTION HEAD	0885632913	
COSMAS SIMWAKA	EMTHUZINI	SECTION HEAD	0881072856	
EMMANUEL PHIRI	EMTHUZINI	DEPUTY HEADTEACHER	0991834566	
RISS MAKAMO	EMTHUZINI		0882823107	J. Makamo
Angella Mhango	EMTHUZINI	P.T.A Treasure		A. Mhango
MEMORY TEMBO	EMTHUZINI	Chair mother G.		M. Tembo
Benadeta Jere	EMTHUZINI	Chair Mother	—	M. G Jere
ISOBEL MVULA	Emthuzini	Sec mothers G	0881267621	I MVULA
ELLEN Phiri	Emthuzini	School Commit	0880923292	E phiri
ELVIN KAMANGA	EMTHUZINI	SECTION HEAD	0884272502	E Kamanga.
LEONARD LUPAFYA	EMTHUZIN	MEMBER		L Lupafya
David Nsulubi	Emthuzini	Smc secretary		D. Nsulubi
Waited Mkandawire	Emthuzini	Member.	0885299585	W
DELUX PHIRI	EMTHUZINI	SMC CHAIR		
ELIUD BANDA	EMTHUZINI	P.T.A. CHAIR	0882199576	Banda
Johna moyo	Emthuzini	youth member	0887415339	J. moyo

A2.3.7 Mzimba North

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Pamper Nkandawire	Mzimba (N)	CEO	0998938763	[signature]
Helle Simwaka	MZN	DSWO	0999192616	[signature]
Richard B. Nyasulu	Lands (N)	Lands Officer	0994953119	[signature]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
GASTAV KAMANGA	Edu.	EPEA	0998265255	[signature]
Alex J. Mwakikunga	Water	DWDO	0997356016	[signature]
Arnold Salumba	Social	SWO	0995108005	[signature]
Elias Mkandawire	Public works	DPW	0888387125	[signature]
Never Muhingu	EWOT	EDO	0881200925	[signature]
Lanwell MKISI	LABOUR	DLO	0888524194	[signature]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
MALANI CHIRAMBO	CHANYAMA TDC	PEA	0888297683	[signature]
ALICE E. MKHALIPI	CHANYAMA Sch	SMC SEC		A. E Mkhalipi
Gift Kumwenda	Chanyama	S.M.C Trs	0885252405	G. Kumwenda
OFFRIGHTONE NGWIRA	CHANYAMA	G.V.H.	0880327376	[signature]
JUSTINE MKHALIPI	CHANYAMA	VDC Secretary	0885501508	J. MKHALIPI
ALICK MOYO	CHANYAMA	P.T.A	– –	A. MOYO
Goli MPHANDE	CHANYAMA	P-T-A	0883320201	G Mphande
Lywell Mkhalipi	Chanyama	P-T-A	0884353366	L. Mkhalipi
Emma Kajani	Chanyama	M. M. Group	0884690169	E. Kajani
Rhoda Ngwira	Chanyama	Y. S. M. Group	0997493909	R. Ngwira
Maria Phiri	Chanyama	M. S. C		M. Phiri
Gentry Mkhalipi	Chanyama	G.V.H. Ndembeka	—	Gentry Mkhalipi
Stynes Mhoni	Chanyama	Mother. G.	0881975445	S. Mhoni
Maida Mkandawire	Chanyama	Chair. M. G.		M Kandawire
Evelen Msimko	Chanyama	Member M. G.		S. Msimko
Nixon S. Dindi	S.M.C	Chair	0885968844	[signature]
Tephas L. Mkhalipi	Chanyama	V.D.C. Chair	0880022930	[signature]
MASAUTSO HAWIRE	CHANYAMA	H/TEACHER	0888572482	[signature]
WILLIAM MKANDAWIRE	CHANYAMA	DHT	0882294592	W. Mkandawire

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Shylock Mvalo	Councillor	Ward Councillor	0888413876	
Gibson Longwe	VDC Chair		0882594115	G. Longwe
Edwin Mvalo	VDC Secretary		0885319914	Enwo
[illegible] Longwe	Kamuwoli	GVH Hanock	0995637242	H. Longwe
Hilmon Mvalo	Kamuwoli	G.V.H Yelemia	0995637242	H. Mvalo
James Longwe	Kamuwoli	VC PTA	0996840403	
Effah Kumwenda	Kamuwoli	V.H. Chibwana	0998451085	E. Kumwenda
Hope Longwe	Kamuoli	VH Balon	0880937733	
Mac Thom Mvalo	Kamuwoli	V.H. Jato	0888020380	
Dazie Ngwira	Kamuwoli	M G Sec	0995219722	D. Ngwira
Bostings Harawa	Kamuwoli	M S C	0886850184	B. Harawa
Polina Jere	Kamuwoli	M. G	0880338440	P. Jere
Emma Gondwe	"	SMC Treasurer	0882379027	E. Gondwe
Elter Gondwe	"	M.G		E. Gondwe
Grades Charula	"	M.G		G. Charula
Annie Mziya	"	M.G Chair	0881111767	A. Mziya
Tinstings Longwe	"	Smc member	0882825403	
Elias Sichinga	"	Smc	0983865030	E. Sichinga
Kondwani Mvula	"	SAT	0885666922	
Happy Mvalo	Kamuwoli	P.T.A chair	0888639108	H. Mvalo
Wisdom Chihana	Kamuwoli	SMC Chair	0884744293	W. Chihana
Elijah [illegible] Mvalo	Kamuwoli	PTA member	0884619488	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Philimon Gama	Chanolo	G.V.H.	0884145688	P. Gama
Super Chirwa	Chanolo	V/H	0994720374	S. Chirwa
Golden Gama	Chanolo	V.D.C	0888068073	
Mwiza Tembo	Chanolo	V.D.C	0883374305	
Maclean Mtete	Chanolo	GVH Mathambo	0990908815	M. Mtete
Colida Jungu	Chanolo	Smc member	0883724882	C. Jungu
Maxwell Kamanga	- - -	SMC Secretary	0998211142	
Josphine Zgambo	Chanolo	Mother G	0983859530	J. Zgambo
Elyness Msowoya	Chanolo	Mother G	-	E. Msowoya
Alinifa Ngulube	Chanolo	P.T.A	0881389369	A. Ngulube
Lufford Nkhosiwe	Chanolo	SMC Represent.	0993440446	
Tusalifyo Nyangwe	Chanolo	Teacher	0884714691	
Ulemu Kamanga	Chanolo	Headteacher	0888606168	

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
Yaza Mazuwa	Mkwachi	Teacher	0996561442	
Edson Nkhata	Mkwachi	P.T.A. Chair	0884819389	
[illegible] Mphande	Mkwachi	G.V.H Chimimba	0881953883	[illegible] Mphande
Christina Banda	Mkwachi	Secretary	0996382514	C. Banda

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION/ LOCATION	DESIGNATION	CONTACT	SIGNATURE
ABERT MKALI	MKWACHI	DHT	0996637667	[signature]
MUSSA BANDA	MKWACHI	SMC CHAIR	0881703874	[signature]
GEORGE CHIRWA	MKWACHI	V.H. MAGONERA	0991827209	[signature]
STEVEN BANDA	MKWACHI	SMC member	0882216051	B
RODRICK BANDA	MKWACHI	PTA THCR	0885560083	R Ba
Gilbert BANDA	MKWACHI	SMC Sec	0884441307	[signature]
ALICK NKHATA	MKWACHI	MEMBER OF MOTHER GROUP	0996629257	A. Nkhata
MAGGIE NKHOMA	MKWACHI	TREASURE SMC	0883238469	M. Nkhoma
PATSON ZULU	MKWACHI	TEACHER	0884540417	P. ZULU
MARY CHIRWA	MKWACHI	YOUTH	0884990878	M. CHIRWA
YUSUF MALUNJA	MKWACHI	MEMBER	0884145071	[signature]
Alice Mwale	Mkwachi	member	0880037380	AM
Maria Phiri	Mkwachi	member	—	M.P
GIFT BANDA	MKWACHI	TEACHER	0882485910	G. Banda

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Benadetor Maleka	Luhawani FP school	VDC	0884571549	[signature]
Rhita Chaula	Luhawani FP school	Secretary SMC	0882892352	[signature]
Edwin Jere	Luhawani	DHT	0881673790	[signature]
Andrea L Mtambo	"	HT	0888481717	[signature]
Mary Chipofya	"	Treasure P.T.A	0885587357	M.C
Brenda Mphano	"	Mother Group	0881846148	B Mphano
Maria Nyasulu	"	VDC		M Nyasulu
Ezelina Munthali	"	Mother group	0987012654	E. Munthali
ELIAS ZUZE	Luhawani	DRAMA	0983337504	E. ZUZE
William B Munthali	Luhawani	Drama	0885092711	W Munthali
ISAAC SAMBO Munthali	LUHAWANI	member PTA	0994755098	[signature]
SAUKANI MUNTHALI	LUHAWANI	Vice PTA CH	0995633021	S Munthali
David Matengele	Luhawani	SMC	0991809776	[signature]
Richard Nyirenda	Luhawani	PTA	0994386321	[signature]
KUVUTE SHABA	GVH	GVH	0888555617	[signature]
ZGATHIKA CHIRWA	GVH	"	0888386787	[signature]
Maneno Moyo	~~V.D.C Chair~~	V.D.C. Chair	0995807050	Maneno
GRIFFIN NZIMA	LUHAWANI	P.T.A Member	0995145403	G. Nzima
Patson Mbewe	SMS	SMS	0997762500	[signature]
CHIKUMBUTSO MUNTHALI		VDC SEC.	0999513157	[signature]
Kondwani Mkandawire	SMS member		09884930	[signature]
MK	Khaetani		0880535320	[signature]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
PAUL B. SIMULOMBA	ST MARY'S	Head Teacher	0996086883	[illegible]
Jerad Jere	ST Mary's	SG.V.H Chigwinya	0984521416	I Jere
BOSTER MWANZA	ST MARYS	SGVH CHIMBUMOZI	—	[illegible] Mwanza
Henehico J Nyirenda	St Mary's	SMC Chair	0883212485	[illegible] Nyirenda
Edward L. Nyirenda	St Mary's	P.T.A Chair	0888185209	E L Nyirenda
Daniwel Nyirenda	St marys	SMC m	—	D Nyirenda
Jessie Nkhombule	St Marys	memb	0881475602	J Nkhombule
Daigher Matupi	St marys	P.T.A	Matupi	
Grace moyo	St marys	mother group	0987359675	G moyo
Maindla Nyirenda	St Mary's	Deputy Head	0883622545	[illegible]
Edina Theu	S.T Mary's	Mother grup	0888837924	E Theu.
Ireen Soko	ST mary's	P.T.A	0981936380	I. Soko
Isobel Zgambo	St marys	Mother group	—	I Zgambo
Lincy Gondwe	St Mary's	Home grown treasure	0997833252	L. Gondwe
patricia Ng'ambi	st. Mary's	Mother group	0983183755	P. Ng'ambi
Michael Ndhlovu	St Marys	SMC M	—	M. Ndhlovu

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
PETER TEMBO	Bulala	H/T	0885149304	[illegible]
TOBIAS KUMWENDA	BULALA TDC	PEA	0881075620	[illegible]
INKOSANA YOBE GAMA	BULALA	S.G.V.H	0880394623	[illegible]
MLUMUZANA SINDANI	BULALA	G.V.H	0997457032	[illegible]
MIGHTO NGOMA	BULALA	PTA	0882955562	
OWEN KUMWENDA	BULALA	DHT	0882267223	[illegible]
Austin Tembo	Bulala	VDC Secretary	0888352751	[illegible]
Thomas Chaula	Bulala	TA	0884482858	Chaura
Hildah Chibambo	Bulala	Vice	0885068752	Mothergroup
BANDA Phiri	Bulala	Vice	—	P.T.A
CHRISTOPHER JERE	Bulala	SCM	0882681154	C.S JERE
sofina Mgwira	Bulala	chair mother gr	0882460444	S. Mgwira
Thetiwe moyo	Bulala	S C M	0886312781	T. moyo
Bonface Shella	Bulala	SMC Chair	0881532529	[illegible]
Albert Phiri	Bulala	member	0983487286	[illegible]

STAKEHOLDER CONSULTATION SIGNING SHEET

NAME	INSTITUTION	DESIGNATION	CONTACT	SIGNATURE
Kingsley Muthali	Luhawani	SMC Member	0996631509	[illegible]
Moses Lukhoza	Luhawani	P T A member	0984003138	M. Lukhoza
SAM MUNTHALI	Ruhawani	PDBALAMZI	0995104379	SAM

Annex 3: 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.

Table 1: Possible mitigation measures for the potential risks

Potential Risks	***Mitigation/Response measures***
Risk of Flooding	• Design of classroom blocks and toilets should consider floods mainly in flood prone areas by raising the foundation of the class room block and toilets • Construct classrooms and toilets according to design • Integrate DRM topics including early warning systems in SMC and local artisans training programmes • 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; and • 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 • 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

Potential Risks	*Mitigation/Response measures*
	• 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 rains	• Design the classroom blocks and toilets to withstand strong winds • 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.

Annex 4: MERP Grievance Redress Mechanism

MERP already developed a GRM system that has been rolled out to all construction sites. The aim of this Grievance Redress Management System is to respond to and settle or redress any individual grievances, complaints, queries or clarification of complaints for affected persons much quickly, fairly and as much as possible in a manner that is acceptable to all parties. Some examples of possible complaints may include: encroachment on private land, theft of properties, quality of assets created, loss of land and property, GBV, VAC, corruption cases, low wages, delayed wages, use of school property by the contractor etc.

The Grievance Redress Management system has been established with structures at four levels; (a) School and Community level where two committees, i.e. School and Community and Workers GRM Committees have been instituted, (b) Cluster Grievance Redress Management Committee (CGRMC) at Cluster Level (c) District Grievance Redress Management Committee (DGRMC) at District level, and (d) Project Facilitation Team Grievance Redress Management Committee (PFTGRMC) at Project Facilitation Team level. Any grievance received by the GRM Committees at all levels will be recorded in specific Grievance Log and Resolution Forms that are presented below. The GRM The public has been sensitised to take their complaints or grievances to these committees whenever they feel aggrieved.

Project affected persons can also simply call a number to be provided to lodge their complaint should they not want to channel their issues through the established committees.

COMMUNITY GRIEVANCE AND RESOLUTION FORM
FOMU YA KOMITI YAKUDERA YOLEMBAPO ZA MADANDAULO NDI CHIGAMULO
1.0 Zoyambilira Zofunikira

Dzina la Boma:

<table>
<tr><td colspan="2">Dzina la Sukulu:</td><td>Dzina la Dera:</td><td colspan="2">Tsiku</td></tr>
<tr><td colspan="2">Dzina la odandaula:</td><td>Keyala:</td><td colspan="2">Mfumu ya Ndodo ndi Mudzi:</td></tr>
<tr><td rowspan="2">Tsiku lopereka madandaulo</td><td rowspan="2">Dzina la munthu yemwe walemba madandaulo</td><td rowspan="2">Madandaulo omwe apelekedwa</td><td colspan="2">Kuchita kafukufuku wa nkhani</td></tr>
<tr><td>Tsiku</td><td>Munthu yemwe akuchita kafukufuku wa dandaulo</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

2.0 Momwe Chigamulo chayendera_____

_____

3.0 Ngati dandaulo latsekedwa, mamembala a komiti yoona za madandaulo komanso odandaula ayenera kusayinira m'munsimu motere:
Wapampando wa komiti yowona za madandaulo_____ Mlembi wa komiti yowona za

madandaulo_____Dzina ndi Sayini ya odandaula _____Tsiku: _____

4.0 Ngati Dandaulo sinatsekedwe:
Komwe dandaulo latumizidwa_____

Nambala.	Tsiku lomwe madandaulo atumizidwa	Dzina la munthu yemwe walemba madandaulo omwe atumizidwa	Dzina la wa pampando:
			Dzina la mlembi : Dzina la odandaula:

WORKERS GRIEVANCE AND RESOLUTION FORM

FOMU YA ANTHU OGWIRA NTCHITO YOLEMBAPO ZA MADANDAULO NDI CHIGAMULO

1.0 Zoyambilira Zofunikira

Dzina la Boma:

<table>
<tr><td colspan="2">Dzina la Sukulu:</td><td>Dzina la Dera:</td><td colspan="2">Tsiku</td></tr>
<tr><td colspan="2">Dzina la odandaula:</td><td>Keyala:</td><td colspan="2">Mfumu ya Ndodo ndi Mudzi:</td></tr>
<tr><td rowspan="2">Tsiku lopereka madandaulo</td><td rowspan="2">Dzina la munthu yemwe walemba madandaulo</td><td rowspan="2">Madandaulo omwe apelekedwa</td><td colspan="2">Kuchita kafukufuku wa nkhani</td></tr>
<tr><td>Tsiku</td><td>Munthu yemwe akuchita kafukufuku wa dandaulo</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

2.0 Momwe Chigamulo chayendera_____

_____

3.0 Ngati dandaulo latsekedwa, mamembala a komiti yoona za madandaulo komanso odandaula ayenera kusayinira m'munsimu motere:

Wapampando wa komiti yowona za madandaulo_____ Mlembi wa komiti yowona za

madandaulo_____Dzina ndi Sayini ya odandaula _____Tsiku: _____

4.0 Ngati Dandaulo sinatsekedwe:

Komwe dandaulo latumizidwa_____

Nambala.	Tsiku lomwe madandaulo atumizidwa	Dzina la munthu yemwe walemba madandaulo omwe atumizidwa	Dzina la wa pampando:
			Dzina la mlembi : Dzina la odandaula:

CLUSTER GRIEVANCE LOG & RESOLUTION FORM

1.0 Basic Information

District Name:

Name of School:			Name of Cluster	Date:	
Name of Complainant			Address, Phone & Email	TA& VGE	
Ref No.	Date of Grievance	Name of Person Recording	Grievance/Complaint	Follow-up/Investigation	
				Date	Person Assigned

2.0 Resolution Made_____

_____

_____

3.0 If case is closed, GRM Committee members & complainant to sign below

CGRM Committee Chair_____ Name & Signature of PAP _____

CGRM Committee Secretary_____ Date: _____

4.0 If the case is not close:

Where has the case been referred to: _____

Ref No.	Date of Referral	Official Referring:	Name of Complainant:

			Name of Secretary: Name of Complainant:

Government of Malawi

MERP GRIEVANCE REDRESS MECHANISM

DISTRICT REGISTER

MERP/GRM……/…….
District Reference No.

1. Complainant's Information				
(This information must be provided. The identity of complainants will be kept confidential if they request so.				
Name of Complainant	Name of Cluster	Positions/Organisations (if any)	Address:	Email:
Name of School:	Case Ref. No.		Tel:	TA/VGE
Please indicate how you prefer to be contacted (e-mail, mobile, etc.):				
2.Brief Description of the Grievance or Complaint:				
3 Previous Efforts to Resolve the Complaint (a) Have you raised your complaint with any other authorities/institutions? Yes ☐ ☐No				
(b)If yes (Please, provide the following details) When?				
• How and with whom the issues were raised				
• What was the outcome/resolution:				

(c)**If No, why? Or if Outcome was referral from CGRMC**
(d) What harm do you believe the MERP caused or is likely to cause to you?
(e) Why do you believe that the alleged harm results directly from MERP
(f)Do you have any other supporting documents that you would like to share?
(g) Outcome at District Committee
4.(a) **If a referred case, or case recorded at District is closed:** (i) PAP Signature_____ (ii) DGRMC Chair_____ DGRMC Secretary_____ **4. (b) If the case is not closed, it will be referred to PFGRMC** (i) PAP Signature_____ (ii) DGRMC Chair_____ DGRMC Secretary_____

5. Name of the person who completed this form:	Signature:	Date:

Government of Malawi

MERP GRIEVANCE REDRESS MECHANISM

PROJECT FACILITATION REGISTER

MERP/GRM……/…….
District Reference No.

1. Complainant's Information				
(This information must be provided. The identity of complainants will be kept confidential if they request so.				
Name of Complainant	Name of District	Positions/Organisations (if any)	Address:	Email:
Name of School:	Case Ref. No.		Tel:	TA/VGE
Please indicate how you prefer to be contacted (e-mail, mobile, etc.):				
2.Brief Description of the Grievance or Complaint:				
3 Previous Efforts to Resolve the Complaint (a) Have you raised your complaint with any other authorities/institutions? Yes ☐ ☐No				
(b)If yes (Please, provide the following details) When?				
• How and with whom the issues were raised				
• What was the outcome/resolution:				

(c)**If No, why? Or if Outcome was referral from DGRMC**		
(d) What harm do you believe the MERP caused or is likely to cause to you?		
(e) Why do you believe that the alleged harm results directly from MERP		
(f)Do you have any other supporting documents that you would like to share?		
(g) Outcome at District Committee		
4.(a) **If a referred case, or case recorded at district is closed:** (i) PAP Signature_____ (ii) PFGRMC Chair_____ PFGRMC Secretary_____ **4. (b) If the case is not closed, it will be referred to PFGRMC** (i) PAP Signature_____ (ii) PFGRMC Chair_____ PFGRMC Secretary_____		
5. Name of the person who completed this form:	Signature:	Date:

Annex 5: GBV Management Plan

Prevention of GBV is a multifaceted effort which should deal with or focus on:

1. women empowerment or agent of change
2. women participation and capacity to influence decision making
3. women economic empowerment
4. increased access to sexual and reproductive health and rights
5. incorporate men and boys in efforts (as perpetrators, victims and agents of change)
6. social gender norms and behaviour transformation (challenging gender stereotyping)

The specific prevention measures have been included in a GBV Management plan to ensure the implementation of actions in this regard and to allow for close monitoring of the contracted artisans.

Activities	**Action party**	**Responsibilities**
Stakeholder engagement	MERP PFT; District Social Welfare Office (DSWO)	• Identify GBV service providers in the area. • Identify vulnerable groups within the community. • Inform community members about the details of the project and the GBV risks associated with the project. • GBV training including what to do in case of grievance.
GBV training for GRC, contracted artisans and staff, consultants and adjoining community members	MERP PFT; contracted artisans; DSWO	• Training and sensitisation of all workers associated with the project on GBV and how the project can contribute to GBV risks. • Training and sensitisation of adjoining communities on GBV risks, channels to report GBV incidents and services available for GBV survivors.
Codes of conduct signed and understood	MERP PFT; contracted artisans	• Ensure requirements in the CoCs are clearly understood by those signing. • Have the CoCs signed by all those with physical presence in the site. • Train construction workers on the behaviour obligation under the CoCs.
Handling GBV complaints (including support of survivors)	GRM	• Grievance Redress Committees to ensure confidential complaint uptake mechanisms are in place. • The GBV cases should be immediately reported to the Police (Victim Support Unit), District Social Welfare Office, psychosocial support institutions working in the project area or district.
Provision of separate, safe and easily accessible facilities for women and men working on the site	MERP PFT; contracted artisans	• Ensure construction sites have separate facilities like toilets and/or bathrooms for men and women.
Monitoring and reporting	MERP PFT; contracted artisans; DSWO	• Selection of monitoring indicators (such as: No. of reported cases of GBV; Resolved cases and time it took to address the complaints, No. of workers that have attained GBV training courses; No./percentage of workers that have signed CoC and No. of GBV cases that were referred to the GBV service provider). • Ensure new risks are uncovered and mitigated.

Annex 6: Code of Conduct for Contracted artisans in Relation to Child Protection

Contracted artisans under the MERP will be required to prepare a code of conduct in relation to child protection among others that they shall be following when undertaking construction works. These rules shall be made to be part of the assessment criteria when selecting the contracted artisans. A satisfactory code of conduct will contain obligations on all project staff (including sub-contracted artisans and day workers) that are suitable to address the following issues, as a minimum. Additional obligations may be added to respond to particular concerns of the region, the location and the project sector or to specific project requirements. The issues to be addressed include:

1. Compliance with applicable laws, rules, and regulations of the jurisdiction;
2. Protection of children (including prohibitions against abuse, defilement, or otherwise unacceptable behaviour with children, limiting interactions with children, and ensuring their safety in project areas);
3. Sexual harassment (for example to prohibit use of language or behaviour, in particular towards women or children, that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate);
4. Violence or exploitation (for example the prohibition of the exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour);
5. Compliance with applicable health and safety requirements (including wearing prescribed personal protective equipment, preventing avoidable accidents and a duty to report conditions or practices that pose a safety hazard or threaten the environment);
6. The use of illegal substances;
7. Non-Discrimination (for example on the basis of family status, ethnicity, race, gender, religion, language, marital status, birth, age, disability, or political conviction);
8. Interactions with community members (for example to convey an attitude of respect and non-discrimination);
9. Sanitation requirements (for example, to ensure workers use specified sanitary facilities provided by their employer and not open areas);
10. Avoidance of conflicts of interest (such that benefits, contracts, or employment, or any sort of preferential treatment or favours, are not provided to any person with whom there is a financial, family, or personal connection);
11. Respecting reasonable work instructions (including regarding environmental and social norms);
12. Protection and proper use of property (for example, to prohibit theft, carelessness or waste);
13. Duty to report violations of this Code; and
14. Non-retaliation against workers who report violations of the Code, if that report is made in good faith.

The Code of Conduct should be written in local and plain language, and signed by each worker to indicate that they have:

- Received a copy of the code;
- Had the code explained to them;
- Acknowledged that adherence to this Code of Conduct is a condition of employment; and
- Understood that violations of the Code can result in serious consequences, up to and including dismissal, or referral to legal authorities.

Annex 7: Child Safety Management Plan

In School Communities, there will be many instances that might expose children and young people to construction workers that may lead to child safety risks. These forms of child risks could be in the form of SAE, accidental harm, physical abuse, Psychological / emotional Abuse and online abuse.

Type of Risk	Management of Risk	Action Party
Recruitment of inappropriate personnel	• Child safety training • Reference checking • Pre-screening interviews • Criminal history checks • Working with children checks • Probation period	Contracted artisan
Grooming	• Code of conducted • Training for all staff, volunteers, leaders etc.	Contracted artisan, District Social Welfare Office
Use of images or video of children and young people without parental consent	• Code of Conduct. • Training for all staff, volunteers, leaders etc. • Photo and video policies.	Contracted artisan
Misconduct unreported and failure to address behaviour surrounding misconduct	• Training for all staff, volunteers, leaders etc. • Code of conduct and child protection policies. • Procedures and protocols responding to misconduct.	Contracted artisan
Unsafe environment leading to occurrence of accidents	• First aid kit must be readily available on site. • Appoint first aid officers. • Conduct risk assessment of all construction activities and identify risks management options.	Contracted artisan

Annex 8: Covid 19 Construction Site Prevention Guidelines

The proposed construction activities are likely to continue during the restrictions likely to be in place due to Covid-19. Contracted artisans operating during the Covid-19 pandemic should ensure all possible steps are taken to protect their workforce and to minimise the spread of the infection. This guidance is based on WHO's key messages for infection prevention and control, and illustrates some basic measures and principles to be followed in this scenario. This guidance does not encompass all aspects of health and safety and should be seen a complement of standard health and safety policy in place for all construction projects, rather than a standalone document. The main underlying approaches are:

- Reduce access to site;
- Adapt work plan and activities to reduce close contact;
- Increase overall level of hygiene of the site;
- Prioritise health and safety of staff, workers and their surrounding communities; and
- Increase awareness of the workforce.

Access to Construction Sites

- Only essential visitors (workers, supervisors, and managers) should be allowed on site;
- Programme or monitoring visits should be reduced to the minimum and should be planned when workers are not on site (i.e. lunch or prayer time);
- Fence off the construction site to ensure no one can enter or approach the workers without authorisation;
- Entry and exit gates should be clearly marked and guarded;
- Body temperature should be measured for all persons entering the site;
- Allow enough space for people to queuing in a safe manner at the entrance of the site while they wash their hands and get screened;
- Ensure there are sufficient hand washing stations at the entrance and that they have water and soap, as well as clearly display signs requesting persons entering to wash their hands;
- Provide adequate hand-washing stations with water and soap or an alcohol-based hand sanitizer (min. 60% alcohol). Ensure water and soap are topped up regularly;
- Clean the hand washing facilities regularly during the day, establishing a clear cleaning plan;
- Anyone falling in one of the following categories should not be allowed on site:
    - Has a family member suspected Covid-19 patient living in the same household or self-isolating, or if s/he has got in close contact with a confirmed COVID-19 patient in the previous two weeks. S/he should not report on site and self-quarantining at home for two weeks;
    - Is showing one or more symptoms related to Covid-19 (high temperature, new persistent cough, shortness of breath). S/he should not report on site, stay home and self-isolate or seek medical care in case of severe symptoms;
    - Is a vulnerable person (by virtue of age, clinical or health condition or pregnant).
- All persons should wash or clean their hands before entering and leaving the site;

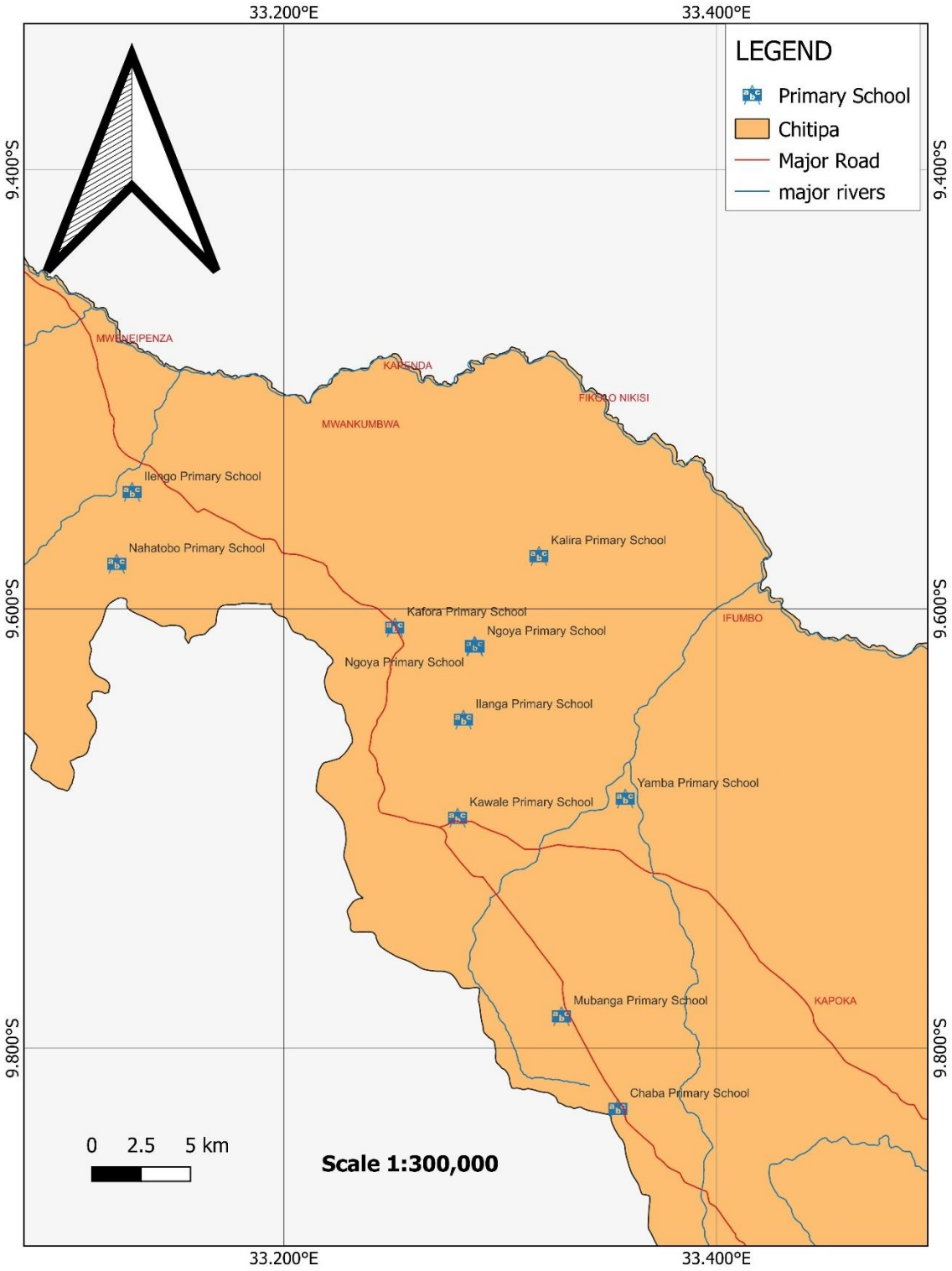
- Workers should be encouraged to reach the site using individual modes of transportation and avoid public transport when possible.

During construction

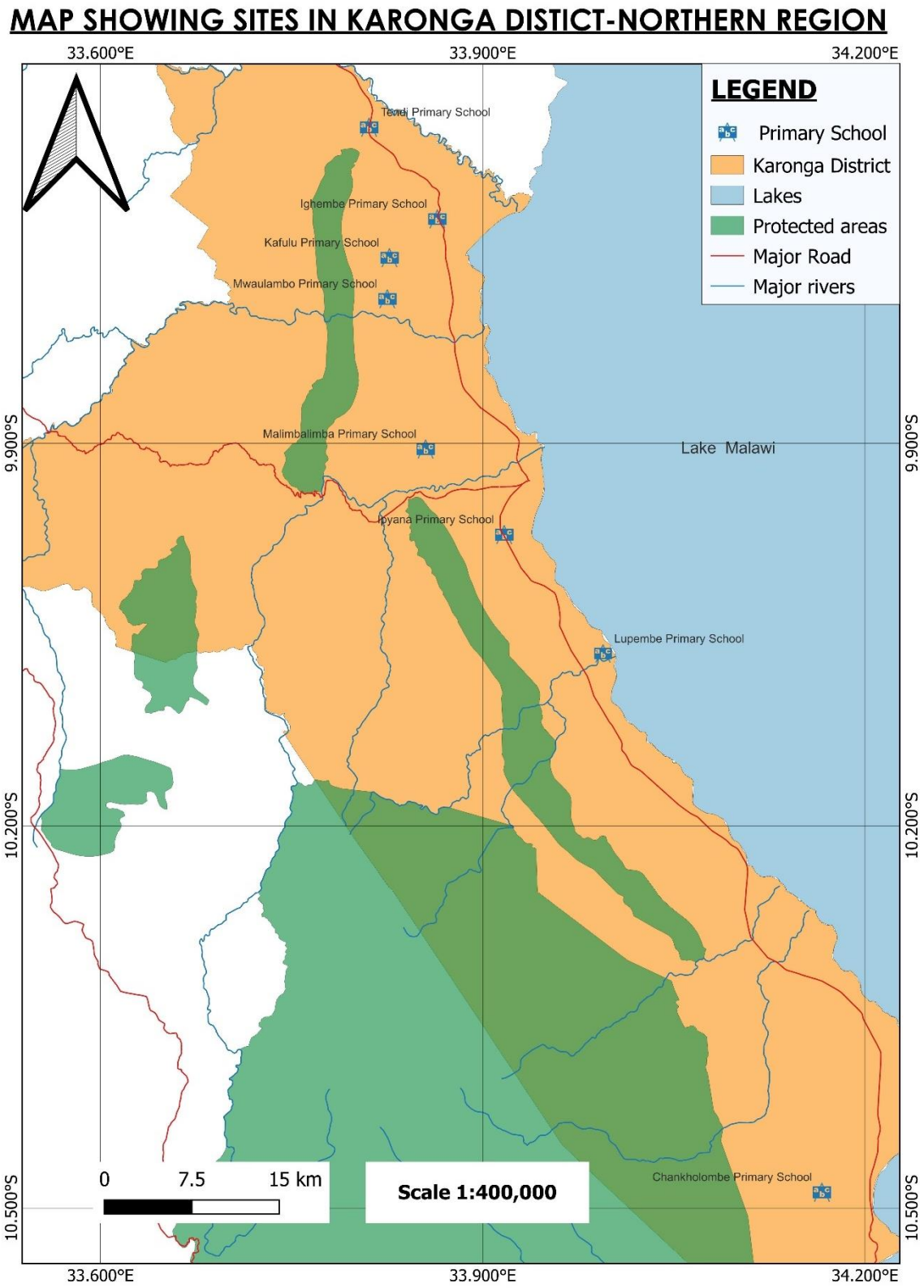
- An orientation on Covid-19 should be provided to all workers, including description of the disease, symptoms, transmissibility, severity and WHO's key prevention messages to be followed on site, public spaces as well as in their homes;
- Prevention messages should be printed and clearly displayed on site. Consider providing an additional printed copy of the key prevention messages for all workers to disseminate in their families (and communities);
- Workers should be clearly informed on protocols to follow in case they or their family members get sick;
- To the most possible extent, workers should maintain physical distance of two metres from others at all times. Performing activities that must be conducted in close proximity should be avoided when possible. If these activities must take place, workers should wear masks;
- If possible, construction crews should be segregated and tasks allocated so they do not overlap. It is suggested to establish crew shifts to be also applied for break, lunch and pray time;
- If a worker develops Covid-19 symptoms on site, the following actions should be followed:
    - Avoid touching anything;
    - Cough and sneeze into a tissue and put it in a closed bin, or in their flexed elbow in case they do not have tissues;
    - Return home and self-isolate, or seek medical care in case of severe symptoms;
    - All surfaces and tools s/he may have recently touched should be cleaned and disinfected.
- In spaces where queuing may happen (including latrines and hand washing stations), consider marking safe distance of two metres;
- Meetings on site should be avoided at all times. Instruction to workers should be given in open spaces and maintaining physical distance;
- When receiving and unloading goods and construction materials, workers should always keep distance from the drivers. When possible, drivers should remain in their vehicles. If drivers must unload the goods for safety reasons, they should do so without the help of the workers and they should wash or clean their hands before and after. Any contact between deliverers and receivers should be avoided (including delivery papers and pens for signature, etc.). It is recommended that everyone needing to sign paperwork have their own pen or wash their hands after.
- Advice workers to wash their clothes frequently (daily if possible).

Annex 9: Location Maps for the Visited Schools

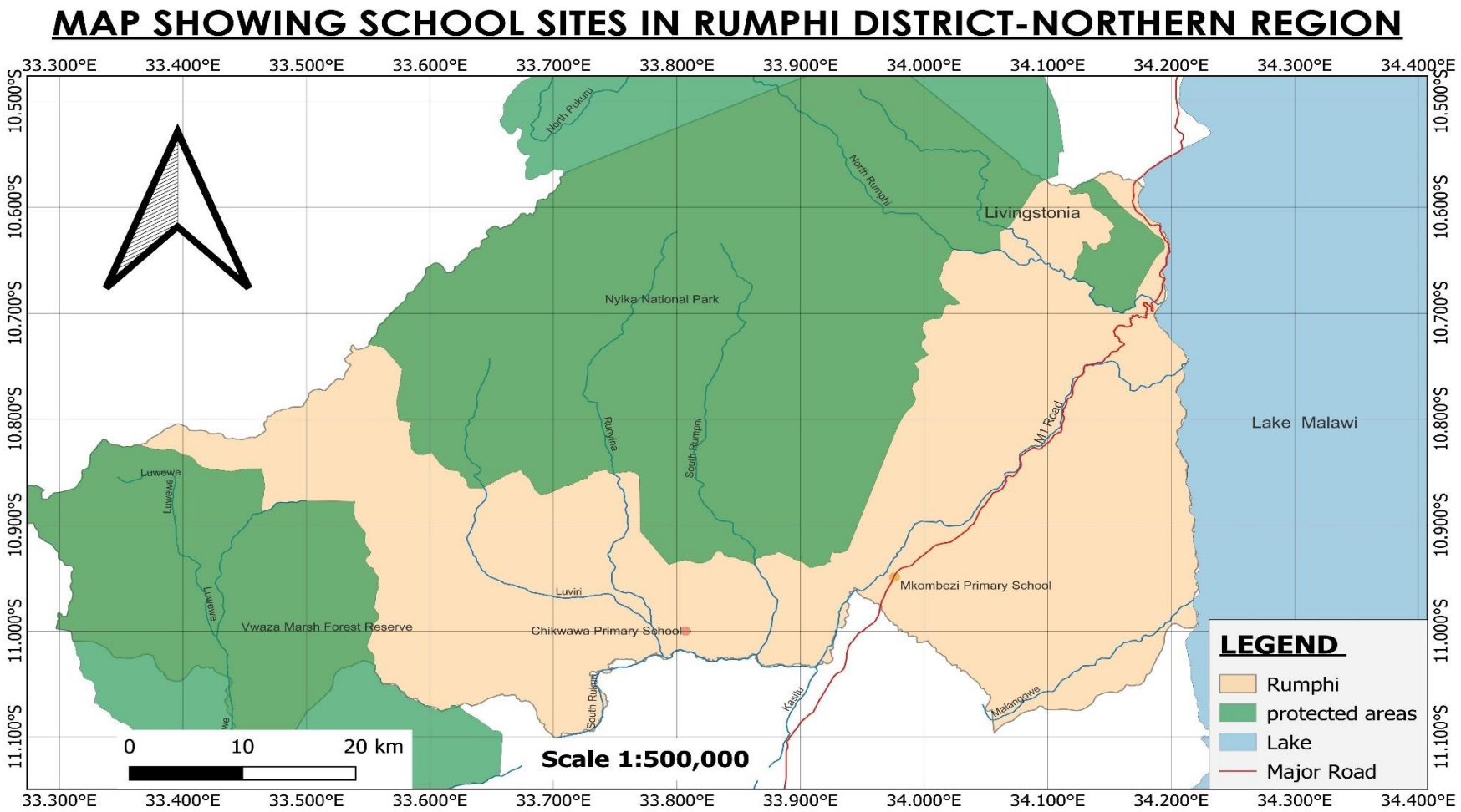
A9.1 Chitipa District



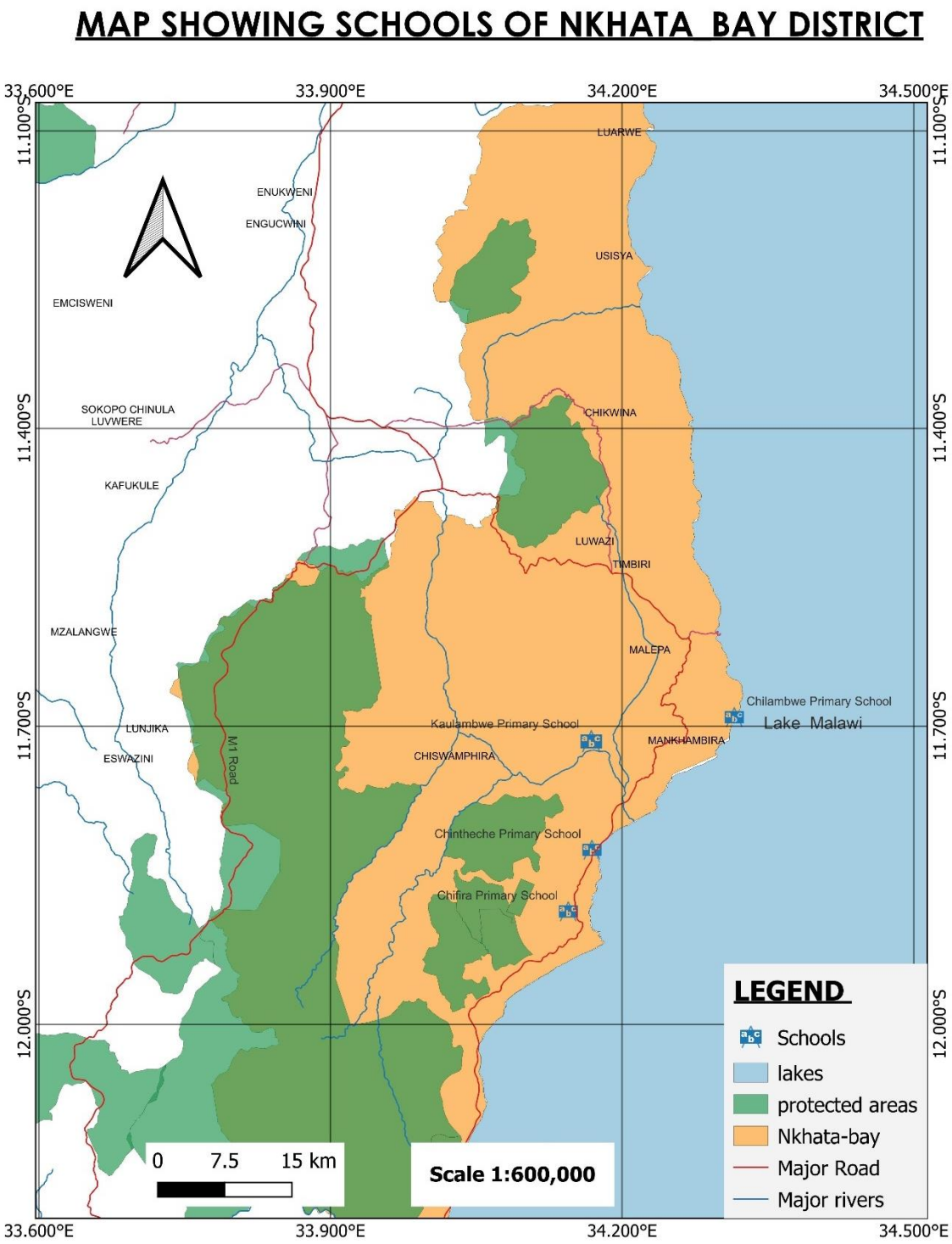
A9.2 Karonga District



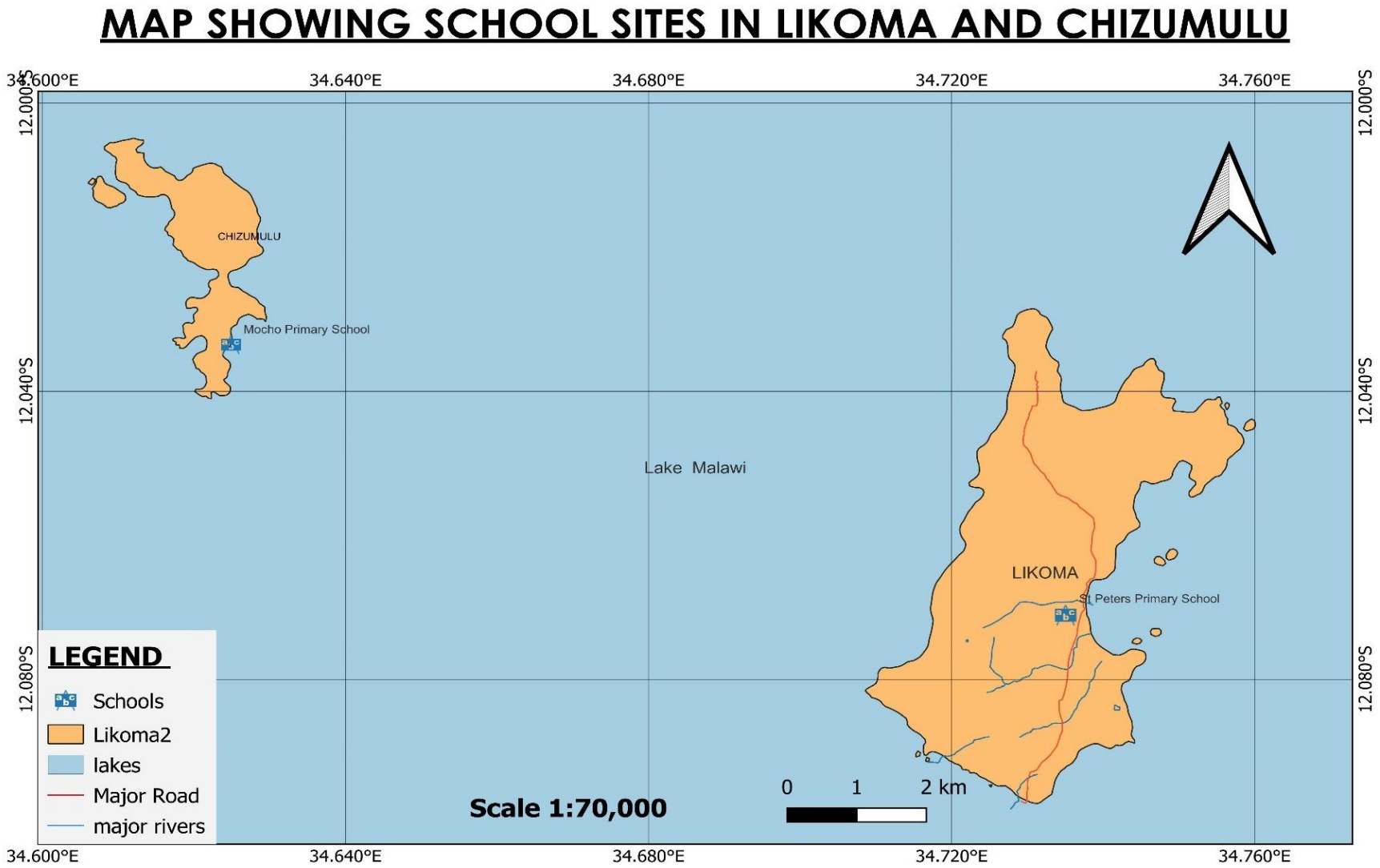
A9.3 Rumphi District



A9.4 Nkhatabay District

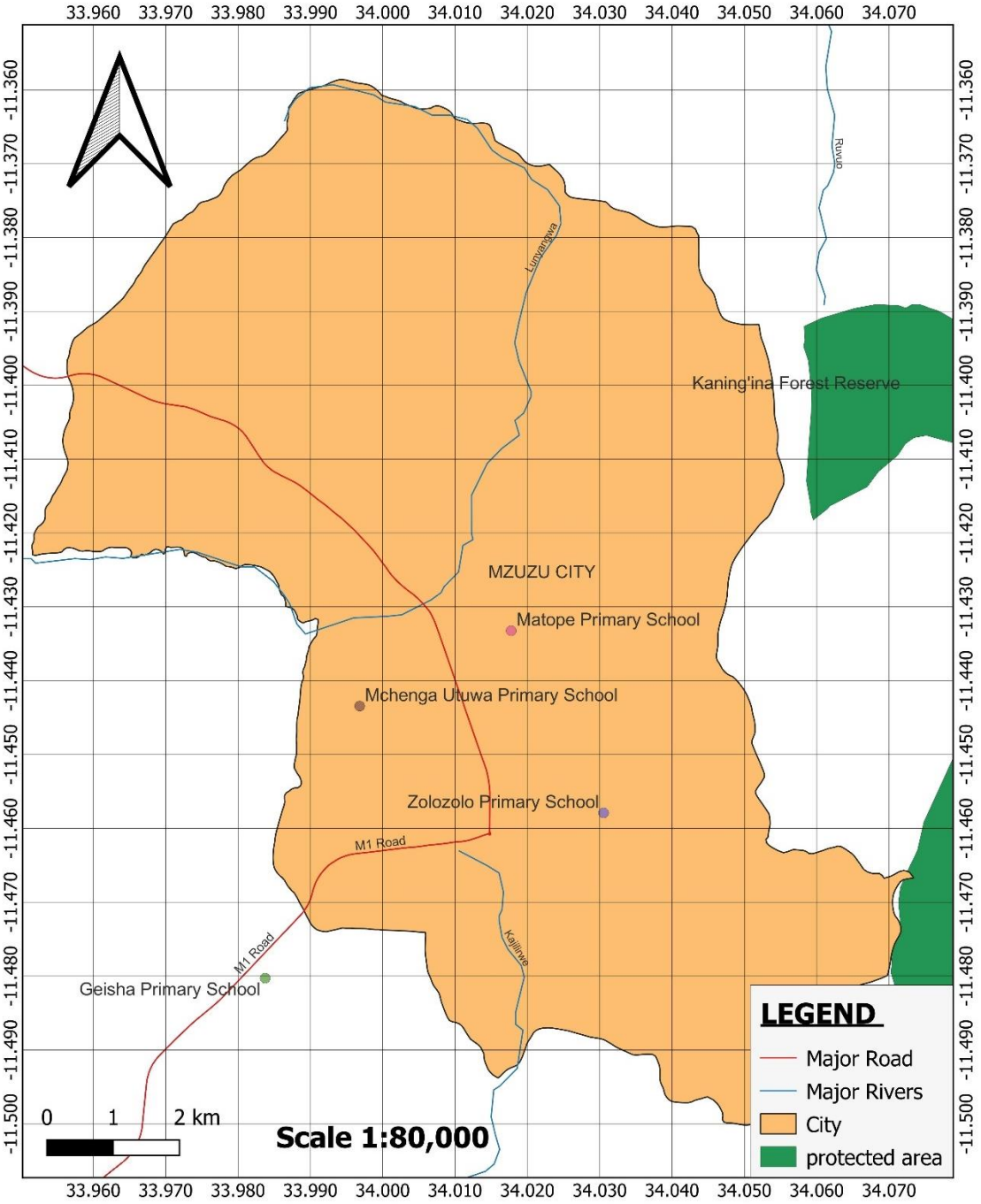


A9.5 Likoma District

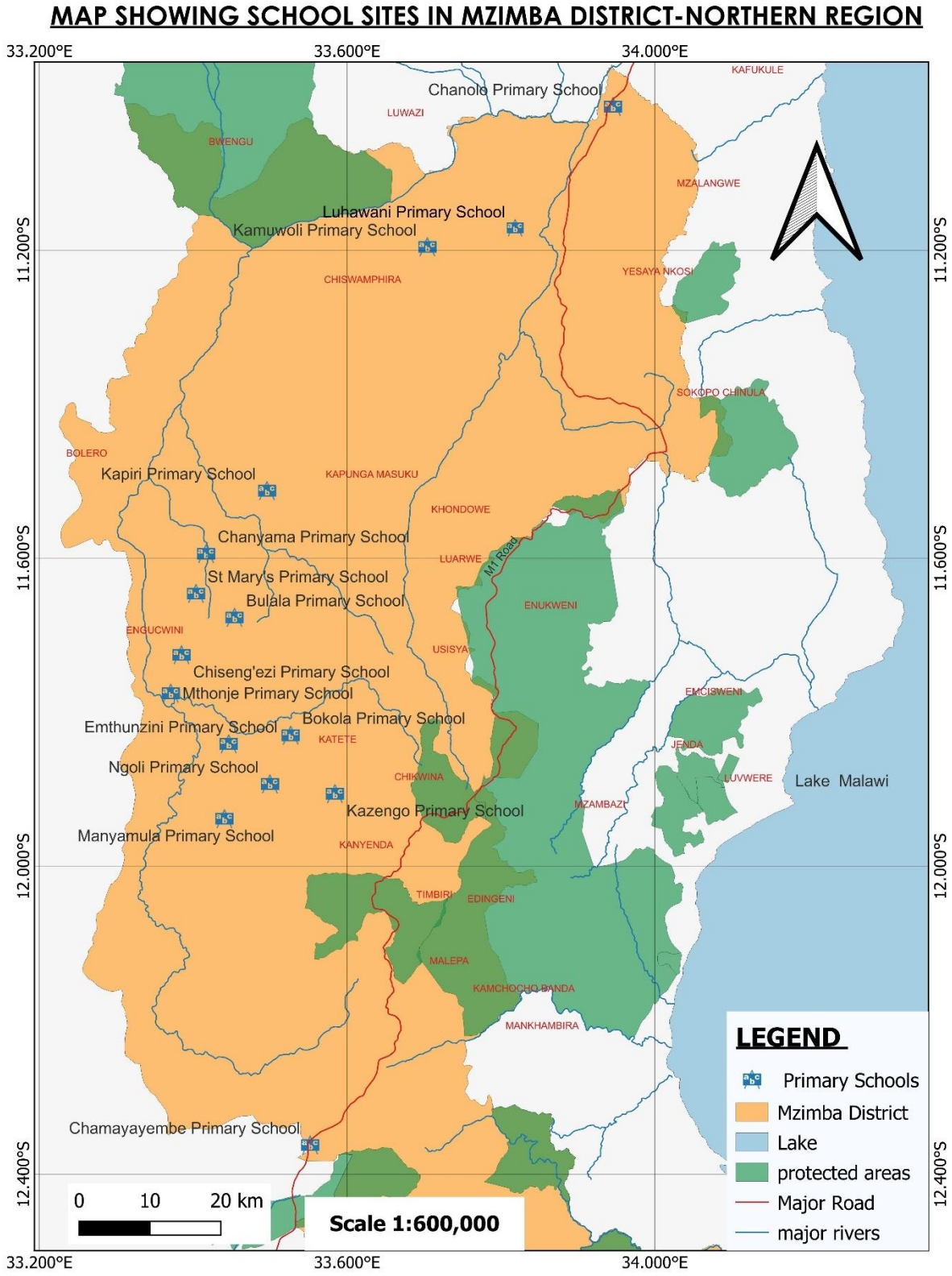


A9.6 Mzuzu City

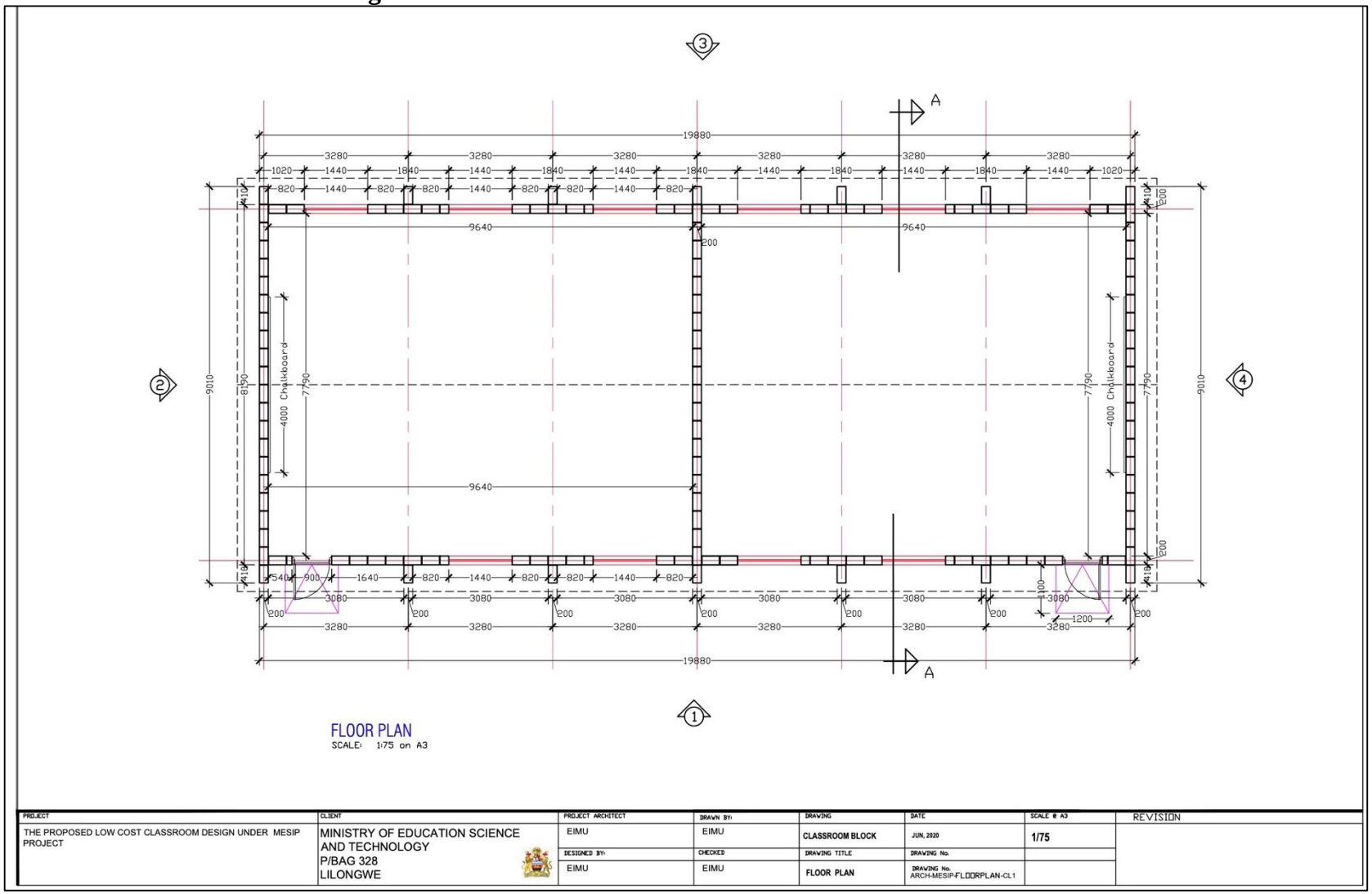
MAP SHOWING SCHOOL SITES IN MZUZU CITY NORTHERN REGION

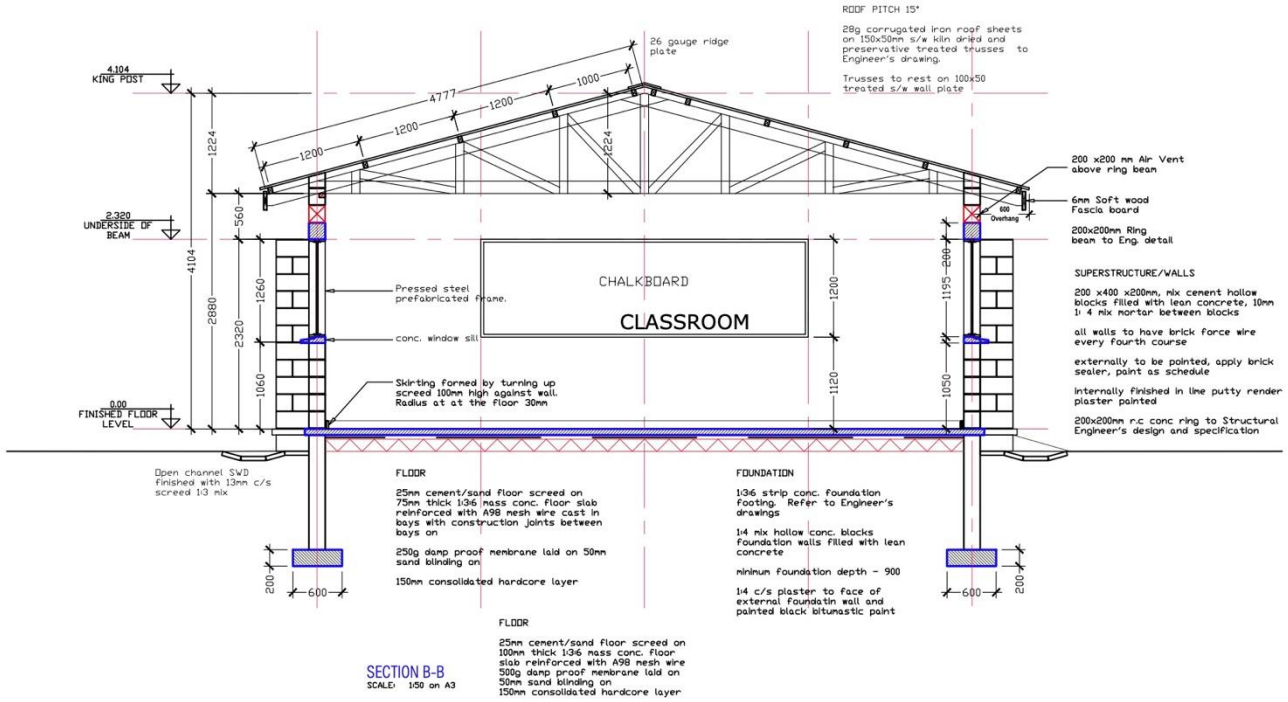


A9.7 Mzimba District

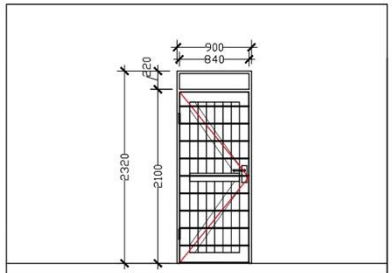


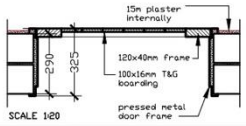
Annex 10: Classroom Block Designs





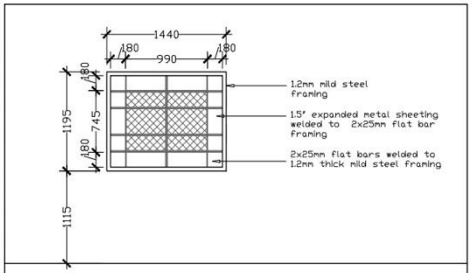
PROJECT	CLIENT	PROJECT ARCHITECT	DRAWN BY:	DRAWING	DATE	SCALE @ A3	REVISION
THE PROPOSED LOW COST CLASSROOM DESIGN UNDER MESIP PROJECT	MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY P/BAG 328 LILONGWE	EIMU	EIMU	CLASSROOM BLOCK	JUN, 2020	1/50	
		DESIGNED BY:	CHECKED	DRAWING TITLE	DRAWING No.		
		EIMU	EIMU	SECTION	DRAWING No. ARCH-MESIP-SECTION-CL2		



DOOR TYPE	D1
NO. REQ.	1
POSITION	ENTRY TO CLASSROOM 1
FRAME	PRESSED METAL FINISHED WITH 2 COATS GLOSS PAINT ON PRIMER FOR METALS
DOOR	H/W FLBB FINISHED WITH 2 COATS POLYURETHANE VARNISH 40X120MM FRAMING, 16X100MM T&G BOARDING, 24X100MM LEDGING & BRACING
HAND	RIGHT HAND
LOCKS	3 LEVER 'UNION' MORTICE LOCK
HINGES	1 PAIR 125MM NARROW BUTT HINGES FIXED WITH 9 NO. BRASS COUNTER SUNK SCREWS
FRAME SIZE /DETAIL	
STOPPER	WALL MOUNTED RUBBER STOPPER
GLASS	4mm glass
BULGLAR BARS	

DOOR SCHEDULE

SCALE 1:50

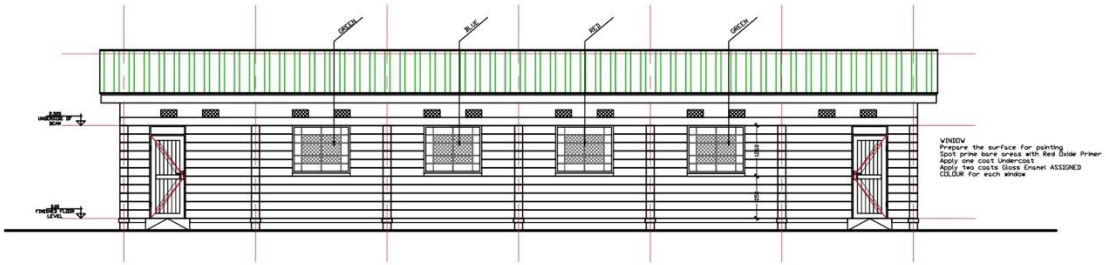


WINDOW TYPE	WCR1
NO. REQ.	10
POSITION	CLASSROOM
FRAME	MILD STEEL SECTIONS FINISHED WITH 2 COATS GLOSS PAINT ON PRIMER FOR METALS
WINDOW	PURPOSE MADE WINDOW
INFILL	1.5" EPANDED METAL SHEETING WELDED TO 2X25MM FLAT BAR FRAMING

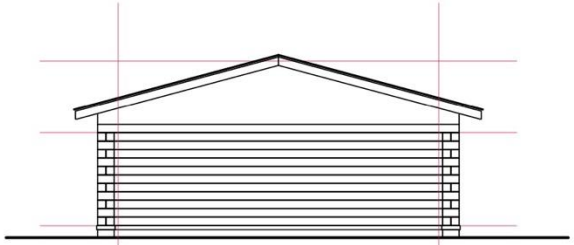
WINDOW SCHEDULE

SCALE 1:50

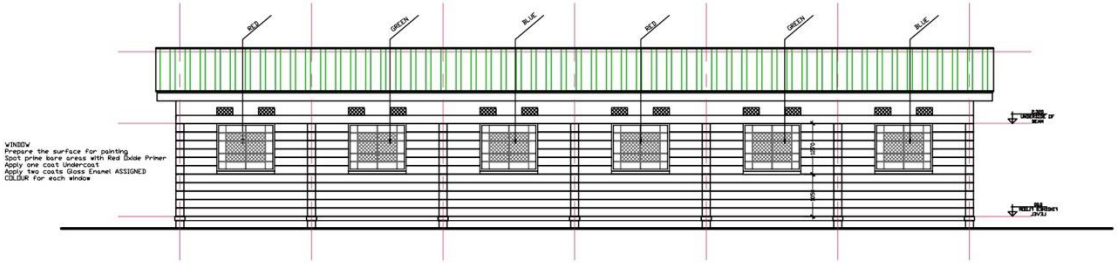
PROJECT	CLIENT	PROJECT ARCHITECT	DRAWN BY:	DRAWING	DATE	SCALE @ A3	REVISION
THE PROPOSED LOW COST CLASSROOM DESIGN UNDER MESIP PROJECT	MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY P/BAG 328 LILONGWE	EIMU	EIMU	CLASSROOM BLOCK	JUN, 2020	1/50	
		DESIGNED BY:	CHECKED	DRAWING TITLE	DRAWING No.		
		EIMU	EIMU	SCHEDULE	DRAWING No. ARCH-MESIP-SCHEDULE-CL4		



ELEVATION 1
SCALE: 1:100 on A3



ELEVATION 2 & 4
SCALE: 1:100 on A3



ELEVATION 3
SCALE: 1:100 on A3

PROJECT	CLIENT	PROJECT ARCHITECT	DRAWN BY:	DRAWING	DATE	SCALE @ A3	REVISION
THE PROPOSED LOW COST CLASSROOM DESIGN UNDER MESIP PROJECT	MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY P/BAG 328 LILONGWE	EIMU	EIMU	CLASSROOM BLOCK	JUN, 2020	1/100	
		DESIGNED BY:	CHECKED	DRAWING TITLE	DRAWING No.		
		EIMU	EIMU	ELEVATIONS	DRAWING No. ARCH-MESIP-ELEV-CL3		

Annex 11: Designs for female teachers' houses

Annex 11: Construction Site Pictures

Annex 13 Semi-Detached house specifications and material 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 (12.28tonnes)
Quarry stone	m3	16.33 (26.14tonnes)
Cement	50Kg pocket	81
100mm Thick Concrete Slab (1;2:4) mix (180.92m2)		
Sand	m3	8.14 (12.37 tonnes)
Quarry stone	m3	16.28 (26.05 tonnes)
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")	Kg	10
Wire Nails (3")	Kg	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	m^3	4.15 (6.30 tonnes)
Cement for laying blocks and filling block hollows	pockets	15
200mm wide Brickforce Reinforcement	Roll	6
Plaster (1:4 Mix) and Painting & Decoration		
Sand	m^3	1.17 (1.78 tonnes)

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	Kg	24
Wire Nails - 5"	Kg	14
Wire Nails - 4"	Kg	14
Wire Nails 3"	Kg	6
Metal Work		
3mm galvanised wire	Kg	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"	Kg	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	m^3	2.5 (3.8 tonnes)
Cement	Pockets	36
Quarry Stone	m^3	5 (8 tonnes)
75mm Concrete coping		
Sand	m^3	0.09 (0.14 tonnes)
Cement	Pockets	2
Quarry Stone	m^3	0.18 (0.28 tonnes)
Walls		
200 x 200 x 400mm Cement blocks	No.	4310
9" Brickforce wire	Roll	16
Cement	Pockets	110
Sand	m^3	7 (10.64 tonnes)
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 (7.11tonnes)
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 tonnes)
15mm Rendering 1:4 (cement: Sand)		
Sand	m^3	1.48 (2.25 tonnes)
Cement	Pockets	10

Painting:		
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	m^3	4.46 (6.77 tonnes)
Cement	Pocket	42
FITTINGS AND FURNISHINGS		
WARDROBES		
100mm high plinth		
standard cement bricks (215 x 103 x 65mm)	No.	320
Sand	m^3	0.3 (0.44 tonnes)
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	Kg	2
1" wood screws	Packet	2
Painting:		
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 tonnes)
Cement	Pocket	4