****

**Government of the Republic of Malawi**

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK

FOR

**SKILLS FOR A VIBRANT ECONOMY PROJECT**

By

**Ministry of Education and Ministry of Labour**

**Contact person: Ms. Rose Kalizang’oma**

**Ministry of Education,**

**Private Bag 328,**

**Capital Hill, Lilongwe 3**

**MALAWI**

**May, 2021**

**Table of Contents**

[**Executive Summary** vii](#_Toc70515458)

[**1.0** **INTRODUCTION AND OVERVIEW OF PROJECT** 1](#_Toc70515459)

[1.1 PROJECT DESCRIPTION 1](#_Toc70515460)

[1.2 PROPONENT(S) AND IMPLEMENTING AGENCIES. 1](#_Toc70515461)

[1.3 COMPONENTS OF THE PROPOSED PROJECT 2](#_Toc70515462)

[1.4 PROJECT APPRAISAL UNDER WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS 11](#_Toc70515463)

[1.5 OBJECTIVES OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK 12](#_Toc70515464)

[1.6 JUSTIFICATION FOR ESMF FOR THE PROJECT 12](#_Toc70515465)

[1.7 USERS OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK 13](#_Toc70515466)

[1.8 TECHNICAL APPROACH TO PREPARING ENVIRONMENTAL AND SOCIAL FRAMEWORK. 13](#_Toc70515467)

[1.9 PRINCIPLES OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK FOR SAVE PROJECT 15](#_Toc70515468)

[**2.0** **POLICY, LEGAL AND REGULATORY FRAMEWORK RELEVANT TO SAVE PROJECT** 17](#_Toc70515471)

[2.1 POLICY AND ADMINISTRATIVE FRAMEWORK FOR IMPLEMENTATION OF ENVIRONMENT AND SOCIAL STANDARDS 17](#_Toc70515472)

[2.2 NATIONAL LEGISLATION AND GUIDELINES 24](#_Toc70515478)

[2.3 WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS 35](#_Toc70515479)

[2.4 GAP(S) BETWEEN WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS AND NATIONAL LEGISLATION 43](#_Toc70515482)

[**3.0** **ENVIRONMENTAL AND SOCIAL BASELINE** 45](#_Toc70515484)

[3.1 GENERAL INFORMATION ABOUT MALAWI 45](#_Toc70515485)

[3.2 EDUCATION SYSTEM IN MALAWI 51](#_Toc70515486)

[3.3 CURRENT HIGHER EDUCATION SYSTEM IN MALAWI 52](#_Toc70515487)

[**4.0** **ENVIRONMENTAL AND SOCIAL IMPACTS AND MITIGATION MEASURES** 55](#_Toc70515488)

[**5.0** **ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP)** 68](#_Toc70515491)

[**6.0** **MONITORING AND EVALUATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN** 73](#_Toc70515501)

[6.1 ENVIRONMENTAL AND SOCIAL MONITORING PLAN FOR SAVE PROJECT 73](#_Toc70515503)

[6.2 ENVIRONMENTAL AND SOCIAL MONITORING AND EVALUATION (M&E) FOR SAVE PROJECT 81](#_Toc70515507)

[6.3 REPORTING 83](#_Toc70515508)

[**7.0** **PROCEDURES FOR ENVIRONMENTAL AND SOCIAL MANAGEMENT PROCESS** 84](#_Toc70515510)

[**8.0** **LABOR MANAGEMENT PROCEDURES**  88](#_Toc70515525)

[**9.0** **CAPACITY BUILDING AND TRAINING** 89](#_Toc70515527)

[**10.0** **GRIEVANCE REDRESS MECHANISMS** 90](#_Toc70515530)

[**11.0** **CONSULTATION AND DISCLOSURE** 91](#_Toc70515536)

**12.0** [**CONCLUSIONS AND RECOMMENDATIONS** 97](#_Toc70515553)

[**13.0** **ANNEXES** 100](#_Toc70515556)

[**Annex 1: Environmental and Social Screening Form for Screeningof Potential Environmental and Social Impacts of SAVE activities** 100](#_Toc70515557)

[**Annex 3: Minutes from Stakeholder Consultation Meeting for Development of Environmental and Social Management Framework for SAVE Project** 110](#_Toc70515558)

[**Annex 4: List of Participants for Consultations on Development of Environmental and Social Management Framework for Skills for Vibrant Economy Project (SAVE)** 118](#_Toc70515559)

[**Annex 5: COVID 19 Guidelines for Schools in Malawi on Prevention and Management of COVID 19** 121](#_Toc70515560)

[**Annex 6:An extract of ESF/Safeguards Interim Note: COVID-19 Considerations in Construction/Civil Works Projects** 125](#_Toc70515561)

[**Annex 7: Chance Find procedures** 135](#_Toc70515562)

[**Annex 8:**](#_Toc70515563)[**Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings March 20, 2020** 138](#_Toc70515564)

**ACKNOWLEDGEMENTS**

This Environmental and Social Management Framework (ESMF) has been prepared with support and contributionsfrom many stakeholders to whom the Ministry of Education and Ministry of Labour are very grateful. Appreciation should go to Directors and Senior officers in the Ministry of Education, Ministry of Gender, Ministry of Labour, World Bank officials, Environmental Affairs Department and members from targeted Higher Education Institutions who provided relevant data, information and their time for the production of this Framework. The Ministry wishes to express its special gratitude to the outstanding contributions by the core team that facilitated development of this Framework which included; Dr. Levis Eneya, Rose Kalizang’oma, Peter Yelesani ,Patrick Viyazyi and Mirriam Masiku just to mention a few. Further appreciations should go to Mercy Chimpokosera Mseu, Naile Salima,Samer Samarrai, Violette Mwikali Wambua, Veronica GrigeraandVanwyk Chikasandaat World Bank, Joanna Chikafa, Linda Kalolokesya and Cathy Musa, Environmental Officers from the Environmental Affairs Department for their technical guidance during the entire process.

**List of Acronyms**

AIDS Acquired Immuno Deficiency Syndrome

CERCContingency Emergency Response component

COM College of Medicine

COVID 19 Corona Virus Disease 2019

CSDC Community Skills Development Center

CTC Community Technical College

DCE Domasi College of Education

DCDO District Community Development Officer

DEA Director of Environmental Affairs

EAD Environmental Affairs Department

EMA Environment Management Act

ESMF Environmental and Social Framework

ESIA Environmental and Social Impact Assessment

ESMPs Environmental and Social Management Plans

ESS Environmental and Social Standards

ESCRS Environment and Social Review Summary

ESSF Environmental and Social Screening Form

FM Financial Management

GBV Gender Based Violence

HE Higher Education

HESGLB Higher Education Students Grants and Loans Board

HEMIS Higher Education Management Information System

HIV Human Immuno Virus

ICT Information Communication Technology

IDA International Development Association

IPF Investment Project Financing

IPMT Institution Project Management Team

KCN Kamuzu College of Nursing

LUANAR Lilongwe University of Agriculture and Natural Resources

LMP Labour Management Procedures

MGCDSW Ministry of Gender, Community Development and Social

Welfare

MGDS Malawi Growth and Development Strategy

M & E Monitoring and Evaluation

MoE Ministry of Education

MoL Ministry of Labour

MUST Malawi University of Science and Technology

MZUNI Mzuzu University

NCHE National Council for Higher Education

NEAP National Environmental Action Plan

NEP National Environmental Policy

NESIP National Education Sector Investment Plan

NTCS National Technical Colleges

NQF National Qualifications Framework

ODeL Open and Distance Education Learning

PA Project Appraisals

PAP Project Affected Persons

PIU Project Implementation Unit

PPE Personal Protective Equipment

PSC Project Steering Committee

RPL Recognition of Priority Learning

SAVE Skills for A Vibrant Economy

SEP Stakeholder Engagement Plan

STIs Sexually Transmitted Infections

TCE Technical Committee on the Environment

TEVET Technical, Entrepreneurial and Vocational Education and

Training

TEVETA Technical, Entrepreneurial and Vocational Education and Training Authority

ToRs Terms of References

TWG Technical Working Group

UNIMA University of Malawi

US$/USD United States Dollar

# **Executive Summary**

**Introduction**

This Environmental and Social Management Framework (ESMF) document has been prepared to describe the principles and procedures to be followed in addressing the relevant safeguards policies that will be triggered by the proposed Skills for A Vibrant Economy (SAVE) Project, which is to be financed by the International Development Association of the World Bank. The Project involves activities whose sites have not yet been identified. For this reason, it is not possible at this stage of project preparation to prepare Environmental and Social Management Plans(ESMP) and or conduct an Environmental and Social Impact Assessment (ESIA); hence this ESMF.

**Brief Description of SAVE Project**

The Government of Malawi through Ministry of Education and Ministry of Labour and Vocational Training, with funding from World Bank would like toimplement theSkills for a Vibrant Economy Project (SAVE). The estimated cost for the proposed project is US$ 100 million and expected duration is 5 years (from 2021 to 2026). The proposed Project is aimed to improve access to market-relevant skills programs in priority areas of the economy, ensuring equity in skills training with empowerment of women and girls and vulnerable youth through targeted skills in priority areas of the economy and creating a conducive policy environment & strengthening systems and institutional capacity for skills development, which will center on: Technical, Entrepreneurial, and Vocational Education and Training (TEVET) and Higher Education Reforms, Student loans, Industrial links, Digital technology and Safeguards, Capacity Building, and Technical Assistance among other systemic issues.

The Project will help to among others: (i) Increasing equitable access to market relevant skills development programs in priority areas of the economy in public higher education institutions (ii) Increase equitable access and market-relevance to technical and vocational education and training opportunities in priority areas of the economy and (iii) support Tertiary education student financing and system strengthening, project management, M&E and communications

The project consists of 4 Components which are; Component 1. Supporting public higher education institutions in increasing equitable access to market relevant skills development programs; Component 2 - Supporting Technical, Entrepreneurial, and Vocational Education and Training to increase equitable access to market relevant skills development; Component 3- Tertiary education student financing and system strengthening, project management, M&E and communications and Component 4- Contingency Emergency Response

**Objectives of ESMF**

The objective of this ESMF is to establish procedures for initial screening of the negative impacts which would require attention, prior to sub-project implementation. The key specific objectives are to: a) undertake initial forecast of the main potential environmental and social impacts of the planned and future sub-project activities b) recommend environmental and social screening process for sub-project sites and sub-project activities for environmental and social considerations; c) review environmental policies of Malawi Government in implementation of the project and the relevant World Bank’s Environmental and Social Standards triggered by the project; d) forecast on the potential environmental and social impacts of project activities; e) develop an environmental and social management plan with recommended mitigation measures for addressing negative;impacts and risks; f) Describe the implementation and institutional arrangements for managing environmental and social impacts, including supervision of sub-projects ; g) recommend appropriate further environmental work, including preparation of the site-specific ESIAs/ESMPs,supervision and monitoring of sub-projects.

**Potential Environmental and Social Impacts of SAVE project**

The interventions proposed under SAVE project are not likely to result in significant adverse environmental or social impacts. However, the implementation of building structures under Component 1 and 2 may lead to some negative environmental and social impacts which have to be well managed. The ESMF identifies the potential impacts in the 3 main phases of Pre-construction, Construction and Operation and Maintenance.

**Pre-Construction Phase:** The likely impacts during this phase include; increase in employment Opportunities, increase in business Opportunities, loss of vegetation,increased risk of soil erosion and blockage of some footpaths.

**Construction Phase:** The ESMF identifies a considerable number of potential impacts under this phase which includes; increase in employment opportunities and associated labour issues, increase in business opportunities, source of Government revenue, noise, vibration and emissions, soil erosion, generation of waste, HIV & AIDS and other STIs, increased risk of spread of COVID-19, traffic disruption, Gender based violence andsexual exploitation of students, disruption of classes, occupational health and safety, public safety, water pollution, genderbased violence,violence against children, risk of exposure to hazardous wastes and chemicals and theft cases increase.

**Operation and Maintenance Phase**: The likely potential impacts under this phase will include increase in employment opportunities, increase in number of students enrolled, promotion of teaching and learning of labour market relevant skills, increased knowledge in ICT, Improved learning space and equipment, , generation of solid and liquid waste, soil and water pollution, sexual exploitation of students, HIV & AIDS and other STIs and increased risk of spread of COVI-19, increased energy and water use as well as safety and access issues to students and staff with respect to building design.

**Mitigation and enhancement plans**

As part of the environmental and social assessment process, sub-project specific Environmental and Social Management Plans (ESMPs) will need to be prepared and implemented. These mitigation and enhancement measures are impact specific but some include but not limited to employing locals, creating space for market to boost businesses, awareness and sensitizations, enforcement of use of PPE, replanting of vegetation, restricting speed limits, engaging community and community policing structures, employing alternative technologies e.g. water harvesting etc. Thus, currently the ESMF has provided a generic ESMP and monitoring plan to guide the project implementers.

**Conclusion and recommendations**

This report has presented the major guidelines that have to be followed for safeguards implementation in SAVE project. Mitigation measures for the identified potential environmental and social impacts have to be well followed during the development and implementation of sub-project specificESMPs. The ESMF also recommends adequate provision of capacity building of all key stakeholders who will be directly involved; which is an integral part that will ensure quality safeguards implementation in the project.

# **INTRODUCTION AND OVERVIEW OF PROJECT**

## PROJECT DESCRIPTION

The proposed project is “Skills for a Vibrant Economy Project (SAVE)”. This is a Skills development project which is being prepared for purposes of to increase access to labor market-relevant skills development programs, particularly for females, in priority areas of the economy in targeted higher education and TEVET institutions. The project will provide support to to tertiary institutions i.e. Universities and Colleges (Chancellor College, The Malawi Polytechnic, Mzuzu University, Lilongwe University of Science and Natural Resources, Malawi University of Science and Technology, Mombera University, College of Medicine, Kamuzu College of Nursing, Other privately run universities, Domasi College of Education, Nalikule College of Education), and Technical colleges (Lilongwe Technical College, Livingstonia Technical College, Mzuzu Technical College, Namitete Technical College, Nasawa Technical College, Salima Technical College, and Soche Technical College), to expand access to market-relevant skills and qualifications through a combination of demand and supply interventions. The proposed period of the project is five years, from 2022 to 2026. The source of funding is a loan of US$100 million from the International Development Association (IDA) of the World Bank Group to the Government of Republic of Malawi.

The proposed project will take a demand-driven approach where relevant institutions and training centers will develop training programs to support various levels of occupations and skills from artisanto technicians and vocational trades, to managers and professionals for support. The focus will be on developing market-relevant skills in collaboration and/or partnership with the private sector. The proposed project will focus on women’s empowerment through ensuring increased participation in skills training programs for female students. Focus of this project will also be on digital technology as a mechanism to support expanded, reliable and improved access to skills training opportunities. This will be through promoting the use of digital technology i.e. full utilization of existing ODeL facilities for teaching and learning purposes for universities and technical colleges and use of innovative technology for development and delivery of skills training in potential areas such as photovoltaic production, climate-smart agriculture, digital technologies, digital skills etc.

## PROPONENT(S) AND IMPLEMENTING AGENCIES.

The proponents of the proposed Skills for a Vibrant Economy Project on behalf of Government of Republic of Malawi are Ministry of Education (MoE) and Ministry of Labor.

Contact details and addresses of the proponent are as follows:

**1st ProponentName:**

**Project Contact details**: Rose Kalizang'oma *(*Chief Education Officer for Higher Education)

Postal address: Ministry of Education Science and Technology,

Private Bag 328, Capital City, Capital Hill, Lilongwe 3, Malawi.

Telephone: 265-01-789 422;

Facsimile: 265-01-788 184

E-mail: education@gov.mw.net

Implementing partnerson the other hand will include: National Higher Education Council (NCHE), Technical Vocational Entrepreneurship and Training Authority (TEVETA), HESLGB, Universities and Colleges (Chancellor College, The Malawi Polytechnic, Mzuzu University, Lilongwe University of Science and Natural Resources (LUANAR) MUST, Mombera University, COM, KCN, privately run universities, DCE, Nalikule College), and technical colleges (Lilongwe Technical College, Livingstonia Technical College, Mzuzu Technical College, Namitete Technical College, Nasawa Technical College, Salima Technical College, and Soche Technical College)).

## COMPONENTS OF THE PROPOSED PROJECT

The Skills for a Vibrant Economy (SAVE) projecthas 4 components namely:

**Component 1: Supporting Increased Access to Skills Development Programs in Higher Education (US$58 million)**

This component will support public higher education institutions in achieving the NESIP target to nearly double enrolment in higher education from almost 31,000 in 2020 to over 60,000 by 2029. Higher education institutions will be supported in the preparation and achievement of IDPs, and the project will finance increased access to skills development programs by supporting institutions in construction and infrastructure enhancements to ensure that additional space for enrolment through face to face, blended, and ODeL instruction is available” . Nine public higher education institutions (University of Malawi (UNIMA) - Chancellor College (CHANCO),The Polytechnic, College of Medicine (COM),Kamuzu College of Nursing (KCN); Lilongwe University of Agriculture and Natural Resources (LUANAR), Malawi University of Science and Technology (MUST), Mzuzu University (MZUNI), Domasi College of Education (DCE), and Nalikule College of Education (NCE) will be supported in expanding enrolment in labor market-relevant degree, diploma, and certificate programs in priority areas of the economy (agriculture, energy, education and skills, health, ICT, and industry) particularly for female students. The project will finance increased access to skills development programs by supporting institutions in construction and infrastructure enhancements to ensure that additional space for enrolment through face to face, blended, and ODeL instruction is available. The project will improve labor market relevance through improved private sector and industry engagement, student workplace learning, the updating of courses, and the training and capacity building of lecturers. Efforts to address demand- and supply-side interventions for female students will be supported by this component at the institutional level, and focused outreach to graduates from community day secondary schools will also help address equity concerns.

The IDPs of participating institutions will be financed through performance agreements that define expected results and how these are linked to project funding. Performance agreements between the Government and participating institutions will include an element of RBF and define a set of sanctions and rewards related to project achievements. To confirm achievement of results and related accountability, a third-party verification process will be used and Geo-Enabling initiative for Monitoring and Supervision (GEMS) will also monitor plan progress in each institution.

The project will support a package of interventions to provide equitable, quality, and sustainable higher education opportunities through distance education and blended learning opportunities (ODeL).Higher education institutions will be supported through necessary improvements to campus infrastructure in collaboration with the Malawi Research and Education Network (MAREN) to support internet connectivity and subsidized WIFI access. Additionally, at the institutional level, the provision of necessary infrastructure, equipment, and connectivity to help ensure equitable access to ODeL will be supported. Under the project, faculty and administration will also be trained in basic digital skills, ODeL instructional design and improved pedagogy for ODeL and blended learning. Students, particularly the neediest, will be supported through the provision of necessary equipment, digital skills training, and access to internet connectivity as necessary to ensure equitable access and retention.

Increased support toward student financing for needy students and females will help increase access to higher education in supported higher education skills development programs. The costs of higher education are a significant constraint for improving participation in tertiary education. This component will provide well-targeted and sustainable financial support to students and increase the level of support for vulnerable students and females. Financial support will also be provided to these students to buy gadgets/tablets.

*Subcomponent 1.1: Performance Agreements for Skills Development Results in Higher Education (US$51 million)*

This subcomponent will support public higher education institutions in the implementation of their IDPs by financing agreed-upon results outlined in performance agreements. Theagreed-upon IDPs and related targets outlined in the performance agreements will be set in terms of increased enrolment, labor market relevance, and equity in selected institutions to support skills development in priority areas of the economy supported by the project. A focus on improved equity, particularly in relation to female students, will be prioritized in supported activities and set targets. Institutions will be financed based on the achievement of results outlined in the performance agreements. All nine public higher education institutions will be supported through this subcomponent and will be eligible to receive up to US$7million in financing based on their individual IDPs developed during project preparation and as outlined in their performance agreements.

The project will establish effective industrial and private sector partnerships to improve the labor market relevance of skills training programs.A skills gap analysis will further help refine the needs of the labor market and help guide links to labor market needs with tracer studies throughout the project’s lifecycle and attention to soft skills, entrepreneurial skills, and digital skills, all highlighted in the Skills Development Project (SDP) as areas requiring additional support, will also be supported by the project to ensure labor market relevance. The project will also fund curriculum development in partnership and consultation with relevant private sector and industry bodies. Institutions will focus on course offerings with attention to areas of their comparative advantages and will partner with industry and the private sector in updating courses and in the teaching and learning processes. New and updated certification and diploma and degree-level programs will be financed in agreed-upon areas of study including among others areas such as science education, engineering, medical doctors and nurses, renewable energy, agriculture, natural sciences, and ICT. The project will also provide students and staff opportunities for workplace learning and industry attachments. A partnership framework or MoU will be established with relevant private sector and industry representatives to solidify said partnerships with detailed work programs outlining at least a two-year collaboration. The emphasis on linkage with private sector, will be strengthened with the development of a national framework for linkages between Private Sector and HEIs, which will be an overall strategy which institutions can refer to. Participating institutions will also conduct tracer studies to monitor industry needs and use the findings to continuously enhance and develop supported programs of study. Lastly, to support quality and labor market relevance of skills development programs, this subcomponent will invest in improving the capacity of instructors and faculty in participating institutions.

To increase equity, the project will support institutions to create a safe and enabling environment for all students particularly women.The IDPs will outline a detailed set of activities to achieve improved equity-related targets in terms of student enrolment, training of faculty and staff on issues of sexual harassment and gender-sensitive pedagogy, and bridge and mentoring programs to support vulnerable students, particularly females, in academic and social aspects of student and work life. Some bridging programs will target TEVET graduates planning to upgrade and progress into HE studies in their field of specialty. The project will finance institutions in ensuring that minimum standards of facility and campus safety are in place. For instance, a focus on student accommodation standards; the development and implementation of policies on sexual harassment, abuse, and exploitation; and training and outreach for instructors, administrators, students, employers, and community to address issues related to gender norms. This subcomponent will be implemented directly by each of the higher education institutions supported by the project.

*Subcomponent 1.2: Higher Education Student Financing to Improve Equity (US$7 million)*

This subcomponent will expand the number of needy and female students able to access loans and grants offered by the HESLGB. By the end of the project, an additional 5,000 vulnerable students will be provided with loans and at least 800 females will receive grant funding. Student loans will be provided to degree, diploma, and ODeL students to cover tuition, upkeep, and book/stationery/e-learning gadgets, and 60% of the loan recipients will be females.

The project will also support the HESLGB to widen its mandate and strengthen its legal, policy, and institutional capacity.Specifically, the project will support the HESLGB to amend the current HESLGB Act to increase access to financing from the HESLGB for students in all forms of tertiary education, including diploma and ODeL students. The project will also strengthen the HESLGB’s capacity to administer efficiently its grants and loans, specifically in relation to (a) communications to help ensure that students understand the financial commitments surrounding student loans; (b) strengthening mechanisms to support student loan deployment, including through links with the private sector; and (c) the recovery of loans by linking with relevant entities to improve the financial sustainability of the HESLGB. Lastly, the project will finance the construction of facilities to house the HESLGB operations currently using rented premises. The activities of this subcomponent will be implemented by the HESLGB with support for procurement through the Project Implementation Unit (PIU).

**Component 2: Supporting Increase in Access to TEVET Skills Development (US$30 million)**

This component aims to increase access to formal TEVET-level tertiary education (Levels 1 to 4) provided in NTCs and CTCs, CSDCs, and selected private TEVET institutions. The SAVE Project targets youth, particularly females, holding an MSCE qualification, which is the entry requirement for formal TEVET programs. The component will strengthen training capacities in TEVET with attention to priority sectors of the economy.

The project will finance 9 public universities, 7 national technical colleges and up to a maximum of 30 other TEVET institutions (competitively selected from community skills development centers and community and private technical colleges depending on availability of project funds).Similar to higher education, NTCs will receive financing based on the development of IDPs and performance agreements. A third-party verification process will be used to confirm the achievement of results across all activities and to confirm results-related financing. In the case of CSDCs, CTCs, and private providers, the actual grant beneficiaries will be selected through a competitive mechanism and as such will not be funded through performance agreements. To ensure transparency in the selection and incentivize performance and results orientation among TEVET institutions an independent Grant Committee for selection of grant winners will be used. Key results from this component will center around an increase in the number of students enrolled in TEVET skills development programs, especially female students, by at least 50%, in alignment with targets set out in the NESIP.

Supporting the expansion to formal Technical, Entrepreneurial, and Vocational Education and Training (TEVET) programs will increase access to skills development in cooperation with industry. As a precondition for being awarded project support, an institution must have signed at least one Memorandum of Understanding (MoU) with a private sector or industry partner outlining cooperation arrangements in the fields of labor market assessment and program development, implementation of industrial attachments, support to job placement and self-employment promotion, enhancing of teaching capacities in the institution, quality assurance, M&E, and/or others.

The component will also support greater participation of young women in priority sectors of the economy.The introduction of TEVET programs in new occupational areas in health, services, ICT, agriculture, industry, and energy will provide more training supply in fields attractive to girls and women. The appropriateness of new training programs for girls will be an important criterion of the IDP and related proposals. This is expected to be reinforced by investing in safe and gender-friendly facilities and supporting the systematic development and application of institutional gender policies, programs to prevent GBV, gender-sensitive vocational counselling, further training of teaching staff in gender sensitization, and other measures aimed at improving the attractiveness of TEVET among girls. TEVET institutions will also be allowed to use SAVE funding for the rehabilitation or construction of student accommodation to ensure that students, particularly young women, are able to study in a safe environment.

*Subcomponent 2.1: Performance Agreements to Support Increased Skills Development through National Technical Colleges (US$10 million)*

The objective of this subcomponent is to increase access to TEVET training in priority areas by supporting performance based IDPs of the seven public NTCs (Lilongwe Technical College, Livingstonia Technical College, Mzuzu Technical College, Namitete Technical College, Nasawa Technical College, Salima Technical College, and Soche Technical College), which represent the cornerstones of Malawi’s formal TEVET space, especially at higher qualification levels. The average financing for each NTC is expected to be US$1–1.5 million, based on the agreed-upon IDP and financed upon the achievement of defined performance agreements. The IDPs will focus on increasing the intake capacity; improving training quality, including teaching and learning technologies; creating capacities within technical colleges to provide incubation services for self-employment promotion to graduates; and formulating measures to incentivize vulnerable youth and adolescent girls to participate. The supported NTCs are expected to double their annual intake to formal regular TEVET programs. Furthermore, NTCs are expected to strengthen their role as innovation hubs in the TEVET space by spearheading digital skills development; deepening the cooperation with industry; and piloting new curricula including for needs-based informal TEVET programs that will serve a wide variety of target groups including workers in industry, informal sector operators, unemployed, and others.

Financing in this subcomponent will support the building and rehabilitating of training infrastructure, the acquisition of equipment, and the purchase of teaching and learning materials. Digital infrastructure enhancements at the institutions will also be supported along with the development of effective employment promotion services. Emphasis will also be placed on capacity building of teaching staff and managers and on efforts to improve student services with a special emphasis on enhancing the learning environment for girls. All investments to be funded under the project will adhere to the current environmental standards and will support energy-efficient and eco-friendly facilities as in the component supporting higher education. Activities under this sub-component will be implemented directly by the NTCs with procurement supported by the project PIU.

*Subcomponent 2.2: Increased Access to Market-oriented TEVET Programs through Competitive Grants (US$15 million)*

This subcomponent will support selected CTCs, private technical colleges, and CSDCs to expand their training offers in line with market needs, especially targeting vulnerable and female youth. To select beneficiary institutions, the project will set up a competitive grant funding mechanism. It is expected that in total 30 institutions will be supported at an average grant project amount of US$500,000 each. The grant funding will be used, among others, to cover expenditures related to the introduction or expansion of training programs in priority occupations, general institutional development leading to increased intake capacity, special services and support to vulnerable groups and adolescent girls, and selected recurrent costs including salaries of teaching staff to cope with increased training activities. The support under this subcomponent is expected to create additional intake capacity for at least 3,000 new regular TEVET students annually. Apart from increasing capacities for formal tertiary TEVET, investments will support the institutions to improve and expand their informal training offers to the general youth population, which would benefit additional vulnerable youth and girls without access to formal TEVET.

Grant funding will be provided on the basis of proposals submitted by institutions.To ensure transparency and accountability in the selection of the grant beneficiaries, a Grant Committee composed of TEVET experts and representatives of key stakeholder groups will be established to evaluate and select proposals for funding. Selection criteria will include, additional student intake, quality and innovativeness of private sector partnerships, labor market relevance of proposed programs, interventions to support girls and vulnerable youth, and sustainability. Two rounds of proposals are envisaged, one at the beginning of the first year of project implementation and the second in the beginning of the second year. It is envisaged that TEVET institutions will compete for grants under two windows, one accessible to CTCs and CSDCs, and the other one targeting private TEVET institutions.

The grants will be open to the full spectrum of formal TEVET providers including private TEVET institutions. Private TEVET institutions are eligible to participate in the competitive grants but will be required to provide an institutional matching grant to be covered by the institution itself. Different from CTCs and CSDCs, where TEVETA’s Regional Service Centers will take over major responsibility for procurement and financial management, private TEVET institutions benefitting from grant funding will receive reimbursement of eligible costs upon achievement of agreed milestones through the PIU. Further details of the conditions and rules of the fund, the matching grant requirements for private TEVET institutions, and the selection process including all standard instruments will be outlined Project Implementation Manual (PIM).

Responsibility for the management and implementation of the Competitive Grant rests with TEVETA.The competitive grant management includes facilitating the calls for proposal and the selection process, which is driven by the Grant Committee, concluding and managing the grant contracts. Funds management support operational and results monitoring of grant projects and all reporting on the Competitive Grant Fund. Technical assistance to the grant beneficiaries, financial management and procurement issues will be handled by the Regional Service Centers of TEVETA, which operate in all three regions of the country. In order to ensure ownership of the grant project, supported institutions will develop an IDP implementation and procurement committee, which will prepare specifications for procurement and take other procurement decisions, with procurement being executed by TEVETA.

*Subcomponent 2.3: Increased Equity in Formal TEVET through Scholarships (US$5 million)*

The project will support TEVETA to implement a needs-based scholarship fund to support vulnerable secondary school leavers to enroll in regular TEVETA-sponsored apprenticeship programs.The fund targets potential students in all registered formal TEVET institutions including NTCs, private Technical Colleges, CTCs and CSDCs (both in regular and parallel programs), that intend to enroll in science and technology-based TEVET courses (Youth intending to study administrative studies and management courses will not be eligible to participate). The scholarship will cover the cost of living, tuition, book/internet allowance and examination fees. The selection of beneficiaries will be done in accordance with established procedures with a strong involvement of local level stakeholders. Financial support will be aligned and coordinated with support from the HESGLB to avoid duplication. Depending on need, the sub-component will also assist the establishment and implementation of special coaching modules to assure weaker students meet the program requirements. At least 5,000 vulnerable students are expected to be supported under this scheme.

**Component 3. Tertiary education system strengthening, project management, M&E and communications(US$12 million)**

This component will support system-level analysis, coordination and capacity building to create a conducive policy environment and support overall project management. The component will support improvements in management information systems, improve quality assurance mechanisms, and help in the design, implementation and evaluation of policies that support improved access, equity and efficiency. The component will also support the newly formed Directorate of Distance Learning to develop a coherent and coordinated approach to the expansion of distance learning opportunities and to ensure continuity of learning in emergencies. Contingency planning for the current COVID-19 pandemic and future crises will also be supported. Overall project management, M&E and communications to help ensure effective coordination, implementation and reporting will also be supported through this component. Sub-components 3.1, 3.2, 3.3 will be implemented by responsible Directorates and Units across the MoE and MoL with support from the PIU.

*Sub-component 3.1 Higher education system strengthening ($1.75 million)*

This sub-component will support higher education system strengthening by supporting the MoE Directorate of Higher Education and NCHE inensuring an improved policy environment supporting quality assurance, relevance and equity in higher education with attention to the need for the availability and use of data for effective decision making. Support will focus on relevant analysis and studies and related capacity building on equitable access to higher education, improved relevance in the sector and improved governance and management. The project will support activities and technical assistance including studies to identify the main constraints and strategies to improve equity in access to higher education and related capacity building to support gender equity in higher education in collaboration with the Ministry of Gender, Community Development, and Social Welfare (MoG). An assessment of the potential for outsourcing of ancillary services including student accommodations in higher education institutions will also be supported. Supported activities will include the operationalization of the Higher Education Management and Information System (HEMIS) and implementation and monitoring of a Higher Education National Qualifications Framework (NQF), strengthened higher education quality assurance systems and system to improve the transition of students from TEVET to higher education. Additionally, to improve overall coordination and governance across tertiary education, this sub-component will support the secretariat of the Tertiary Technical Working Group (TTWG).

*Sub-component 3.2 TEVET system strengthening (US $2.25 million)*

Support to TEVET system reforms to improve the quality and relevance of TEVET provision will be supported through the MoL Directorate of TEVET and TEVETA.Support will help in strengthening TEVETA to address key system and operational challenges critical to enable TEVET providers, including private providers, to improve access and market-orientation of TEVET programs. The project will support TEVETA to initiate and deepen reforms contributing to the achievement of project objectives. This will include technical assistance and investment supporting the information system to collect and analyze comprehensive data on TEVET. Additionally, to improve the quality and market relevance of TEVET, this sub-component will also support the development of a strategy to expand and improve TEVET teacher training, strengthen curriculum development, and facilitate industrial attachments with related teacher training. Given the need to ensure continuity of learning during crisis, preparatory analytical work and the establishment of an e-learning platform and e-learning in selected Technical Colleges in collaboration with the ODeL Directorate will also be supported. Lastly, to ensure enhanced tertiary education links to industry and the private sector this sub-component will support activities such as the Public Private Sector Skills Development Forum to help link industry and higher education to TEVET.

*Sub-component 3.3 Establishment of functioning ODeL Directorate and support to continuity of learning in tertiary education through ODeL (US $2 million)*

The improved use of ODeL to ensure continuity of learning in emergency situations along with support of the project to support ‘building back better’ is a project priority.  As such, this subcomponent will support the Ministry’s response to COVID-19 in the establishment of the Directorate of Distance Education. The project will support the new Directorate to develop a national strategy for open and distance learning, produce guidelines for courses and related accreditation, quality assurance and effective modes of monitoring and evaluation of said programs. The sub-component will also support participating institutions to take advantage of the infrastructure and connectivity opportunities that the Digital Malawi project is providing through partnerships with MAREN and links and use to project related activities and findings. The Directorate will work with TEVETA and MoL to introduce/roll-out their E-Learning platform which includes a blended approach of self-paced, instructor-led e-learning and traditional classroom learning to increase access. Technical assistance will be provided under the sub-component to encourage knowledge sharing and learning among stakeholders and to ensure the dissemination of global knowledge on the effective use of distance education. The sub-component will also support the strengthening of system capacity to plan effectively for emergency situations by supporting the development of standards and guidelines related to continuity of learning.

*Sub-component 3.4 Project coordination, monitoring and evaluation, communications (US$ 6 million)*

This sub-component will provide support for project management activities including project supervision, M&E, annual verifications, communications, and support to the technical and steering committees. In addition to setting up and running of an effective PIU, this sub-component will coordinate project M&E including the use of the Geo-Enabling Initiative for Monitoring and Supervision (GEMS) and the recruitment and management of the of a third-party validation agency for independent verification of project outputs with related coordination of annual confirmation procedures of project outputs and Performance Agreement (PA) financing. The PIU will be responsible for annual Financial Management (FM) audits, project reviews (mid-term and end-project review) and related project M&E procedures and coordination with implementation agencies. Additional support from the PIU will include the support of TEVET Competitive Grants Selection Committee selection procedures including staffing for funds management and related functions. As necessary, this sub-component will procure consultancy services in coordination with relevant component activities and support capacity building for implementation agencies in TEVET and higher education in relation to effective project implementation, management, M&E, communications, stakeholder engagement and environmental and social safeguards. This sub-component includes financing used during project preparation under the Project Preparation Advance (PPA) (PPA is US $1.5 million was utilized during project preparation to support implementing institutions in the preparation of IDPs, necessary and relevant background papers and analysis, the setting up of the PIU, along with support for the project preparation Technical Committee to operate during COVID-19).

**Component 4: Contingent Emergency Response (US$0 million)**

This Contingent Emergency Response Component is included under the project in accordance with the World Bank Policy on Investment Project Financing (IPF), paragraphs 12 and 13, for situations of urgent need of assistance. This will allow for rapid reallocation of project proceeds in the event of a natural or man‐made disaster or crisis that has caused or is likely to imminently cause a major adverse economic and/or social impact. To trigger this component, the Government needs to declare an emergency or provide a statement of fact justifying the request for the activation of the use of emergency funding. To allocate funds to this component, the Government may request the World Bank to reallocate project funds to support response and reconstruction.

If the World Bank Group agrees with the determination of the disaster and associated response needs, this component would draw uncommitted resources from other expenditure categories and/or allow the Government to request the World Bank to re categorize and reallocate financing from other project components to cover emergency response and recovery costs. This component could also be used to channel additional funds should they become available because of an emergency. Disbursements would be made against a positive list of critical goods or the procurement of works and consultant services required to support the immediate response and recovery needs. A specific Emergency Response Operations Manual will apply to this component, detailing FM, procurement, safeguards, and any other necessary implementation arrangements.

## PROJECT APPRAISAL UNDER WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS

Initial appraisal of Skills for a Vibrant Economy Project (SAVE)project under World Bank Environmental and Social Standard 1 (ESS1), has indicated the need for all projects financed by the Bank to have an Environmental and Social assessments. Under ESS1, there is need forand social screening for all projects of which then the screening may dictate environmental management plans or ESIA so as to mitigate and/or enhance the impacts. With SAVE project, the main sources ofnegative impacts would be from proposed expansions and rehabilitation/ improvementworks of the facilities at various campuses of both public Universities and Colleges and national and community technical colleges.

Potential environmental impacts from rehabilitation works and construction of new additional infrastructure would include: clearance of trees and grass on sites, dustemissions, noise nuisance, and clearance of some trees on sites, increase in discharge of surface runoff and soil erosion, increase on solid and liquid wastes on premises among others. Some social impacts will include increase in spread of HIV/AIDS and other sexually infected diseases due to influx of migrant workers, increased risk of spread of COVID-19, increased energy and water use, Safety issues due to poor designs, risk of exposure to hazardous chemicals and wastes and increase in incidences of theft and burglary cases.

Additionally, other Environmental and Social standards will be triggered by this project to necessitate ESMF. These include ESS2: Labor and Working Conditions; ESS3: Resource Efficiency and Pollution Prevention and Management; ESS4: Community Health and Safety; ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources; ESS8: Cultural Heritage; and ESS10: Stakeholder Engagement and Information Disclosure.

This Environmental and Social Management Framework has been prepared to guide on environmental screening and management of the project. It should be pointed out however, that upon results screening of the projects, some sub-projects may be subjected to further environmental assessments before implementation.

## OBJECTIVES OF THEENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK

The aim of the environmental and social management framework (ESMF) is to establish procedures for initial screening of the negative impacts which would require attention, prior to project implementation. Key specific objectives for theassessment are:

1. To recommend environmental and social screening process for sub-project sites and sub-project activities for environmental and social considerations.
2. To review environmental policies of Malawi Government in implementation of the project and relevant the World Bank’s Environmental and Social frameworks triggered by the sub-projects.
3. To undertake initial forecast of the main potential environmental and social impacts of the planned and future sub-project activities.
4. To develop a generic environmental and social management plan with recommended mitigation measures for addressing negative impacts and risksin the course of project implementation and operation within the environment.
5. To recommend appropriate capacity building for environmental planning and monitoring in the sub-project activities, including supervision of sub-projects
6. To recommend appropriate further environmental work, including preparation of the site-specific ESIAs/ESMPs for sub-projects.

## JUSTIFICATION FOR ESMF FOR THE PROJECT

Infrastructure development is amongst activities that trigger environmental and social impacts. Malawi legislation has therefore in place guidelines and requirements for screening all proposed projects that have the potential to pose adverse impacts on the environment followed by further determination on whether an ESMP or a full ESIA process should be carried on such projects depending on scale and sensitivity of the project and environment. Through the Environment Management Act of 2017 and EIA guidelines of 1997, various proposed projects receive a determination of whether or not to undergo Environmental and Social Impact Assessment process as a way of integrating environmental and social considerations in thosedevelopment projects. However, it is noted that this determination is only made on projects whose activities and exact location(s) are known. For projects whose activities and/or locations are not known, are not covered by the legislation. This leaves a gap for environmental and social determination of those projects. The proposed infrastructural improvement works under Skills for a Vibrant Economy Project has the potential to generate negative impacts to the environment. However, the exact locations of the construction sub projects are not yet known. Therefore, there is no provision for their environmental and social screening modalities in Malawi legislation. The World Bank policy though, provides for environmental and social screening of each proposed project through preparation of the Environmental and Social Management Framework for those projects. Therefore, this Environmental and Social Management Framework (ESMF) has been prepared for screening the SAVE project activities and providing guidance on the level of environmental assessment required as a way of bridging this gap within the national laws.

## USERS OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK

The ESMF contains useful information on the procedures for environmental and social screening for subprojects, potential environmental and social impacts; measures for addressing the negative impacts, recommended environmental and social rules for contractors. In addition, the framework contains useful information on list of required statutory approvals/licenses which need to be obtained in order to ensure that the implementation and management of the project follows sound environmental management practices stipulated in various policies and pieces of legislation in Malawi. Such information will be useful in planning, implementation of the proposed project activities. In this regard, the report will be useful to the following stakeholders: Ministry of Education and Ministry of Labor), other implementing agencies, project consultants (Project Manager, Project Architects, Landscape Architects and Project Engineers), project construction contractors, participating Institutions authorities, local traditional authorities, MEPA, the surrounding community including staff and students community, NGOs, relevant government agencies and other interested parties

## TECHNICAL APPROACH TO PREPARINGENVIRONMENTAL AND SOCIAL FRAMEWORK.

The focus of the assignment was to undertake initial scoping ofpotential environmental impacts of the activities and prepare and an environmental and social management framework to guide the further environmental considerations in project planning and implementation. In order to achieve these targets, various methods (such literature review and interviews of selected stakeholders,) were adopted in the assignment.

Step 1: **Review of existing literature.**

This step involved a review of some existing literature and documents with information and data related to the project. Documents reviewed included: Project appraisal document, World Bank Environmental and Social Safeguards Policies, National environmental and social related policies and pieces of legislation, other related project’s reports and environmental profiles in Malawi. Examples of data and information obtained from such sources include background information on project, background information on Malawi’s environmental policies and pieces of legislation, statutes and requirements etc. All these documents have been duly acknowledged in the reference page of this framework.

Step 2: **Stakeholder Consultations**.

This step and aim of the consultations were to solicit views from selected stakeholders that could be used in the development of the ESMF. Selected stakeholders to the project were consulted and those who participated includedthose from participating Higher Education Institutions and Government Ministries and Departments including the Heads of Institutions, Directors, Professors and Administrators. The institutions and Government entities that participated include; Ministry of Education, Ministry of Gender, Ministry of Labour, Chancellor College, Kamuzu College of Nursing, LUANAR, MZUNI, Polytechnic, College of Medicine, Nalikule, MUST, Mponela Community College and Domasi Teachers’ College.

The Stakeholder consultation meeting was convened virtually on 12th February, 2021 from 9:00am. The meeting drew about 42 participants from these institutions.

As a method of consultation, a Consultation guide/ checklist for the consultations was developed and issues covered centered on the following key areas:

1. Challenges already existing in the institutions and the project can help address
2. Positive impacts anticipated from the project
3. How the positive impacts can be enhanced by the project
4. Risks anticipated if the project is implemented
5. Negative social impacts, construction and rehabilitation activities will cause and should be included in ESMF
6. If there are sensitive habitats/ features existing at the institutions that the project may negatively affect
7. Activities that can likely threaten the environment to which the project will be implemented
8. Proposed interventions to be included in the ESMF to improve the environmental performance of the project
9. Whether Grievance Redress Mechanisms used in Institutions
10. Labor issues- How best can this project ensure vulnerable students are safeguarded from illicit behaviors by workers.
11. Other issues should be included in the ESMF

Members from different institutions made their contributions with respect to the guide. The list of participants and comments that the institutions submitted have been presented in Annex 3 and Annex 4.

**Step 3:Identification of potential risks and impacts of project**

This step involved using expert knowledge, identifying lessons from past related projects (Skills Development Project) and soliciting views from stakeholders to identify the potential risks and impacts that SAVE project activities will bring. Much focus was placed on construction, rehabilitation and renovation activities of the project.

**Step 4: Preparation of environmental and social management plans.**

This step involved the identification of generic mitigation measures for the potential negative impacts; identification of enhancement measures for positive impacts and development of monitoring systems for the implementation of mitigation measures.

## PRINCIPLES OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORKFOR SAVE PROJECT

The implementation of safeguards under SAVE project will be governed by the following principles.

1. **Environmental Sustainability**: The project will promote a synergy between environmental and social management with the rehabilitation and expansion of building structures. This will be achieved by ensuring that the designs of the building structures have taken into consideration the potential impacts for the project.
2. **Preventing adverse and maximizing beneficial environmental impacts**. The project has been aligned to enhance all positive impacts and also mitigate all expected negative impacts by involvement of all relevant stakeholders in the implementation of the project and ensuring that all expected safeguards instruments are put in place.
3. **Mainstreaming cross cutting issues**. The project will ensure that cross cutting issues such as gender, HIV and AIDs, COVID 19,violence against children, climate change are being addressed properly throughout the project cycle.
4. **Lessons from Skills Development Project:** The project will draw lessons from the previously World Bank funded Skills Development Project, to inform overall SAVE project implementation and implementation of theoverall ESMF including SEP and LMP for the project.Among the lessons from Skills Development Project which will inform implementation of this ESMF and or the project are as follows;

* Throughout Skills Development Project implementation, the project had a high level of government support and included regular coordinated engagement with key stakeholders to address implementation challenges and delays. The project had multi-ministerial support from the Ministry of Finance, Economic Planning and Development; Ministry of Labor; and the MoE given the cross-sectoral nature of skills training.
* Clear roles and responsibilities were divulged to the Participating Institutions which supported implementation on the ground through the Participating InstitutionsTeams at each of the institutions.
* Regular engagement with key stakeholders through the project governing committee supported the identification of issues and concerns, developed common solutions, and tracked progress of project achievements.
* Progress on achievements was done at the individual Participating Institutions level, centrally collaged and reported on through the NCHE. Such an arrangement of highlevel support with decentralized implementation responsibilities resulted in achieving the Results Framework indicators
* There were delays in project effectiveness along with currency devaluations which affected project implementation. This required re-structuring of the activities and this further delayed implementation. A plan should therefore be in place to adjust activities in time incase currency devaluation problems.
* Organizational capacity and human resource constraints, particularly around fiduciary matters, posed challenges and delays. There was a lack of human resource capacity particularly in relation to the coordinating entity for the project. The first few years of implementation shown evidence of weak capacity for management with evidence of important delays in procurementrelated matters, submission of audited financial reports and the revised plans.
* Construction contracts and related supervision posed challenges throughout project implementation, and construction of some facilities was not finalized by the end of the project. Construction was a key activity associated with this project. It accounted for the majority of the project costs; however, ISRs point to insufficient due diligence related to the careful selection and supervision of vendors hired to aid in the implementation of construction.
* Although the Participating Institutions were required to have a consultant (or staff) with technical expertise to support the design of construction and to provide related oversight of construction including liaising with contractors, many of the participatingInstitutions faced difficulties with timely completion of construction.
* Lack of construction materials, particularly timber and cement, ambitious original designs and problems with contractors caused construction delays e.g. at MZUNI and LUANAR,.
* COVID-19-related lockdowns affected works and final handovers.

# **POLICY, LEGAL AND REGULATORY FRAMEWORKRELEVANT TO SAVE PROJECT**

This Chapter provides a review of Government of Malawi’s policy, regulatory and legal framework which is pertinent to the implementation of SAVE project and applicable World Bank’s Environmental and Social Standards (ESS). It outlines the most important Sectoral Policies, Legislation, Guidelines and Standards which are relevant in providing technical, policy and legal framework that ensures good management of the environment to achieve sustainable development.

## POLICY AND ADMINISTRATIVE FRAMEWORK FOR IMPLEMENTATION OF ENVIRONMENT AND SOCIAL STANDARDS

The Malawi national policies relevant to Skills for a Vibrant Economy Project implementation and its respective adherence to environmental and social standards have been reviewed in the subsequent subsections.

### **The National Environmental Action Plan (2002)**

The National Environmental Action Plan (NEAP), developed in 1994 and updated in 2002, provides a framework for integrating the environment into all socio-economic development activities of the country. The NEAP documents and analyze major environmental issues and measures to alleviate them; promote sustainable use of natural resources in Malawi; and develop an environmental protection and management plan. The NEAP identifies the following as key environmental issues to be addressed, in relation to the proposed project: soil erosion, water resources degradation, air pollution and climate change. In order to protect the environment from further degradation; the NEAP outlines actions that need to be undertaken to ensure adequate environmental protection.

The proposed project will among other activities involve construction and rehabilitation works. These works mustbe designed and aim to prioritize strategies to protect the environment by avoiding as many of the significant impacts as possible in the first place ((e.g. soil erosion). Where this is not possible, mitigation measures are to be implemented through management plans and monitoring has to be done effectively.

### **The National Environmental Policy (2004)**

The National Environmental Policy (NEP) was developed in 1996 and revised in 2004.NEP isbased on the principles of National Environmental Action Plan, and provides broad policy framework on environmental planning in development programmes including undertaking environmental impact assessments for prescribed projects. The policy advocates sustainable social and economic development through sound management of the environment and natural resources in Malawi.The policy seeks to meet the following goals: 1. secure for all persons resident in Malawi now and in the future, an environment suitable for their health and well-being; 2. promote efficient utilization and management of the country’s natural resources and 3. encourage, where appropriate, long-term self-sufficiency in food, fuel wood and other energy requirements; 4. facilitate the restoration, maintenance and enhancement of the ecosystems and ecological processes essential for the functioning of the biosphere and prudent use of renewable resources; The National Environmental Policy has implications on the proposed SAVE Project in its design; as it will be associated with potential negative environmental impacts which will need proper management and/or mitigation according to the policy.. The project will however, also contribute positively to the policy statutes as it seeks to strengthen training capacities in priority sectors of the economy including energy and agriculture and of which are among issues being promoted as goals of the policy.

As a requirement under the environmental policy, the project will require to upstream adequate measures for protection of the environmental and it social component from risks and impacts. It will be necessary therefore that an appropriate environmental management plan is implemented during implementation and operation of the project in order to mitigate negative impacts. Furthermore, the policy highlights areas of priority, including efficient utilization and management of natural resources; through involvement of the private sector, NGOs and communities to achieve sustainable environmental planning and management. In line with this requirement, the proposed project has to integrate environmental management and protection during project planning and implementation. Where appropriate for the project, the screening process and preparation of safeguard documents will provide a conduit for the participation of the private sector, NGOs and local communities in the management and protection of natural resources and the environment on and around the project area.

### **Guidelines for Environmental Impact Assessment (EIA) (1997)**

The EIA Guidelines of 1997 outline the process for conducting ESIAs to ensure compliance with the ESIA process, as required in the Environment Management Act. The Guidelines contain a list of prescribed projects for which ESIA is mandatory and those that may require an ESIA; hence they assist in environmental screening. Under the ESIA guidelines, no licensing authority can issue any license for a project for which an ESIA is required, unless the Director General of the Malawi EnvironmentalProtection Agency (MEPA) has given consent to proceed; on the basis of a satisfactory ESIA or non-requirement of an ESIA. To comply with the requirements in the guidelines under SAVE project, the implementing agencies will prepare a Project Brief and submit it to MEPA to determine if ESIA is required or not for a particular sub-project.

### **Decentralization Policy (1998)**

The Decentralization Policy was adopted in 1998 to:

* Devolve administration and political authority to the district level;
* Integrate governmental agencies at the district and local levels into one administrative unit, through the process of institutional integration, manpower absorption, composite budgeting and provision of funds for the decentralized services;
* Divert the center of implementation responsibilities and transfer these to the districts;
* Assign functions and responsibilities to the various levels of government; and
* Promote popular participation in the governance and development of districts.

Through the Decentralization Policy, some of the roles of the authority at district level (District/City Council) are to implement or facilitate development projects; to ensure development projects in their area are implemented in a sustainable manner; and to mobilize masses for socio-economic development at the local level. Therefore, for effective implementation of the project by the Ministry of Education and Ministry of Labor must not side-line the District/City Council in the sub-projects’ implementing area. The Decentralization Policy also provides for the need of councils (especially city councils) to be responsible for providing environmental and sanitation services such as refuse disposal, sewage removal and disposal, environmental reclamation, and environmental education. Ministry of Education and Ministry of Labor must use the existing provisions by the policy through the councils to provide environmental and sanitation services where they are not in capacity.

### **National Construction Industry Policy (2015)**

Renovation (construction activities) of targeted facilities triggers the Construction Industry Policy, whose broad policy goal is to develop an internationally competitive construction industry that will be able to undertake most of the construction projects in Malawi. The Policy also aims to export its services and products and ensure value for money to industry client as well as promote environmental sustainability in the implementation of construction projects.The policy specifies on construction materials and designs of buildings that ensures sustainability. Issues of construction workers’ safety and health are also emphasized in this policy.In accordance with the policy goal, SAVE Project implementers must:

* Prioritize awarding construction contracts to qualified and registered Malawian Construction Companies, in a bid to help increase participation of local construction players in local and international market.Ensure that the contractor protects and harnesses the environment, in line with national and international policies for environmental sustainability.
* Ensure designs promote safety and more sustainable buildings both in construction and especially in their operation phase
* Ensure construction workers are provided with suitable and adequate PPE
  + 1. **National Forest Policy (2016)**

The goal of the National Forest Policy is to sustain the contribution of the national forest resources to the quality of life in the country by conserving the resources for the benefit of the nation. The general objectives of the policy are to satisfy the people’s many diverse and changing needs, particularly those of the rural people who are the most disadvantaged. The general objectives will, therefore, aim at:

1. Contributing towards improving the quality of life in the rural communities and providing a stable local economy, to reduce the degenerative impact on the environment that often accompanies poverty by:
2. promoting graded skill and proven methods for utilizing forest products and introduce value-adding processes to popularise their commercial values and encourage the establishment of investment incentives to promote the development of small-and medium-scale industries in the rural areas and offer employment opportunities to the rural communities.
3. promoting increased forestry production per unit area of land, and controlled utilization of over-mature trees, licensed grazing and access for the collection of non-timber forest products;
4. encouraging agroforestry to improve land fertility with respect to nitrogen without the need to increase the use of expensive imported nitrogenous fertilizers, and to meet some of the farmers needs for fuel wood and fodder;
5. Establishing appropriate incentives that will promote community-based conservation and a sustainable utilization of the forest resources as a means of alleviating poverty, including on-farm trees, and fostering the growing of trees by all sections of the communities in order to achieve sustainable self-sufficiency of wood and forest-derived products through the
6. promotion of communal/individual ownership of forests and forest resources
7. promotion and establishment of nurseries by communities and individuals and increase the diversity of species
8. encouragement and enhancement of community and individual marketing of seeds, seedlings and other forest products: and
9. strengthen and maintenance of regular reward system for tree planting and improve the public information system

The construction activities may trigger the Forest Policy. Hence, plans for further development must consider limited forest disturbance while enhancing forest maintenance. Additionally, the project should consider creating employment to the surrounding rural communitiesin fulfilment of this policy. This may contribute to improving the quality of life in the rural communities and providing a stable local economy, to reduce the degenerative impact on the forests that often accompanies poverty

* + 1. **Malawi National Land Policy (2002)**

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

1. Section 9.8.1 of the policy recognizes the need for environmental and social impact assessment of all big land development projects. This requirement is to integrate adequate environmentalmanagement plansand also to protect biodiversity and water resources
2. The policy recognizes several sectoral policies and strategies in physical planning, environment, forestry, irrigation and wildlife and for this reason; it encourages multi-sectoral approach in land use and management at local and districts level.

All developments under SAVE project that are considered “big land development projects”, should be subjected to environmental and social impact assessment and/or have their Environmental and social management plans developed, so as to put in place measures to mitigate negative environmental and social impacts from using that land.

* + 1. **National Water Policy (2005)**

The overall goal of the National Water Policy 2005 is to provide an enabling framework for sustainable management and utilization of water resources, in order to provide water of acceptable quality and in sufficient quantities; and ensure availability of efficient and effective water and sanitation services that satisfy the basic requirements of every Malawian; and for the enhancement of the country’s natural ecosystems. In line with this policy, the project developers and administrators must:

* Advocate for effective and efficient utilization and management of water resources;
* Participate or support efforts towards water resources conservation, harvesting and protection;
* Ensure and promote proper management and disposal of wastes;
* Properly disposing materials that can pollute water resources;
* Promote public awareness on guidelines and standards for water quality, public health and hygiene; and pollution control.

There are a number of implications of National Water Policy and Water Resources Act (2013) related to the proposed project. First, the contractors may need to abstract water from different sources depending on site for the subproject including rivers, underground wells etc. during construction. In this regard, contractors will have to apply for water rights abstraction from Water Resources Board. Additionally, and for sustainability purposes, where extraction of water from rivers or wells will not be sustainable, other sustainable sources such as water harvesting technologies can be installed. The use of harvested water will be a plus to the environment, compared to direct abstraction of water from natural sources. The second implications relate to connection of sewer line to existing sewerage systems of the colleges. This has to be done in accordance with ways that promote proper management and disposal of wastes to avoid the pollution of water resources.

* + 1. **National Gender Policy (2015)**

Gender mainstreaming into the social economic development plans is one of the enablers for the sustainable development worldwide. The Malawi Growth and Development Strategy III (MGDS III) and the Millennium Development Goals (MDGs) recognize the importance of gender and women empowerment in socio-economic development.

As stipulated in Section 1.3, the national Gender policy provides guidelines for mainstreaming gender in various sectors of the economy to reduce gender inequalities and enhance participation of women, men and youth for sustainable and equitable development; as well as poverty eradication in the country. According to Section 3.6 of the policy, persistent gender inequalities and under-representation of women in decision making positions at all levels, necessitated development and implementation of the gender policy in order to address such gender imbalances and other related issues.

The proposed project seeks to reaching out and build capacity with much focus on females so as to create an enabling environment for success of females (the gender that is lagging behind) and ensure equitable access of market relevant skills development for both males and females. This is inline with Gender policy.

* + 1. **Malawi National HIV and AIDS Policy (2012)**

The National HIV and AIDS Policy was formulated to guide the implementation of the HIV and AIDS National Response. The Policy is intended to sustain the National Response; target the key drivers of the epidemic; address the existing and emerging national and global issues; and achieve Zero new infection, Zero related deaths and Zero discrimination

Malawi adopted the first HIV and AIDS Policy in 2003 under the theme “A Call to Renewed Action”. The Policy recognizesthat HIV and AIDS as a pandemic has social, cultural, economic, development, political and biomedical dimensions. It therefore guides the National Response to prevent the spread of HIV infection; and mitigate the impact of HIV and AIDS on the socioeconomic status of the individuals, families, communities and the nation.

The Policy also facilitates:

1. Improvement in the provision and delivery of the prevention, treatment, care and support services for persons living with HIV (PLHIV);
2. Creation of an enabling environment that would reduce the individual and societal vulnerability to HIV and AIDS; and
3. Strengthening of the multi-sectoral and multidisciplinary institutional framework for the coordination and implementation of the HIV and AIDS programmes in the country

This project may trigger the National HIV and AIDS Policy due to the presence of new people (as workers) in various sub-project sites both during design and implementation. Also, the increased number of students’ enrollment and their associated physical interaction may trigger social interactions among them and hence contributing to the spread of HIV/AIDS. It is therefore of paramount importance to put and HIV/AIDS policy for the workplace and create an enabling environment that would reduce the individual and societal vulnerability to HIV and AIDS in all learning institutions where this project will be implemented.

* + 1. **Malawi National Youth Policy (2013)**

Malawi's National Youth Policy (2013) aims to empower its youth and encourage their participation in development processes, as well as to reach their potential. It Sets out specific policies targets, timeframes and responsibilities to develop opportunities for the youth of Malawi.

Government recognizes that youth are a rich array of skills, experiences capacities, lifestyles and indeed problems. In this regard, youth represent a vast human resource potential which, if properly prepared and tapped, can contribute positively to their personal and national development. If neglected, youth will be a missed opportunity. The promulgation of this youth policy is therefore a symbol of commitment by the Malawi Government to the importance of youth development in the overall national development agenda. A number of issues impinge on the youths’ contribution to national development. High illiteracy rate, unemployment, under-employment, a high population growth rate, exploitation by adults, poverty and the HIV and AIDS pandemic are some of such issues affecting the youth that this policy proposes to address. In this regard, the pinnacle of this Policy is empowerment of the youth of Malawi.

SAVE project will directly trigger this policy by contributing to reduced high illiteracy rate, unemployment and under-employment among the youth through expanding access to market-relevant skills and qualifications which inturn may increase the chances of the youth in getting employed or employing themselves.

* + 1. **The Malawi Growth and Development Strategy (MGDS III) (2017-2022)**

Malawi Growth and Development Strategy (MGDS) is the principal government medium term development framework designed to attain the nation’s vision 2020. It emphasizes on the need to create a conducive environment for private sector investment to stimulate economic growth and subsequent expansion in production of goods and services. The strategy advocates infrastructure development, energy generation and supply, integrated rural development, prevention and management of nutrition disorders, HIV and Aids and Youth development among others. Thus, MGDS III has placed Youth Development and Empowerment among the key Priority Areas including the inclusion of Youth Development and Empowerment among the government development priorities so as to raise the profile of the youth sector.

Education and skills development is key for socio-economic development; industrial growth and major source of economic empowerment for different groups of people especially women, the youth and disabled persons. By building an educated and highly skilled population, Malawi will not only achieve accelerated economic growth and development, but it will also achieve the Africa’s 2030 agenda and subsequently the Sustainable Development Goals (SDGs).

SAVE project is a skills development project which is being prepared for purposes of increasing equitable access to labor market-relevant skills development programs in priority areas of the economy among the youth through increasing access to tertiary education, Supporting Technical, Entrepreneurial, and Vocational Education and tertiary education financing especially to the vulnerable youth. This project therefore will trigger the MDGSIII youth empowerment agenda and it is an unparalleled opportunity for youth development in Malawi as it may improve employability of the young Malawians and eventually reduce youth unemployment.

* + 1. **Girls Education Strategy (2014)**

Girls Education Strategy (2014) presents a package of strategic interventions that address barriers to equitable girls’ access to education. The strategy ensures that all girls in Malawi access, participate in, complete and excel at all levels of education that empowers them to effectively contribute to the country’s sustainable social, economic development by 2018. SAVE Project apart from increasing access to tertiary education, it will also support interventions aimed to expand tertiary education opportunities especially for the female and poor disadvantages students. One of which is provision of bursaries to vulnerable students.

## NATIONAL LEGISLATION AND GUIDELINES

* + 1. **The Constitution of the Republic of Malawi (1995)**

The Constitution of the Republic of Malawi is the supreme law and highest piece of legislation in the country. Among many other issues, section 13 of the Constitution supports environmental management in Malawi including setting a broad framework for sustainable environmental management at various levels in Malawi and supporting the enforcement of the Environment Management Act (EMA) and the environmental policy. Under section 13 (d), the state is enjoined to manage the environment responsibly in order to:-

1. Prevent the degradation of the environment;
2. Provide a healthy living and working environment for the people of Malawi;
3. Accord full recognition to the rights of future generations by means of environment protection and the sustainable development of natural resources; and
4. Conserve and enhance the biological diversity of Malawi.

Thus, in accordance with the provisions of the constitution, the primary aim is to ensure that development activities of the country do not jeopardize the full rights of the future generation regarding the environment. The Malawi constitution therefore, calls for sustainable management of natural resources and prevention of environmental degradation even in development projects and programs, and hence conducting this ESMF, prior to development of this project.

* + 1. **Environment Management Act (2017)**

Environment Management Act, 2017 repealsEnvironment Management Act of 1996; to make provision for the protection and management of the environment; the conservation and sustainable utilization of natural resources and for matters connected therewith and incidental thereto.The Act provides the basic legal framework for implementation of National environmental policy. The Act indicates that

* Every person shall take all necessary and appropriate measures to protect and manage the environment, to conserve natural resources and to promote sustainable utilization of natural resources.
* Every person has the right to a clean and healthy environment and has the duty to safeguard and enhance the environment. Such that it provides entitlement to anyone to bring an action against any person whose activities or omissions have are likely to have significant impact on the environment

The Act also sets out the need for public participation in environmental management and to ensure effective public participation, the following aspects are promoted; (a) access environmental information in a timely manner; (b) participation in environmental decision-making processes directly or through representative bodies, direct and indirect participation (c) enable adequate and effective administrative or judicial remedy for any harmful or adverse effects resulting from acts or omissions affecting the environment. SAVE project should continuously engage the public throughout its project cycle in ensuring that its environmental and social performance is incheck by relevant stakeholders, and in accordance with this Act.

Through the Act, Malawi Environment Protection Authority is established. This Authority is the principal agency for the protection and management of the environment and sustainable utilization of natural resources through coordinating, monitoring, supervising, and consulting with all relevant stakeholders on all activities relating to the utilization and management of the environment and natural resources. Among its core functions, those very relevant to SAVE project includes; “Reviewing and approving Environmental and Social Impact Assessments, strategic environmental assessments and other relevant environmental assessments”. SAVE projectwill have to be subjected to the ESIA process before its implementation. Thisprocess will thereforeinvolve constant engagement of Environmental Protection Authority including seeking approvals from this Authority before implementation of the project in compliance with requirements of EMA, 2017.

* + 1. **National Education Standards (2015)**

The aim of National Education Standards (2015) is to set down expectations of education quality in important aspects of school education in Malawi. The Standards encompass key features of effective leadership, management and teaching and identify expected outcomes for students. The Standards were set in accordance with The Constitution of the Republic of Malawi Section 25 which stipulates that every person is entitled to education and that the schools or institutions offering education should be maintained according to official standards.

Over recent years, the focus of educational reform has increasingly shifted from analysis of school inputs such as grants allocated, curriculum documentation produced, pupil-teacher ratios, and teacher qualifications, to evaluation of educational outcomes, such as the quality of learning and the extent of student achievement, including graduation rates, and drop- out rates. This new overview of National Education Standards is in line with the objective of the proposed SAVE project. Thus, the project components and expected deliverables will go beyond curriculum documentation and development to increasing equitable access to market relevant skills including supporting vulnerable students, thereby not only improving quality of learning but also the extent of student achievement, including graduation rates.

* + 1. **Education Act (2013)**

The Education Act, 2013 summarizes the knowledge, skills and competences which young people must acquire in order to lead productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civil responsibilities. All students in Malawi have the right to an education which at least meets minimum standards and which enables them to achieve the outcomes they need to build on their skills and provide for their families

Education Act (2013) Section 5 talks about promotion of education where goals of education in Malawi are stipulated. Among the goals is to promote equality of education opportunities for all Malawians by identifying and removing barriers to achievements. Development of students’ knowledge, understanding and skills needed for Malawians to compete successfully in the modern and ever-changing world is also being emphasized. SAVE project will assist in removing the barriers met by female students in accessing tertiary education through the increasing equal access and provision of financial assistance to the needy students.

* + 1. **Environmental Management (Waste Management and Sanitation) Regulations (2008)**

The regulations apply to the management of general and municipal waste in Malawi. Part III of the regulations has provisions on management of general or municipal solid waste with Section 7(1) regulating that any person who generates solid waste shall sort out the waste by separating hazardous waste from the general or municipal solid waste. Section 8(1) regulates that every generator of waste shall be responsible for the safe and sanitary storage of all general or municipal solid waste accumulated on his or her property so as not to promote the propagation, harbourage or attraction of vectors or the creation of nuisances. Section 10(1) has provisions for collection of municipal solid waste as being the responsibility of a local authority. Section 11 has provisions that general or municipal solid waste may be disposed of at any waste disposal site or plant identified and maintained by a competent local authority or owned or operated by any person licensed to do so under these Regulations. Part V of the regulations has provisions on management of municipal liquid waste with a general requirement stipulated in Section 23 that no person shall discharge effluent into the environment unless it meets prescribed environment standards. Section 36 has provisions on hazardous waste that state that:

1. *No industry, business or medical facility shall discharge any hazardous waste in any state into the environment unless such wastes have been treated in accordance with acceptable international methods that are approved by a competent local authority in consultation with the Director.*
2. *Hazardous wastes whether treated or not shall not be discharged into a disposal site or plant unless such disposal site or plant has been approved and licensed for that purpose in accordance with these Regulations.*

These Regulations have a major implication on SAVE project implementation with regards to waste management regimes that are to be put in place. The construction activities, the introduction of workers to the institutions and the resultant increased number of students, may entail increased generation of wastes. The project and the institutions should therefore put in place appropriate waste collection measures e.g. provide proper and adequate waste receptacles, suitable waste storage and treatment facilities. The Institutions should also have to work with their respective District Council to ensure proper waste collection alternatives are put in place as well as waste disposal, where need be.

* + 1. **Local Government (Amendment) Act, (2017)**

This is an Act relating to local government and provides for matters connected therewith or Incidental thereto. Part II, section 6(1) the Act mandates all local authorities to regulate planning and development within their jurisdiction and also empowers them to have by-laws for the good governance of the local government area. Regarding by-laws, section 103 states the following:

*“The Assembly may make by-laws for the good rule and By-laws government of the whole 'or any part of the local government of area or, as the case may be for the prevention and suppression of nuisances therein and for any other purpose.”*

This Act also devolves decision-making authority from central government to local authorities, through the process of decentralization. The Act has concrete provisions for participation of communities in development planning, implementation and monitoring. The proposed project will have to adhere to the requirements of the Act by fully involving all respective District Councils to which the individual project components will be implemented and ensuring that any by-laws set by the council are followed throughout.

* + 1. **Occupational Safety, Health and Welfare Act (1997)**

The act provides regulatory mechanisms to ensure safe and secure work places in Malawi. Under section 6 and 7 of this act, all work places (be it construction sites) require “work place registration certificate” from the Director of Occupational Safety, Health and Welfare in the Ministry of Labor and Vocational Training. General safety facilities stipulated for most work places include the following: adequate ventilation, cleaning materials and cleanliness of workplaces, lighting, washing facilities, change rooms for some workers, sanitary conveniences and first aid kits. Both employers and employees are sensitized on basic procedures for proper use and operations of the welfare and safety facilities within work places. Non – compliance or negligence on use of work safety facilities is an offence under sections 82 and 83 of the act. Penalties include a fine of up to MK200, 000.00 and 12 months imprisonment of the offenders. SAVE project should therefore ensure that the guidelines within this act are followed and working environment in various sub-project area is free of health and safety risks and hazards.

Additionally, Section 56 and 57 provide guidelines for prevention fire out breaks, and control of incidences of fire outbreaks within work places. Section 57 stipulates some recommend means of fire escapes from work places such as s and offices. These have to be properly labeled with red letters and kept free of obstruction at all times Examples are emergency escape door and emergency assembly points. Section 58 stipulates the provisions of protective clothing (such as gloves, foot wear, screens and goggles, ear muff and head covering) to protect workers from excessive exposure to nuisances with some work activities. And section 59 stipulates the provisions for breathing masks to employees against excessive emissions of dust and fumes. Such incidences are common with construction sites. SAVE project shall also ensure that proper mechanisms that follow these guidelines are put in place in various sites for its construction sub-projects. These should also include measures that ensure there is proper documentation and reporting of accidents and also provision of preventive and protection measures i.e. clothing and equipment.

Some of the implications from the Occupational Safety, Health and Welfare Act for consideration in the construction site of the project are as follow:

1. Registration of the construction site by the contractor as “work place” in line with section 6 and 7 of the Act
2. Provision of necessary work place environmental health safety measures within construction site and project rooms. These could be sanitary facilities, washing rooms, change rooms, first aid kits and cleaning materials.
3. Provision of protective clothing to construction workers in situations of exposure to risks.
4. Installation of adequate measures for prevention and management of fire outbreaks within construction site and the project premises as specified under section 57 - 58 of the act
5. Provision of emergency escape doors at the project and emergency assembly points
   * 1. **Gender Equality Act (2013)**

Section 14 (1) & (2) of the Gender Equality Act (2013) indicates that every person has the right to access education and training including vocational guidance at all levels except in the cases of special need, the Government shall take active measures to ensure that educational institutions provide equal access to girls and boys and women and men, to: (a) The same curricula; (b) The same examinations; (c) Teaching staff with qualifications of the same standard; (d) Institutional premises and equipment of the same quality, irrespective of sex of students at the same level; or (e) Provision of sanitary facilities that consider the specific needs of the sex of the students.

SAVE project shall support interventions aimed to expand tertiary education opportunities in market relevant skills especially for the female students in line with Government strategy of ensuring equity and increasing access to education. SAVE project will ensure that vulnerable groups are also considered in the project by providing bursaries to vulnerable students across the nation.

With regards to employment, The Gender Equality Act, 2013, promotes 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. Section 7 of this Act sets a provision for workplace policy to address issues of sexual harassment. Sexual harassment may be in a form of physical conduct like rape, verbal conduct like comments on a worker’s appearance and nonverbal conduct like whistling. The main objective of this section is to eliminate all forms of sexual harassment emanating from work environments. It encourages the formation of grievance redress mechanism where sexual harassment cases are to be reported and through which all perpetrators are disciplined according.Under this Act, any form of discrimination against women in employment shall not be tolerated in SAVE project implementation. Equal opportunities shall be given between men and women. Additionally, grievance redress mechanisms (GRM) shall be put in place to deal with and enable reporting of any form of sexual harassment at workplace.

* + 1. **Employment Act (2000)**

The employment Act of 2000 reinforces and regulates minimum standards of employment with the purpose of ensuring equity necessary for enhancing industrial peace, accelerated economic growth and social justice; and for matters connected therewith and incidental thereto. Part II of the Act states fundamental principles guiding the act and these include:

*Section 4(1) - Prohibition against forced labour*

*Section 5(1) - Anti-discrimination*

*Section 6(1) - Equal pay*

*Section 7 - Remedies for infringement of fundamental rights*

Part IV of the Act prevents employment of young persons and the restrictions are provided in detail in sections 21(1) and 22(1) as follows:

“*21. (1) subject to subsection (2), no person under the age of fourteen shall be employed or work in any public or private agricultural, industrial or non-industrial undertaking or any branch thereof.*

*22. (1) No person between the age of fourteen and eighteen years shall work or be employed in any occupation or activity that is likely to be - (Hazardous work)*

*(a) harmful to the health, safety, education, morals or development of such a person; or*

*(b) prejudicial to his attendance at school or any other vocational or training programme.”*

Therefore, when employing people for the implementation of the project activities, the developer will have to ensure that that the provisions of this Act are complied with.

* + 1. **The Labor Relations Act (1996)**

Labor Relations Act, Cap 54:01promote sound labor relations and regulates employment matters i.e. minimum wage, fair labour practices, non-discrimination, prohibition of employment of children, protection and promotion of freedom of association, the encouragement of effective collective bargaining and the promotion of orderly and expeditious dispute settlement, conducive to social justice and economic development. Since the developer will employ some people to work on the sub-project sites, the developer will have to abide by the provisions of this Act.

* + 1. **Water Resources Act (2013)**

The Water Resources Act, 2013 is the current principal statute which regulates water resource use, protection and conservation in Malawi. This Act seeks to make provision for the management, conservation, use and control of water resources for the acquisition and regulation of rights to use water and matters connected to these. The administration of these responsibilities rests with the Water Resources Board in the Ministry of Irrigation and Water Development. The Water Resources Act is the legal framework for the establishment of powers and duties of the Water Resources Board.

Water Resources Board as a policy making body and advisor to the government on all matters regarding water resource protection, abstraction and conservation, its role includes overseeing the processing of applications for water rights and monitoring water abstraction. Section 16 (1) outlines measures and restrictions to access to water, to abstractions and interferences in water flows, to pollution of water in public water resources by people or companies. It is a requirement by people or companies who want to use water other than domestic uses by local people to apply for permission from the National Water Resources Authority before abstraction.

Apart from water abstraction and use issues, the Act and the Authority also takes care of issues of control and protection of ground water, protected areas and prevention and control of water pollution. These issues are of relevance to the proposed SAVE project and its associated sub-projects implementation and operation. If proper measures are not put in place and taken, the associated construction works may cause pollution and have negative impacts on ground and surface water quality depending on the water source for the project. It is in light of this implication of the Water Resources Act that;

1. SAVE project Authorities will have to apply for water abstraction rights or for permission from the Water Resources Board before abstraction for use on the site if large scale construction works will be undertaken.
2. EIA/ESMP will have to be carried out for relatively larger construction sub-projects so as to ensure proper and environmentally friendly planning, implementation and operations measures are fully integrated within the project; for purposes of prevention and controlling water pollution
   * 1. **Water works Act (1995)**

Water Works Act of 1995 is a law that provides for the establishment of Water Boards, water areas and for the administration of such water areas for the development, operation and maintenance of waterworks and water-borne sewerage sanitation systems in Malawi and for matters incidental thereto or connected therewith.This law essentially provides the legal framework for implementing the strategies in the provision of water supply and water sanitation services in the country. This Act empowers the Minister to declare water areas and establishes for each water-area a Water Board. The Board shall, except for rural water supply areas, have the control and administration of all waterworks and all the water in such waterworks and the management of the supply and distribution of such water in accordance with this Act.

Water works Act indicates that where supply of water from the Board is requested for purposes other than domestic purposes, or where no water mains owned by the Board lies within 100 metres of any boundary of premises for which a supply of water has been requested, the Board shall offer to provide a supply of water on such terms and conditions as it may decide, having regard to the costs which would be incurred making such supply of water available.

Most of the sites to which the construction sub-component of SAVE project will be implemented are within a particular water area for a particular Water Board. As such, it is envisaged that the projects’ will utilize waterfrom their respective Water Boards.Therefore, the project management team and the contractor(s) have to make arrangements with management of their respectiveWater Board(s) for provision of water for construction activities according to this law.

* + 1. **Malawi Public Health (Coronavirus and Covid-19) Prevention, Containment and Management Rules (2020)**

On 7 august 2020, the Government of Malawi gazetted Public Health (COVID-19) prevention, containment and management rules which came into force on Saturday 8 August 2020. The rules contain general preventive measures to contain the escalation of COVID-19 including mandatory wearing of face masks in public places, physical distancing of at least one meter from each other and washing hands with soap. The measures also include restrictions to gatherings of more than fifty people except for national assembly and meetings to discuss COVID-19.

During the course of SAVE project implementation and operation, these guidelines have to be strictly followed including any other rules and regulations which may be introduced by Government in a bid to prevent and/or contain and manage COVID-19 even at the project sites and/or education institutions. Annexes 5 and 6comprise COVID 19 Guidelines for Schools in Malawi on Prevention and Management of COVID 19 and COVID 19 Guidelines on Best Practices for Construction Sites respectively.

* + 1. **Forestry Act (1997)**

The Act provides for participatory forestry, forest management, forestry research, forestry education, forest industries, protection and rehabilitation of environmentally fragile areas and international cooperation in forestry. Fragile areas include steep slopes, river banks and water catchments areas.

The Act prohibits construction and operation of a project in areas that are protected by the Act (e.g. steep slopes, river banks and water catchment areas). Furthermore, section 46 (a) states that “no person shall cut, take, fell, destroy, uproot, collect or remove forest products from a forest reserve, customary land, public land, or protected forest area unless they have a license.

The activities of the project will result into clearing of some trees to pave way for the project activities. This will have implications on the dwindling forestry cover. It is therefore recommended that clearing of land for construction activities should take place only in areas where construction will be done. Where possible the developer should try as much as possible to minimize unnecessary cutting down of trees. Furthermore, during landscaping, trees and shrubs will have to be planted on a certain portion of the Institutions compound.

* + 1. **HIV/AIDS (Prevention and Management) Act (2017)**

This Act make provision for the prevention and management of HIV and AIDS; to provide for the rights and obligations of persons living with HIV or affected by HIV and AIDS; to provide for the establishment of the National AIDS Commission; and to provide for matters incidental thereto or connected therewith

This Act specifies the following among other issues;

* Responsibilities of Minister with regards to HIV/AIDS issues, prevention and management
* Prohibition of harmful practices that can expose others to contracting HIV/AIDS
* Issues of Subjecting another to a harmful practice(s)
* HIV and AIDS discrimination
* Rights and duties of persons living with or vulnerable to contracting HIV
* Rights of persons affected with HIV
* Right to privacy and confidentiality
* HIV transmission and testing

Subject to section 26, a person who is living with HIV or vulnerable to contracting HIV , has right to (a) dignity, physical integrity, life and health; (b) practice a profession of choice; (c) compensation associated with the restriction of his enjoyment of his rights; and (d) free medication, at a State medical institution, necessary for anti-retroviral therapy or treatment of an HIV related disease.Additionally, the law prohibits discrimination on a basis related to HIV or AIDS**.**This implies that even those living with HIV or Vulnerable, will be accepted to be employed within the project without discrimination. For those already affected, shall be allowed to access treatment according to law.

Furthermore, this Act, recognized modes of transmission ofH IV as through (a) sexual activity; (b) mother to child during pregnancy, labour, delivery or breastfeeding; (c) transfusion of infected blood; (d) transplant of an infected organ; (e) contact of broken skin or mucus membrane with infected blood, blood products or tissue; and (f) contact of broken skin or mucus membrane with contaminated wet objects. Relevant to this project, sexual activity as the main modes of transmission of H IV within the project sites is recognized. The project should therefore engage in sensitizations on dangers of engaging in sexual activities and harassment among workers and students in the institutions; including providing condoms to enable prevention of infections in places where the project will be implemented.

The act also specifies on modes of HIV testing to include (a) Voluntary Counseling and Testing; (b) routine testing; (c) diagnostic testing; (d) compulsory testing; and (e) any other mode of HIV testing that the Minister may prescribe. With regards to this project, efforts should be put in place to enable voluntary counselling and testing and routine testing.

* + 1. **The Land Act (2016)**

The Land Act (2016) makes provision for land in Malawi and for all matters incidental or connected thereto. Part II of the Act, Section (3) gives powers for the appointment of a Commissioner for Lands whose duties are described in Section (4) as follows:

“*4 (1) Subject to the special and general written direction of the Minister, the Commissioner shall -*

1. *Administer all land;*
2. *Make grants, leases or other dispositions;*
3. *Sign, seal, execute, perfect, deliver and accept—*
4. *grants, leases or other dispositions of public land and surrenders;*
5. *agreements or licenses in respect of the control of or use of running or stagnant water or affecting the dispositions of interests or rights therein;*
6. *Sign and issue documents including documents of consent;*
7. *Grant relief from liability to perform and extend the time for performance or observance of any covenant, condition, agreement or stipulation;*
8. *Except from any lease any implied covenant or covenants; and*
9. *Serve notices of determination of any lease.*”

Regarding on the types of land that the developer can own, part III, section 7 provides for the categories and classes of land as described in the following subsections:

1. *Land shall be categorized as either public land or private classes of land and.*
2. *Public land shall be classified either as Government land or unallocated customary land.*
3. *Private land shall be classified as freehold, leasehold or customary estate.*

The project will be implemented on Government/ public land within the Institutions premises. With this, it is anticipated that land related conflicts with the surrounding communities will not exist as the land is already owned by the institutions. However, the implication of section 4 on this project is that, though the project will be implemented on public land, consent and/or authorization and approval must be sought by the Institutions project management team (IPMT) from the Commissioner for Lands on the proposed structures (especially new structures), including seeking direction on how the land maybe used.

* + 1. **Public Health Act (1966)**

The Public Health Act 1966 seeks to preserve public health through the following provisions relevant to the project:

* Parts III, IV, V, VI and VII discuss infectious and epidemic diseases and how to handle them. These diseases may be identified during the construction phase among the project workers and among Institutions staff and studentsin the operation phase. The Act dictates notifying the Ministry of Health, when diseases are identified. A full list of notifiable disease is presented in Part III. Medical personnel, project managers, family members have to follow the provisions given in the Act when handling the diseases, which among others include isolating the patients and allowing medical personnel to attend to the patients.
* Part VIII discusses venereal diseases such as syphilis and acute and chronic gonorrhea. The Act discourages employing people found with the diseases or keeping employees found with the diseases. This is however in conflict with the Constitution of the Republic of Malawi 1994 which is much more recent than the Public Health Act 1966. The constitution gives everyone the right to employment and hence the supreme law will hold and/or cases will have to be treated differently depending on the nature of work, the employee is involved in.
* Part IX of the Act relates to sanitation and prohibited nuisances. Following Part IX, the contractor has to ensure that there are sanitary structures; vehicles and any other materials used are not in a state that can cause accidents; machine smoke cannot cause injuries to health; and that all material defined as nuisance are not in the work place.
* Part X has provisions for conservancy; sewerage and drainage; and encourage new buildings to have sewage systems, either private or public (connecting to the local authority sewerage). The Act also guides the protection of sewerage systems by preventing throwing or emptying waste that may injure the sewer, affect free flow of contents or affect treatment of sewage; emptying waste of higher temperature than 110oF; and emptying petroleum, sprit or carbide of calcium.

The provisions of the Public Health Act (1966) especially those that are not in conflict with the Constitution of Malawi, will have to be followed during implementation of SAVE project; and any deviation from the Act is punishable by fines and imprisonment. The Act gives the local authorities the right to inspect any premises for compliance with the Act.

* + 1. **Rural Electrification Act (2004)**

This is an Act that was enacted to make provision for the promotion, funding, management and regulation of rural electrification; and for matters connected therewith. Section 23 of this Act says that the provisions of the Electricity Act shall apply to rural electrification activities under this Act as if the same were part of this.

In section 24 no person is allowed to carry out or be engaged in any activities related to rural electrification without a license issued by the Authority. In addition to this in the case of Solar Home System the act encourages the applicant and/or its officers to have valid accreditation certificates issued by the Malawi Bureau of Standards or other body or agency the Minister may designate by notice in the Gazette. Section 31 states that where the rural electrification is by means of solar home agreements system technologies the Concedante and the Concessionaire and the Supplier of the equipment shall enter into the Solar Home System Purchase Guarantee and Service Agreement in the prescribed form.

Section 26 of the act regulates safety and also the supply, wiring, design and safety regulations under the Electricity Act apply to the grid and off grid extension rural electrification system. Codes of practice and design specifications for solar Home system equipment for rural electrification shall be recommended by the committee to the Authority who shall publish. Therefore, in SAVE project, if there will be need for installation of Solar Energy in facilities to be constructed, there is need for the project to seek clearance and guidance from Malawi Energy Regulatory Authority (MERA). This will be important to ensure that those that will install the solar technologies are approved by the Authority and also to ensure safety of the users and the general public. The project must ensure compliance to this Act, Electricity Act 2004.

## WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS

World Bank takes environmental and social performance of projects seriously such that projects supported by the Bank through Investment Project Financing are required to meet Environmental and Social Standards (ESS). The Environmental and Social Standards are designed to help Borrowers to manage the risks and impacts of a project, and improve their environmental and social performance, through a risk and outcomes based approach. The desired outcomes for the project are described in the objectives of each ESS, followed by specific requirements to help Borrowers achieve these objectives through means that are appropriate to the nature and scale of the project and proportionate to the level of environmental and social risks and impacts.

Considering the type and nature of under SAVE project and the requirements of the Bank’s Environmental and Social consideration, SAVE project will trigger some of the Bank Environmental and Social Standards: The ESS’s triggered by SAVE are as follows;

1. **ESS1: Assessment and Management of Environmental and Social Risks and Impacts**

Under World Bank, ESS1 applies to all projects, supported by the Bank through Investment Project Financing. SAVE project being designed for the Bank’s financing, it is mandatory to have the assessment and management of social risks and impacts carried out.

ESS1sets out the Borrower’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 (IPF), in order to achieve environmental and social outcomes consistent with the Environmental and Social Standards.

Under this standard, Borrowers have to conduct environmental and social screening and assessment of projects proposed for Bank financing to help ensure that projects are environmentally and socially sound and sustainable. The generic screening form to be used for allsub-projects has been attached as Annex 1. This is aimed at facilitating initial screening of SAVE, as a World Bank financed project.However, it should be noted that the environmental and social screening and assessment should be proportionate to the risks and impacts of the project. This is aimed to inform the design of the specific subprojects, and be used to identify mitigation measures and actions and to improve decision making. Additionally, the assessment and awareness of the impacts, enables the Borrowers to manage environmental and social risks and impacts of the project and more specifically subprojects throughout the project life cycle in a systematic manner, proportionate to the nature and scale of the project and the potential risks and impacts.

In assessing, developing and implementing a project supported by Investment Project Financing, the Borrower may, where appropriate, agree with the Bank to use all or part of the Borrower’s national environmental and social framework to address the risks and impacts of the project, providing such use will enable the project to achieve objectives materially consistent with the ESSs.This ESMF was therefore prepared to facilitate conducting environmental and social assessment of which the recommendations therein, can be used in the design and implementation of SAVE project so as to improve the environmental and social performance of the project.

1. **ESS 2: Labour and Working Conditions**

This Environmental and Social Standard 2 (ESS2) provides the World Bank’s requirements on ocupational safety and health for all programs. The ESS2 introduces labor management prcedures; emphasizes non-discrimination and equal opportunity; provides for the treatment of direct, contracted, community, primary supply workers and civil servants. It also provides for protection of vulnerable workers such as women, persons with disabilities and children from labour. Additionally, the standard spells out the need for a grievance mechanism for all workers as an accessible means to raise workplace concerns and its respective ways of redressing the grievances. A grievance mechanism will have therefore to be provided for all workers under SAVE project implementation; and Labour management procedures document for the proposed SAVE project has been prepared and discusses all these issues.

With regards to Occupational safety and health requirements, employers and supervisors are obliged to implement all reasonable precautions to protect the health and safety of workers. This ESS provides guidance and examples of reasonable precautions to implement in managing principal risks to occupational health and safety; and it is advisable that Companies/ projects/ programs should hire contractors that have the technical capability to manage the occupational health and safety issues of their employees, extending the application of the hazard management activities through formal procurement agreements. Preventive and protective measures should be introduced according to the following order of priority: (a) Eliminating the hazard by removing the activity from the work process. Examples include substitution with less hazardous materials, using different processes and ways of doing things, etc; · (b) Controlling the hazard at its source: through use of engineering controls. Examples include local exhaust ventilation, isolation rooms, machine guarding, acoustic insulating, etc; · (c) Minimizing the hazard through design of safe work systems and administrative or institutional control measures. Examples include job rotation, training safe work procedures, lock-out and tag-out, workplace monitoring, limiting exposure or work duration, etc. · (d)Providing appropriate personal protective equipment (PPE) in conjunction with training, use, and maintenance of the PPE. The application of prevention and control measures to occupational hazards should be based on comprehensive job safety or job hazard analyses. Trainings ofdesignated members of project implementation committees responsible for overseeing occupational health and safety issues should therefore be an integral part of project implementation. The training should also include transfer of skills on how to set up OHS management plan/procedures for the project.

Ensuring equal opportunities among workers, issues of discrimination based on gender, disabilities and other issues e.g. diseasesare prohibited while supporting the principles of freedom of association and collective bargaining of project workers in a manner consistent with national law. These issues have been highlighted in the accompanying Labour Management procedures for the project.

1. **ESS 3: Resource Efficiency and Pollution Prevention and Management;**

This ESSrecognizes that economic activity and urbanization often generate pollution to air, water, and land, and consume finite resources that may threaten people, ecosystem services and the environment at the local, regional, and global levels. This ESS sets out the requirements to address resource efficiency and pollution prevention and management throughout the project life-cycle.

The objectives of this standard includes;

* To promote the sustainable use of resources, including energy, water and raw materials.
* To avoid or minimize adverse impacts on human health and the environment by avoiding or minimizing pollution from project activities.
* To avoid or minimize project-related emissions of short and long-lived climate pollutants
* To avoid or minimize generation of hazardous and non-hazardous waste.
* To minimize and manage the risks and impacts associated with pesticide use

Under this standard,, Pollution prevention and its management has to be the core agenda of each project implementation under the Bank’s financing; and so is SAVE project. The ESS indicates that the Borrower will have to avoid the release of pollutants or, when avoidance is not feasible, minimize and control the concentration and mass flow of their release using the performance levels and measures specified in national law or the EHSGs, whichever is most stringent. This applies to the release of pollutants to air, water and land due to routine, non-routine, and accidental circumstances, and with the potential for local, regional, and transboundary impacts. Where the project involves historical pollution, the Borrower will establish a process to identify the responsible party. If the historical pollution could pose a significant risk to human health or the environment, the Borrower will undertake a health and safety risk assessment of the existing pollution which may affect communities, workers and the environment. Any remediation of the site will be appropriately undertaken in accordance with national law and GIIP, whichever is most stringent.Additionally, under this standard, Borrower is required to implement technically and financially feasible measures for improving efficient consumption of energy, water, and raw materials, as well as other resources. These measures should be considered in order to integrate the principles of cleaner production into product design and production processes to conserve raw materials, energy, and water, as well as other resources. Where benchmarking data are available, the Borrower is required to make a comparison to establish the relative level of efficiency.

This standard is important in SAVE project implementation in such a way that the construction works and associated handling and storage of construction material could cause waste production, excessive noise and dust levels. Construction materials such as sand and gravel will be sourced locally and will be subject to the national permitting requirements as well as included in the site screening/ESMP development. Thus, only construction materials recommended by the National Construction Industry Council of Malawi (NCIC) e.g. the use of cement blocks and/or soil stabilized bricks (SSBs) as compared to burnt bricks should be used to reduce the project’s adverse environmental impacts footprint.Additionally, materials such as timber, sand, gravel and cement should be sourced through measures specified in Good International Industry Practices (GIIPs), where possible including reused or recycled timber, concrete, crushed aggregate and bricks for use in concrete, building blocks, drainage, roads, fill materials, retaining walls and foundation base. Assessment of risks, impacts, and proposed mitigation measures related to relevant requirements of ESS3, including raw materials, water use, air pollution, hazardous materials, hazardous waste, are to be outlined in the ESMF and will be included in site-specific ESIAs/ESMPs as relevant. The risks are expected to be minor and easily mitigatable as is typical for construction works like those planned under the Project. Safe waste handling and disposal will be one of the major environmental challenges in the project given Malawi’s limited waste handling infrastructure.There is expected to be construction of laboratories which may use hazardous/flammable chemicals during operation and a hazardous waste management plan will be included in the ESMF to guide safe disposal. Additionally, much as the project is anticipated to be in places where water is not scarce, in case of water scarcity, ensure that rain water harvesting tanks are constructed for conservation purposes, to maximize use of free rain water and as an alternative source of water for both construction and operation phases.With respect to increased energy use especially during operation, the standard practice should be on ensuring that only efficient electrical equipment according to standards are procured and users are sensitized on best practices on how to use the equipment efficiently. Thus, under this ESS, efforts should therefore be made on promoting efficient and sustainable use of resources, including energy, water and raw materials. This should be aimed to minimize pollution, wastes and other adverse impacts on human health and the environment, from project activities.

1. **ESS 4: Community Health and Safety;**

ESS4 recognizes that project activities, equipment, and infrastructure can increase community exposure to risks and impacts. In addition, communities that are already subjected to impacts from climate change may also experience an acceleration or intensification of impacts due to project activities.Additionally, 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 particular circumstances, may be vulnerable.

Objectives of this Environmental and Social standard includes;

* To anticipate and avoid adverse impacts on the health and safety of project-affected communities during the project life cycle from both routine and non-routine circumstances
* To promote quality and safety, and considerations relating to climate change, in the design and construction of infrastructure.
* To avoid or minimize community exposure to project-related traffic and road safety risks, diseases and hazardous materials.
* To have in place effective measures to address emergency events.
* To ensure that the safeguarding of personnel and property is carried out in a manner that avoids or minimizes risks to the project-affected communities.

Civil works can pose risk of health and safety to the community including exposure to: i) physical hazards on sites where the community may gain access; ii) traffic and road safety hazards associated with the operation of project vehicles (i.e. government, contractors, suppliers) on public roads and at construction sites; iii) health issues including water-borne, and vector-borne diseases which may result from poor site management (e.g., stagnant water), and communicable diseases such as HIV/AIDs associated with labor influx; iv) hazardous materials used/stored by contractors, and Emergency Response with procedures to respond to accidents and incidents. The ESMF will make use of the general and sector-specific guidelines for the identified subprojects in relation to community health and safety. Based on the nature and scope of activities and in accordance to the World Bank’s labour influx guidance note, the operation is not expected to generate any significant labour influx as the construction works will use locally available unskilled workers. In addition, GBV/SEA/SH risk has been assessed as moderate and specific mitigation measures provided for in the ESMF to be implemented through the ESMPs that will be prepared for specific subprojects during implementation. This also includes a strategy for GBV/SEA/SH prevention and awareness raising given the risks are heightened on sites in close proximity to sensitive areas such as existing school campuses in which teachers/students are present, as well as and on sites in close proximity to residential areas. Women, children, elderly and people with disabilities may also be particularly vulnerable.

ESS4 also specifies requirements and measures with respect to Infrastructure and equipment design and safety. The borrower should ensure that they design, construct, operate, and decommission the structural elements of World Bank funded project in accordance with national legal requirements, international best practices and provisions of these standards, including taking into consideration of the vulnerable and disabled users. Structural elements of SAVE project will therefore be designed and constructed by competent professionals, and certified or approved by competent authorities or professionals. Structural design will take into account climate change considerations, and other risks as appropriate to avoid operational phase risks. Since some structures proposed under this project will be new buildings, the project will include in all new buildings, structures that will be accessed by all members of the public, including the disabled and the vulnerable. Thus, Operational phase risks will be considered and mitigated through the project’s detailed design including gender sensitive design and ensuring universal access in addition to ensuring installation and regular inspection of equipment installed to reduce incremental risks of the public’s potential exposure to operational accidents or natural hazards, including extreme weather events, fires(fire extinguishers) in all necessary points such as classrooms, laboratories, administration blocks, dormitories, kitchen areas etc. COVIDsensitive approaches will need to be implemented throughout project implementation including adherence to COVID-19 Considerations in Construction/Civil Works Projects.Consideration on the incremental risks of the public’s potential exposure to operational accidents or natural hazards, including extreme weather events, fires etc, will also be made.

1. **ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources;**

ESS6 recognizes that protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development. Biodiversity is defined as the variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are a part; this includes diversity within species, between species, and of ecosystems. Biodiversity often underpins ecosystem services valued by humans. Impacts on biodiversity can therefore often adversely affect the delivery of ecosystem services.

ESS6 recognizes the importance of maintaining core ecological functions of habitats (terrestrial, freshwater, or marine geographical units) including forests, and the biodiversity they support. All habitats support complexities of living organisms and vary in terms of species diversity, abundance and importance. This ESS also addresses sustainable management of primary production and harvesting of living natural resources. ESS6 recognizes the need to consider the livelihood of project-affected parties, including Indigenous Peoples, whose access to, or use of, biodiversity or living natural resources may be affected by a project.

While the project will be implemented in already existing college campuses, the specific sub-project sites may not yet be identified and/or selected.Selected locations then will lie outsideprotected areas and areas with high conservation values except for Domasi college. Project activities are expected to be contained within existing footprints for public facilities, consisting of highly modified and degraded habitats. Further impacts on the modified habitats will be assessed during the preparation of the subproject ESMPs as necessary during project implementation. The project will endeavor not to involve primary production and/or harvesting of living natural resources, butduring Stakeholder consultations, it was indicated that much as this is so, the construction sub-component of SAVE project may have an impact of biodiversity through clearance of vegetation and/or trees in some sites where the project will be implemented. Among these, other vegetation hosts pollinators which may end up being disturbed and hence affecting ecological services of the area. It was reported that implementation may have an implication on Domasi river as a sensitive ecosystem. This impact can affect the living components of the river and hence having an implication on the ecosystem services associated with the river and livelihood of the indigenous people the river supports. It is therefore important to assess this impact during ESMP/ESIA preparation and put in place necessary measures.

By the fact that the project will consume materials such as timber, sand and gravel, the preparation of the site-specific subproject ESMPs will also assess the potential impacts of these and explore best ways of sourcing the project financed construction materials, e.g., timber and the use of other resources such as sand, gravel, stones and water etc. Measures on good practicesas specified byMalawi National Construction Industry Council, willbe considered.

1. **ESS 8 - Cultural Heritage**

The proposed construction activities related to the development, rehabilitation and upgrade of facilities within SAVE project are within existing structures, campuses of the targeted public higher education institution and/or urban and peri-urban setting;hence the potential for risks to and impacts on cultural heritage are less expected. However, by the nature of physical works, some excavation and movement of earth can be expected. These types of activities pose the possibility of encountering unknown physical and cultural resources. Though the possibility is not considered significant given the expected setting that are already disturbed, the borrower will avoid impacts on cultural heritage and where such avoidance is not possible, will identify and implement measures to address these impacts in accordance with the mitigation hierarchy. Initially, the relevant aspects of this standard shall be considered, as needed, under ESS1 during the assessment of environmental and social risks. This will include the environmental screening and management processes presented in the ESMF through specific screening questions and measures to ensure compliance with ESS8 requirements. However, much as it is anticipated that the project will not have potential impacts on cultural heritage and/or archeological resources, there is need for development of project-specific procedures that outlines actions required in case previously unknown heritage resources are encountered on the implementation sites, particularly archaeological resources, during project construction or operation.

The treatment of Physical Cultural Resources (PCR) including archaeological relics, fossils, human graves, shrines, sacred trees or groves that may be encountered will follow a Chance Finds Procedure elaborated in this ESMFfor the project overall. For site specific information about cultural heritage resources, i the ESMPs/ ESIAs prepared for the individual sites, will highlight that . Annex 7 has the generalized Chance Find Procedures for SAVE sub-projects. A Chance Find Procedure is a process that prevents chance finds from being disturbed until an assessment by a competent specialist is made and actions consistent with the requirements are implemented.

1. **ESS 10: Stakeholder Engagement & 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.

Stakeholder engagement is an inclusive process conducted throughout the project life cycle. Where properly designed and implemented, it supports the development of strong, constructive and responsive relationships that are important for successful management of a project’s environmental and social risks. Stakeholder engagement is most effective when initiated at an early stage of the project development processand is an integral part of early project decisions and the assessment, management and monitoring of the project’s environmental and social risks and impacts. This ESS must be read in conjunction with ESS1. Requirements regarding engagement with workers are found in ESS2. Special provisions on emergency preparedness and response are covered in ESS2 and ESS4. In the case of projects involving involuntary resettlement, Indigenous Peoples or cultural heritage, the Borrower will also apply the special disclosure and consultation requirements.

SAVE project will have to include stakeholder engagement in its whole life cycle (design, implementation and operation). In consultation with the Bank, the Borrower has developed and will have to implement a Stakeholder Engagement Plan (SEP) proportionate to the nature and scale of the project and its potential risks and impacts including ensuring that all COVID-19 preventive measures are adhered to as a potential risk.The purpose of the stakeholder engagement plan is to present a strategy for engaging project affected parties and other interested parties on the project to ensure that they understand the project and are able to provide their feedback and input into the project.SEP will be disclosed as early as possible; and before project appraisal, and the Borrower sought the views of stakeholders on the SEP, including on the identification of stakeholders and the proposals for future engagement. The SEP describesthe nature of the anticipated stakeholders as well as their information requirements, timing and methods of their engagement throughout the lifecycle of the SAVE project. The SEP also describes information to be communicated to project-affected parties and other interested parties, as well as the type of information to be sought from them. The SEP hasbeen designed to take into account the main characteristics and interests of the stakeholders, and the different levels of engagement and consultation that is appropriate for different stakeholders. The SEP sets out how communication with stakeholders will be handled throughout project preparation and implementation. The SEP describes the measures that will be used to remove obstacles to participation, and how the views of differently affected groups will be captured. Where applicable, the SEP include differentiated measures to allow the effective participation of those identified as disadvantaged or vulnerable.The Ministries of Education and Labour forms the main implementing agency for the SAVE project, working in close cooperation with several key implementing partners, including Ministry of Finance (MoF); Ministry of Economic Planning and Development and Public Sector Reforms (MEPDPSR); Ministry of Gender, Community Development and Social Welfare (MoGCDSW), Ministry of Youth, Sports and Culture (MoYSC), Ministry of Information, Communication and Technology (MoICT); TEVET Authority; National Council for Higher Education, Selected Higher Education Institutions, and Loans Board , the beneficiaries and any communities which are expected to be targeted by the interventions will constitute the project affected parties. The SAVE project will mostly target students in formal TEVET training programs, vulnerable groups mainly out of school youth, adolescents and girls in male dominated trades, existing workers mainly female workers with low skills in the targeted priority areas. The project will also target students in higher education institutions mainly females in science, technology, engineering and mathematics (STEM) areas. Vulnerable youths who are neither in employment, school nor training will be part of the beneficiaries of this project. Trainers in TEVET including female trainers and lecturers in higher education institutions including female lecturers in STEM areas will be targeted by the project. The vulnerable groups that are being targeted by the project interventions will also be adequately engaged in order to ensure that their views regarding the project are taken on board for enhancement of project benefits.

## GAP(S) BETWEEN WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS AND NATIONAL LEGISLATION

With respect to ESS 1, it is mandatory for all projects supported by the Bank through Investment Project Financing (of which SAVE project is party), to have the environmental and social assessment and management of social risks and impacts carried out. Thus, all projects have to be subjected to Environmental and Social screeningprocess under this standard. Additionally, there is a possibility that the construction, rehabilitation and expansion of tertiary education facilities are likely to cause negative environmental and social impacts and hence need for subjecting the project sub-components to Environmental and Social screeningprocess. However, with regards to SAVE project, the gapsareshown in Table 1.

Table 1: **Gaps between World Bank ESS and Malawi Legislation**

| **World Bank ESS provisions** | **Malawi Legislation** | **Gaps Identified** | **Mitigation Measures** |
| --- | --- | --- | --- |
| **ESS 1: Assessment and Management of Environmental & Social Risks and Impacts** | Environmental Management Act (2017)  EIA Guidelines (1997) | Environmental Management Act (2017) and EIA Guidelines (1997) does not indicate the need to prepare ESMF for projects whose exact locations are not known. Only ESIA process is discussed. | Preparation of the ESMF Skills for A Vibrant Economy Project (SAVE project) |
| **ESS 2: Labour and Working Conditions** | The Labour Relations Act (1996)  Occupational Safety, Health and Welfare Act, (1997)  Employment Act (2000) | The national legislation does not mention the need to develop Labour Management Procedures including therequirement for grievance mechanism to be established as early as possible in the project development phase. | SAVE project has followed ESS2 and developed labour management procedures with relevant provisions and GRM to bridge the gap |
| **ESS 3: Pollution Prevention and Resource Efficiency** | Environment Management Act (2017);  Environmental Management (Waste Management and Sanitation) Regulations, (2008) | The national legislation mostly focuses on pollution prevention and less on aspects of resource efficiency. | SAVE project will follow provisions of ESS3 on resource efficiency including the project screening its activities for cumulative impacts, once locations are known and the possibility of cumulative impacts can be assessed. |
| **ESS 4: Community Health and Safety** | Occupational Safety, Health and Welfare Act, (1997); | Though issues of Infrastructure and Equipment Design and Safety are highlighted in the National Construction Industry Policy (2015), and issues of workers OHS in the Occupational Safety, Health and Welfare Act, (1997), The later does not  focus much on community health and safety but that of workers | This gap has been addressed through the implementation of ESS4 which addresses potential risks and impacts on communities that may be affected by project activities. |
| **ESS 10: Stakeholder Engagement & Information Disclosure** | EIA guidelines (1997)  Local Government Amendment Act (2017)  National Decentralization Policy (2000) | Noprovision for development of the GRM | The project has developed a stakeholder engagement plan which includes a GRM |

# **ENVIRONMENTAL AND SOCIAL BASELINE**

## GENERAL INFORMATIONABOUT MALAWI

1. Geo-political information

Malawi is a landlocked country with a surface area of 118,484 km of which 94,276 km is land. Administratively, the country is divided into three regions, namely the northern, central and southern regions. The country has 28 districts, which are further divided into traditional authorities (TA) ruled by chiefs. The Traditional Authorities are sub-divided into villages, which form the smallest administrative units. Politically, each district is divided into constituencies that are represented by Members of Parliament (MPs) in the National Assembly and Constituencies are divided into wards, which are represented by local Councillors in District Councils.

1. Demography

Malawi is home to about 18 million peoplewith an average annual growth rate of 2.7%, giving an estimated population of 20.4 million people by 2022 and expected to expected to double by 2038. Nearly 85% of the population lives in the rural areas as compared to 16% in urban centers. Malawi is predicted to experience an average annual urban population growth rate of 4.2% from 2013 to 2030, which will result in an increase in urbanization. The Malawian population is very young and growing fast; the mean age is 17 years, with 75 percent of Malawians under the age of 35 years .and only 3% above 65 years. Life expectancy at birth was estimated at 63.9 for both sexes in 2017.

1. Economy

Prior to COVID-19 pandemic, Malawi’s Gross Domestic Product (GDP) per capita grew at an average of 1.5 percent per year from 1995–2018, while comparable non-resource-rich Sub-Saharan African economies grew at an average of close to 3 percent. Because of COVID-19 pandemic, a state of disaster was declared on March 21, 2020 and on January 17, 2021 and nonessential businesses and institutions, including schools and training institutions, were forced to close. Estimates suggest that GDP growth in 2020 was only 2 percent compared to forecasts prior to the onset of the pandemic that estimated growth to be 4.8 percent. Public policy responses to the pandemic have increased government expenditure at a time when government revenues have fallen. As a consequence, the fiscal deficit has increased significantly and is expected to widen further.

Malawi’s economy is predominantly agro-based, with agriculture, forestry and fishing contributing to 28% of GDP. Informal employment is higher than formal employment (mostly low productivity subsistence farming), estimated at 89% and 11% respectively. 70% of Malawians live below the poverty line of $1.90 per day per capita. Incomes are unequally distributed, with the poorest quintile of households accounting for only 7% of income and the wealthiest quintile 50%. The mean and median earnings per month for the total economically active population were estimated at USD114 and USD37, respectively. Development aid plays a key role in the economy and in the education sector is not spared. In addition, diaspora remittances increasingly contribute to the country’s economy, estimated at USD34 million in 2015.

1. Human Capital Index and Literacy levels

While Malawi has made gains on its Human Capital Index (HCI) (rising from 0.36 to 0.41 over the last ten years), the 2020 HCI places Malawi at 133 out of 174 countries with an HCI of 0.41. This means that a child born in Malawi today will be, on average, 41 percent as productive when they grow up as s/he could otherwise be if s/he had enjoyed complete education and full health. Education outcomes contribute significantly to Malawi’s low HCI. For every 9.6 years of schooling received by a child, only 5.5 years of quality-adjusted schooling are achieved. In terms of health, only 94 out of 100 children born in Malawi survive to age 5, and 37 out of 100 children are stunted, increasing their risk of cognitive and physical limitations that can last a lifetime. At this rate of human capital development, Malawi will not able to expand its economic base to escape poverty.

Literacy is higher among males (83%) than females (72%) in all age groups. The median number of schooling years completed has increased significantly over time. In 1992, estimated median number of schooling for womenwas 0.4 years and 4.3 years for men; compared to the current 5.6 years for women and 6.6 years for men. This shows that Malawi has made significant strides in narrowing gender disparities in education. However, though improvements have been noted, about 24% of the working population still cannot read or write.

1. Gender and Women empowerment

Women participation and empowerment in Malawi has improved in many sectors of the economy recently as compared to the past. For instance, the 2015-16 Malawi Demographic and Health Survey, demonstrated increased women empowerment over time by various attributes. The report indicated that other than improvements in education, the percentage of women involved in decisions about their health care increased from 55% in 2010 to 68% in 2015-16 and women’s involvement in decisions about major household purchases increased from 30% to 55% over the same period. Thus, this improving trend in women empowerment has been noted not only in education but also in other sectors. However, though improvements have been noted, significant strides are constrained by high fertility rates. Fertility rates remain high, particularly among rural women and those in the lowest-income quintile of households (6.1 persons per household, versus 4.5 in the least poor quintile). Early marriage is common, 9% of girls marrying by 15 years of age and 46% by 18 years and nearly one-third of women aged 15-19 having already begun childbearing. Early pregnancy affects girls’ ability to complete their education and the future chances and opportunities of their newborn children.Partly as a result of these trends, girls are less likely than boys to complete secondary education (22% versus 26%).However, evidence from learning assessments suggests that the seeds of low female attainment are sown in lower primary, with girls’ learning outcomes diverging from boys’ as early as lower primary (Standard 4).Other than early marriages leading to drop outs in upper-primary education, evidence also point to that economicempowerment of women is also acutely constrained by lower tertiary education enrolment rates.

Additionally, Female-headed households are less economically empowered as compared to their male counterparts in the country, such that have less assets and access to infrastructure and services. This lowers their productivity in agriculture and the nonfarm sectors; such that even though women own or lead about half of all micro, small, and medium enterprises and 84% of microenterprises, low productivity is particularly evident.

This entails that, despite significant strides and efforts, gender inequalities persist in the country. Moreover, Malawi still ranks 145 out of 188 on the United Nation’s Gender Inequality Index and 116 out of 153 on the Global Gender Gap Index. It is therefore essential for Government and all players to continue providing for gender transformative approaches, which aim to create opportunities, actively challenge gender norms, and address inequities between persons of different genders.

1. Gender Based Violence and Sexual Violence situation

Sexual violence and gender-based violence (GBV) is also prevalent in the Malawi, with 38% of ever-partnered women between 15 and 49 years experiencing intimate partner physical or sexual violence at least once. It is therefore imperative for the project to employ measures of reducing Gender based violence and sexual harassment e.g. through awareness and sensitization on the issue, during construction and implementation phases of the project.

1. Violence against Children situation

High rates and cases of violence against women and children have been reported in Malawi in the recent months by UNICEF Malawi. The statistics indicate an alarmingly widespread and serious violation of human rights and child’s rights.Violence against children takes the form of sexual harassment, sexual abuse and exploitation, involvement of children in labour or prostitution.Children in Malawi experience high rates of violence with one in five girls and one in seven boys experiencing sexual violence. Most children who are sexually abused in Malawi experience it on multiple occasions.

Sexual violence and child labour as forms of violence can have serious and lasting effects on children and can result in long-term physical and psychological problems including sexually transmitted diseases (including HIV/AIDS), unwanted pregnancy, stigma, discrimination, physical trauma, psychological distress (for sexual violence) and learning difficulties and/or dropping out of school (by child labour.  Beyond the horrific impact on individuals, any form of violence leaves severe and long-term scars on families, communities and societies, and results in significant economic and social costs for countries. It is therefore encouraged in the country that i**f one suspects a child is at risk or has suffered sexual or any form of violence, to report and seek help immediately from the police, social welfare, or a reputable NGOs.**

1. Land resources and ownership issues

Malawi has four categories of land ownership: public land, customary land, leasehold and freehold.Public land is land held in trust by Government, local or traditional authorities and is used openly or accessible to the public; this includes land gazetted for institutions (including Universities and Colleges), national parks, recreation and forest areas and historical and cultural areas. Customary land is land falling under the jurisdiction of a recognized traditional authority, which has been granted to a person under customary law; such land is allocated to the person, resident or immigrant, by the traditional leaders holding jurisdiction over the land. Once customary land has been allocated to the family or lineage under the customary tenure, the land is perceived as the property of the family in perpetuity (Bosworth, 1998). Leasehold tenure is a personal contract granting the exclusive right of use of land for a fixed period shorter than the private ownership rights held by the person issuing the lease. Freehold land accords the holder exclusive possession of the land in perpetuity without term limits placed on the title of the owner. As noted, a freeholder has the right to subdivide or lease the land without seeking Government approval and the Government has no legal right to interfere with the occupational right to land. Freehold land, therefore, offers the highest security of tenure.

Most of the land in Malawi is held under customary tenure, around 85% of the total land in Malawi. This land is held and used by community members under customary law. However, SAVE project will be implemented within the existing institutional land which is public land. It is therefore anticipated that the project will not be associated with land problems or conflicts with the community.

1. Water Resources

Malawi has abundant surface water resources, with both Lake Malawi and many large perennial rivers flowing from the highland areas. In Malawi, 80% of the population has access to improved source of drinking water, but that leaves about 4 million people who still lack access to safe water. However, among those accessing improved drinking water, most of them and living rural areas rely on groundwater for their domestic supply and most urban dwellers together with a smaller portion of rural people are supplied with portable water from the Water Boards. Malawi has 5 Water Boards namely; Northern Region, Central Region, Lilongwe, Blantyre and Southern Region Water Boards.

Nevertheless, much as Malawi has on overall abundant water resources, current situation and major challenges of the sector are that there is a growing national demand on water resources and concern on its availability is due to national population growth and dwindling water sources, particularly during the dry season. Currently water resources development accompanying rapid water demand in urban and peri-urban areas due to rapid population growth is a serious problem in Malawi. A total Malawian population increased by 35% between 2008 and 2018 representing an intercensal growth rate of 2.9% per annum and for Lilongwe city, it is 3.8% and Blantyre city 2.0% according to National Statistics Office (NSO), 2018. Hence, there is need for better management of the water resources. The government has placed a high priority on water resources management measures in order to ensure food and water security at household level through among other things enhancing water-harvesting technologies, promoting catchment protection and management including disaster risk reduction measures.

Additionally, much as 85% of the national population has access to improved water sources, on SDGs indicators the trend shows a slight decline for safely managed sources from 20.3% in 2017-18 to 18.4% in 2018-19 which is attributed to damage caused by floods and drought which casts some doubt if Malawi is to achieve the SDG’s. The sector faces daunting challenges in meeting its objectives, and key among them are: (a) poor revenue collection efficiency for the water boards due to huge government unpaid bills. (b) there is an increase in non-functionality rate of rural Water Supply Systems due to the occurrence of the Cyclone Idai which damaged most of rural water supply infrastructures. (c) inadequate allocation of finances to the water department by the Government; (d) limited capacity in the water and sanitation sector at the Ministry and in the districts with a vacancy rate of 62.2%, there are few local NGOs active in WASH sector; (e) deforestation and environmental degradation of catchment areas for water supply which is rendering quantity of water insufficient and quality of water bad, dwindling water sources; (f) high levels of non-revenue water for water utility companies which are estimated to be around 35% due to ageing infrastructures; (g) vandalism of water supply facilities and water monitoring equipment (h) inadequate evidence based formative research to support policy formulation, etc.

It is therefore important for the SAVE project PIU, Contractors and Institutional Project management teams to engage with the Water Boards as water providers for modalities of water supply for the construction and implementation phases of the project. Other options such as water harvesting technologies can also be considered for adoption to avoid possibility of water scarcity during construction and implementation of the project.

1. Environment and forest degradation

Malawi faces continued challenges of deforestation, constrained water resources, declining fisheries, limited institutional capacity to manage natural resources, and farming practices that lead to soil erosion and reduced fertility, among others. A scarcity of land resources, extreme poverty, and a rapidly growing population largely dependent on natural resources for subsistence compound these challenges. Among these, one of the biggest environmental challenges in Malawi is deforestation.

The country was previously heavily forested with much of the country under forests. However, according to Index Mundi, in 2015 forest cover was just 33.38% of the total land area of Malawi (falling from 41.4% in 1990).In Malawi, deforestation is estimated to be responsible for the loss of 33,000 hectares per year, and is mainly attributed to agriculture expansion, tobacco growing, and excessive use of biomass. Most households depend on wood from customary land **forests** for tobacco curing (69%) and brick burning (68%).Deforestation is recognized as a major driver of the loss of biodiversity and ecosystem services. It also disturbs natural processes such as biogeochemical, hydrological, and ecological cycles.

It is therefore envisaged that SAVE project implementation should avoid as much as possible to contributing serious deforestation problem in the country. Among actions to avoid this is the use of construction materials as recommended by National Construction Council of Malawi and opposed to use of ordinary burnt bricks, which has an implication on serious deforestation in the country.

1. Solid waste and waste water management situation

Developing nations like Malawi face significant challenges in dealing with rising levels of waste, despite producing less waste than more developed countries. Malawi has a population of just over 18 million and is at increasing risk from the dangers of accumulated waste. In 2019, the capital city Lilongwe, was producing approximately 250 metric tonnes of waste per day (Kamakanda, 2019). Alarmingly current waste collection services can handle only a small percentage of this (around 30%), so the city, like many other areas in Malawi, faces a growing problem of accumulated waste.

Uncollected waste in Malawi is usually dealt with in one of two ways: being dumped/fly-tipped or burnt. Many Malawians including institutions, have large rubbish pits outside their homes/ premises and routinely burn built up waste. This includes plastics and other toxic materials, consequently releasing greenhouse gases and causing higher levels of respiratory illness. Waste which is not burnt is dumped – in local areas, in rivers/water systems, on farming land or thrown out windows of moving cars. Waste builds up in water systems, attracts vermin and presents a huge health, safety, and environmental risk to Malawians. The poorly managed waste situation in Malawi contributes to several disease outbreaks and environmental consequences – cholera and flooding among those. City and district councils have introduced a number of by-laws and policies aimed at combating the growing waste management crisis. Due to a lack of resource, funding and waste disposal infrastructure, these regulations are rarely enforced, and waste continues to be dumped and is escalating beyond control.

With regards to wastewater management issues, In Malawi, wastewater is generated throughout the country i.e. both in rural and urban centres. Wastewater generation has increased due to increase in population, urbanization and industrialization. Wastewater treatment works are done in cities of (1) Blantyre at Blantyre, Soche, and Limbe, (2) Lilongwe at Kauma, (3) Zomba at Chikanda and (4) Mzuzu at Moyale. These have offsite sewage systems but only 15% of the population is connected to waterborne sewerage and 15% to septic tanks (National Environmental Action Plan, 1994). The dominant treatment types are the primary and secondary type which mainly removes just about 30% of the organic wastes and 50% of suspended solids and bacteria. Sewage system break down, sewer lines blockages occur due to poor maintenance, improper design of some sections, and also lack of public awareness on use of the sewerage systems (Agrifor Consult, 2006). Lack of adequate waste water treatment causes severe water pollution and outbreaks of waterborne diseases especially in squatter areas in urban areas.

With the escalating problems to do with solid waste and waste water management, the project implementation teams should engage with their respective councils on how best they can manage waste associated with the project implementation including putting in place measures to reduce and manage wastes e.g. application of Reduce, Reuse and Recycle principle.

* 1. EDUCATION SYSTEM IN MALAWI

Malawi has an education system consisting of [primary school](http://www.sdnp.org.mw/Education2010/Edu-system.html#primary), [secondary school](http://www.sdnp.org.mw/Education2010/Edu-system.html#secondary) and [tertiary](http://www.sdnp.org.mw/Education2010/Edu-system.html#university) education. The educations system in Malawi faces many challenges in most areas including areas of access, equity, quality and internal efficiency.

1. [Primary School](http://www.sdnp.org.mw/Education2010/policy-direction.html#primary-sch)

Most children start formal education at primary school at the age of six. The primary school takes up to 8 years from Standard 1 to 8 (in Government schools, and less in some private schools) and at the end of which pupils write examinations. Students have to pass and some get selected to attend secondary school education in a government secondary school.The introduction of Free Primary Education in Malawi has seen a large increase in the number of pupils going to primary school but this increase in access has also brought major infrastructure problems and a big decline in quality.

1. [Secondary School](http://www.sdnp.org.mw/Education2010/Malawi-secondary-schools.html)

Secondary school education takes about 4 years from Form 1 to Form 4. Students can attend secondary school in public schools or in private schools run by the private sector and individuals.  For along time, secondary education was very restrictive in Malawi but this situation is changing positively due to rapid expansion of private schools as well as government run community day secondary schools. Students in secondary schools have to pass examinations (MSCE) administered in at Form 4 for them to proceed to tertiary education level. These examinations are set by Malawi National Examinations Board (MANEB) but jointly administered by MANEB and the Ministry of Education. One has to successfully pass their MSCE examinations to be considered for tertiary placement.

1. Universities and Colleges

After the students have successfully passed their MSCE examinations, they have to make an application to National Commission for Higher Education (NCHE), Other Colleges and Technical, Entrepreneurial and Vocational Education and Training Authority for consideration into their respective public funded colleges including vocational and technical colleges and to the universities. However, with the increasing number of students qualifying for a placement into these public institutions, there is no guarantee of securing a placement due to limited teaching space. The emergence of private universities and colleges, has therefore helped to manage the situation by enrolling some of the qualifying students but failed to secure a placement in the public institutions.

## CURRENT HIGHER EDUCATION SYSTEM IN MALAWI

Higher education is conducted primarily through public universities and colleges and several private higher education institutions. The Ministry of Education (MoE) is responsible for primary, secondary, teacher, and higher education. Under the mandate of the MoE, the National Council for Higher Education (NCHE) monitors the quality of higher education while the Higher Education Student Loans and Grants Board (HESLGB) oversees financing of needy students through grants and loans. Universities and colleges award technical certificates and diplomas in addition to professional degrees. The criteria for student admission for public universities follows a harmonized selection process using a merit-based admission policy coordinated by the NCHE through the Public Universities Selection (PUS) Tertiary Technical Working Group (TTWG). However, University Councils have the ultimate authority to approve admissions and set the level of fees for programs of study. Universities also admit parallel, mature, open, distance, and e-learning (ODeL) and postgraduate students independently (as approved by University Councils); finances and proceeds from such programs are duly accounted for by the universities.

Private universities implement independent selection policies and processes following the NCHE established standards and regulations. The Government intends to establish a placement board to manage the selection of students to both public and private universities. In higher education, ODeL has been a way of increasing access but the National Education Sector Investment Plan (NESIP) 2020-2030 points to the fact that many such programs are not well developed and most of the higher education institutions do not have a fully functional ODeL system to make a significant impact on increasing access. It is worth noting that the number of higher education institutions conducting ODeL programs in Malawi has increased because of the pressure for continued learning amidst the COVID-19 pandemic.

Technical and vocational training in Malawi is offered through a variety of programs spanning formal and informal Technical, Entrepreneurial, and Vocational Education and Training (TEVET) training**.** The Department of Technical and Vocational Training in the Ministry of Labour (MoL) is responsible for TEVET, with the Technical, Entrepreneurial, and Vocational Education and Training Authority (TEVETA) functioning as the regulatory body in TEVET, overseeing registration, quality assurance, standard setting, and curriculum development.The assessment and certification of TEVET completers is planned to fall under a new body called the Assessment and Certification Unit (ACU) to be located in the MoL Formal TEVET is offered at the post-secondary level and is delivered as formal apprenticeship training in so-called ‘regular programs’ and ‘parallel programs’. The formal programs are delivered as sandwich programs with alternating training periods in TEVET institutions (National Technical Colleges [NTCs], Community Technical Colleges (CTC), private training institutions, Community Skills Development Centers (CSDC), and companies. Formal TEVET programs lead to formal TEVET qualifications registered under the National Skills Qualifications Framework (NSQF). In the formal regular programs, admission is done upon merit according to TEVETA rules, training is subsidized from the TEVET Levy Fund, and TEVETA supports the attachment of students to companies. In formal parallel programs, students directly enroll in TEVET institutions and students are fully self-paying and responsible for facilitating industrial attachment on their own. In addition to formal training, there is a variety of skills training options subsumed under ‘informal training’. Informal training can be accessed without formal educational requirements and includes informal apprenticeships with master crafts persons (MCPs) and short-terminformal skills development courses. Informal training can lead to NSQF certificates representing only part qualification (project background document).

1. Enrolmentrates

Although access to tertiary education has been increasing, enrolment rates in Malawi are among the lowest in the world. Thus, between 2017 and 2018, enrolment in Malawi public higher education institutions increased from 25,000 to 30,975 and in 2018/19, student enrolment in public universities and colleges increased from 30,975 to 34,167 students (of which 21,246 males and 13,245 females representing 62% and 38% respectively)). Formal TEVET programs have also increased rapidly and by 2020 new entrants totaled approximately 7,600 students. However, this represents less than 1% of the relevant age group and levels of access to tertiary education compare unfavorably with regional and low-income country averages i.e. the African average is 12%, while the global average is 33%.

According to the NCHE harmonized selection report, less than 3% of those who were eligible to continue their education were able to enter higher education. For TEVET, more than 13,000 youth applied for admission in 2019 but only 2,065 were able to enroll.A lack of infrastructure, equipment, and facilities are important barriers to increasing tertiary education places across higher education and TEVET.

1. Equity/Inclusive Education

In the 2018/19 fiscal year, public and private institutions of higher education had a total of 117 students with special needs. Of all public and private universities, the University of Malawi had enrolled the highest number of students with special needs (82) the majority of whom (42) were enrolled at Chancellor College. LUANAR enrolled 21, MUST 10, Domasi 8, Nalikule 7 and MZUNI 3 students.

1. Challenges to higher education access among the vulnerable

Other than limited facilities in the institutions, the high cost of higher education is highlighted as limiting access for the needy and vulnerable students, particularly in higher education. The NESIP references the fact that most students are not able to be fully assisted in terms of financial support to cover the costs of their studies, in part, because the higher education loan scheme has some inefficiencies.In 2018/19, a total of 14,234 students from both public and private universities and colleges who applied for loans, 13,035 (8,212 males and 4,823 females) were offered loans. In TEVET, the NESIP points to cultural factors and stereotypes as impacting demand of females for TEVET programs. Additionally, Support to cover the private costs of tertiary education is insufficient. Much as the Higher Education Student Loans and Grants Board (HESLGB) has significantly increased the provision of loans to applicants from 45% in 2015 to 89% in 2019. However, the level of support is not sufficient to cover the costs of attendance, particularly for the neediest students. In TEVET, students pay a subsidized tuition fee and students from poor families may qualify for bursaries to help support tuition, upkeep, and costs related to participating in industrial attachment. Additionally, it is important to note that in January 2021, the MoL increased student fees, which will further limit the likelihood of vulnerable students participating in TEVET programs.

1. Response efforts and activities

There have been efforts to use distance education and e-learning as a means to increase access to tertiary education with low levels of success. The NESIP highlights that in higher education ODeL programs have made strides but are not well developed, with most institutions not having fully functional ODeL systems to make a significant impact on increasing access to higher education. An ODeL Framework for higher education provides a situational analysis highlighting a number of challenges including a lack of collaboration among institutions, an overreliance on print based instruction, lack of funding and high costs of ODeL, inadequate infrastructure, staff overload, negative perception of ODeL, and low levels of utilization of ICT. Key recommendations highlight the need for public and private institutions to have concerted efforts leading to the establishment of a vibrant ODeL system. There has been an increase in support to the use of ODeL in higher education through financing from the World Bank, United States Agency for International Development (USAID), African Development Bank (AfDB) and with the need to ensure continuity of learning during COVID-19 all offering important lessons related to the need to support effective ecosystem to increase access to higher education though ODeL. In TEVET efforts to introduce the use of e-learning is new.

# **ENVIRONMENTAL AND SOCIAL IMPACTS AND MITIGATION MEASURES**

The Skills for a Vibrant Economy (SAVE) Project will include a number of activities with potential environmental and social impacts and will be implemented in nine public higher education institutions andseven Technical and Vocational training centers in Malawi. This ESMF coversthe entire project with respect to design, construction and operational and maintenance stages of the project cycle. No new training center will be constructed under this project but it will employ activities relating to construction, renovation, and rehabilitation of school infrastructure including single and multi-storey buildings of classrooms, offices, teaching laboratories and technical training rooms and accommodation blocksetc. within the higher education institutions and vocational training centers campuses among other activities. All these structures will be constructed on existing institutional land which is available in the higher learning institutions. With the nature of the sub-projects of the project and that it will not involve resettlement, consensus at the Appraisal Environmental and Social Review Summary level (ESRS appraisal), has rated the project moderate with conviction that it will unlikely cause adverse impacts.SAVEproject however will have to promote adoption of environmentally friendly technologies and measures for use in the implementation of the sub-project including complying with all the WB EHS general guidelines and the WB guideline for construction during Covid19.Moreover,much as the implementation of the sub-projects will be carried in already identified institutions, the decision onexact sites for the sub-projects implementation within the institutions, may not yet to be determined/ made.;This ESMF provides a platform for the preliminary environmental and social screening to determine the type of environmental assessment required and appropriate enhancement/mitigation measures to be put in place and/or applied.

This section highlights the potential positive and negative impacts of SAVE project by component or phase. The enhancement measures to the positive impacts and the mitigation measures to the negative impacts are also presented under this section.

## LIST OF POTENTIAL POSITIVE, AND NEGATIVE IMPACTSOF SAVE PROJECT AND THEIR RESPECTIVE ENHANCEMENT AND MITIGATION MEASURES

With respect to project activities, SAVE project is expected to generate positive and negative impacts in all the phases of the project cycle (pre-construction, Construction and Operation and Maintenance phases). Since the actual site(s) for the implementation of the project are not yet known at project preparation/appraisal, this Environmental and Social Management Framework (ESMF) has been prepared to provide a standard approach for addressing all potential impacts that will be associated with the project activities. The ESMF spells out clear procedures and methodologies for environmental and social assessment, review, approval and implementation of safeguards activities to be financed under the project.

The appropriate level of environmental and social risk management could range from the application of simple mitigation measures suggested after carrying out environmental and social screening using the environmental and social checklist–(see Annex 1); to the preparation of an ESMP and/or full ESIA; to no environmental and social instruments being required.

SAVE project will be implemented in nine institutions of higher learning and five vocational training centers across the country. The landscape for project implementation is broad and hence, adverse environmental and social impacts may emerge asa result. However, ifthe impacts are adequately managedthrough application of the suggested interventionsand/or mitigation measures, the negativeenvironmental or social impacts of theproposed project may bereduced; hence this ESMF. Additionally, weak or inadequate capacity for designing, managing and monitoring subprojects can lead to a low environmental and social performance of the project, exacerbating negative impacts and limiting enhancement of the positive impacts. The early identification of potential risks during the preparation and design stages of the project, is of extreme importance to the project’s overall design. This ESMF is designed to provide the perspective of the potential impacts/ risks and suggested mitigation measures so as to help in improving design of the project.

More specific considerations, which are outlined below, need to be followedto ensure the environmental and social performance of the project is enhanced. Theseinclude mitigation measures and best practices which have to be followed through;

* Secure a close consultation process with the beneficiaries (participating Universities, Colleges and Technical and Vocational Training Colleges) with the disclosure of data and grievance redress mechanisms;
* Design for safety- Developer in collaboration with Institutional Project Management team should ensure that qualified structural/civil engineers either prepare or reviews and approves the buildings’ design and are periodically checkingthe quality of construction. The Steering and Technical Committees for the project can provide the checks and balances on safeguards implementation as well as overall implementation of the project.
* Anticipate accompanying measures to secure sustainability of the project. For example, community participation and government funding.

The generalized potential positive and negative environmental and social impactsas well as their respective mitigation and enhancement measuresof SAVE project are described below, for the pre-construction, construction and operation and maintenance phases. This generalized list of impacts and mitigation/ enhancement measures can however be further developed at the start of Project implementation and updated from time to time commensurate with specific subproject characteristics, impacts and risks. Additionally, the sub-project specific and detailed impacts, with complete set of mitigation and enhancement measures, will be identified during preparation of individual subproject ESMPs/ESIA.

.

* + 1. **Potential Impacts at Pre-Constructional Phase**

1. **Positive Impacts**

**Impact: Increase in Employment Opportunities**: The pre-construction phase may lead to creation of job opportunities for consultants and local communities etc. These consultants are Architects and Quantity Surveyors that the project will engage to assist with construction works.

**Enhancement measures**

* Employ more local people

**Impact: Increase in Business Opportunities**: The phase shall also increase business opportunities for the local traders. These are the small businesses that the locals would undertake to supply food items and a few materials required by the Team and workers that would be undertaking preliminary assessments and other works.

**Enhancement measures**

* Conduct trainings on Business management
* Create space to act as a market

1. **Negative Impacts**

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

**Mitigation Measures:**

* Limit clearing of vegetation to the areas that will be directly affected by the construction and replace the ones that would be cut.
* Re-place all cut down trees

**Impact: Increased Risk of Soil Erosion**: Top soil striping on the site may result into increased surface runoff. This potential increase in runoff could enhance erosion, which could cause silting of the natural drainage channel. This in turn could adversely affect the hydrological properties of the area and receiving streams, and could lead to flooding.

**Mitigation Measures:**

* Limit clearing of vegetation to the areas that will be directly affected by the construction and construct proper drainage where necessary.
* Avoid excavations and soil disturbance during rainy season.
* Back fill all excavations immediately

**Impact: Blockage of Some footpaths**: some proposed sites for the construction activities may have been used as footpaths. The development of those sites coupled with fencing of those construction sites, may block the footpaths and affect movement around the institution(s).

**Mitigation Measures**:

* Relocate affected footpaths before commencement of the project
  + 1. **Potential Impacts during Construction Phase**

1. **Positive Impacts**

**Impact: Increased Employment Opportunities**: The construction of building structures may lead to creation of job opportunities for contractors, engineers, quantity surveyors, architects, skilled and unskilled laborers from the community.

**Enhancement measures:**

* Employ more local people

**Impact: Increased Business Opportunities**: The construction works shall increase business opportunities for the local traders and other external suppliers.

**Enhancement measures:**

* Conduct trainings on Business management
* Create space to act as a market

**Impact: Increased Government Revenue sources**: The construction works will increase the sources of Government revenue through various taxes during purchases of construction materials

**Enhancement measures:**

* Timely pay tax

1. **Negative Impacts**

**Impact: Noise nuisance and pollution**: Noise, will occur in the course of activities such as excavations, transportation and operation of machinery. This may affect teaching and learning at the institutions.

**Mitigation Measures:**

* Timely and regular servicing of vehicles and machinery to avoid excessive noise
* Fencing the project area as a barrier to noise
* Limit very noisy activities to times when the classes are not in session
* Workers can be provided with noise muffs as PPE.

**Impact:Vibrations**

Vibrations may begenerated and felt due to use of heavy equipment and vehicular movements thereby causing discomfort and cracks to nearby buildings

**Mitigation Measures:**

* Use sizeable equipment as per best practices

**Impact:Emissions and air pollution:** Dust emissions may be generated and/or during site clearing, excavations, Fumes from Fuel combustion from vehicles and other equipment may also generate emissions during construction phase, thereby affecting air quality and inducing human health complications.

**Mitigation Measures:**

* Use closed/covered trucks for transportation of construction materials and debris
* Water work sites in dry season
* Provide PPE to workers
* Maintain and service vehicles and equipment regularly.

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

**Mitigation Measure:**

* Limit clearing of vegetation to the areas that will be directly affected by the construction
* Construct proper drainage where necessary.
* Avoid excavations and soil disturbance during rainy season.
* Back fill all excavations immediately

Ensure bare and disturbed areas are revegetated

**Impact: Increased degradation of other sensitive ecosystems:**Vegetation clearance and its resultant soil erosion may lead to siltation of other nearby ecosystems e.g. Domasi river in Zomba in the case of Domasi-College of Education sub-project. Also if burnt bricks are to be used, this can perpetrate deforestation in areas where these bricks are produced and hence affecting the environment.

**Mitigation measure**s

* Limit clearing of vegetation to the areas that will be directly affected by the construction
* Replanting trees and vegetation after construction activities
* Building materials for the structures should be as recommended by National Construction Industry Council (NCIC) e.g. use of cement blocks

**Impact: Increased Generation of waste**: Construction activities will generate considerable amount of solid and liquid waste which may include waste water, earth material, wood cut-offs, wood shavings, plastic cut-offs, empty cement sacks, paint cans etc. These would need to be appropriately disposed of.

**Mitigation Measures:**

* Store waste in designated locations before final disposal at appropriate sites agreed with local authorities
* The oil should be stored in tanks and drums as hazardous waste and disposed off in an approved manner
* Spill trays should be provided and used where appropriate
* Reuse wastes
* Provision of bins- with separation at source concept

**Impact: Disruption of utility supplies on the campuses and nearby residents:** The support rendered by the utility service providers to connect supplies e.g. water and power to the new construction can increase demand of the utilities at the institution and affect access of the utilities by other users e.g. students, staff and nearby communities.

**Mitigation measures**

* Explore use and install technologies for supplies e.g. water harvesting technologies and solar power

**Impact: Increased Risk of Spread of HIV/AIDS and other STIs**: HIV & AIDS and STIs will likely increase due to influx of people to the areas in search of employment opportunities.This increase in number of people can lead to increased social interaction between workers and students and hence, sexual relations.

**Mitigation Measures:**

* Conduct sensitization meetings on HIV/AIDS and STIsto workers, staff and students, including how to prevent these.
* Provide condoms
* Provide VCT services

**Impact: Increased Risk of Spread of COVID- 19**

Increased number of people at the institutions and workers’ groups, including contact of those people without using protective measures such as wearing of face masks, limited application of hygiene measures and social distancing may increase the spread of Covid-19 around the project areas and among those that might be in contact with those people.

**Mitigation Measures:**

* Conduct sensitization meetings on COVID-19prevention to workers, staff and students.
* Provide equipment to enhance hygiene i.e. water for washing hands, soap and sanitizers are made available at all time in the work environment and or institution premises
* Ensure social distancing is observed among workers and students by employing working in shifts and teaching and learning in phases
* Ensure all individuals are wearing protective face masks

**Impact: Traffic Disruption**: Haulage trucks delivering building materials to site could cause traffic disruption by adding to vehicular traffic on roads serving the project area. This may also lead to increased accidents.

**Mitigation Measures:**

* Restrict speed limits to 20km per hour
* Install and observe road signs

**Impact: Disruption of Classes**: Classes may be disrupted due to haulage trucks delivering materials to the project site, plants and equipment being used on site and noise from the workers. Classes could also be disrupted due to workers’ grievances that might be directed to the institutions Authorities in the absence of the contractor. Furthermore, occupancy of classrooms in the absence of campsite structures may disrupt classes, and hence need for alternative campsite structures development by the project, to accommodate the contractor workers.

**Mitigation Measures:**

* Restrict noisy activities to when classes are not in session
* Fence project site / put noise barriers
* Identify alternative routes to the construction sites
* Contractors to provide own storage for materials and accommodation for workers
* Contractors should adhere to code of conduct for their workers

**Impact: Occupational Health and Safety Risks**: Construction site workers will be exposed to risks of accidental collisions with moving vehicles, strains from repeated movements or from lifting of heavy objects, slips and falls. Accidental cuts from tools and machines are also safety risks. Wet cement as a building material is corrosive on contact to human skin. Dust from cement may cause respiratory infections.

**Mitigation Measures:**

* Provide personal protective equipment (PPE)
* Provide first aid kits
* Conduct on site trainings to workers on Health and Safety
* Installation of signage
* Code of conduct
* Provide safe scaffolding equipment

**Impact: Public Safety Risks** Excavations, pits and heaps of unconsolidated material will be left overnight at the end of a working day at the construction site. These would make the construction site dangerous to teachers, learners, surrounding communities and stray animals who might walk across the site at night.

**Mitigation Measures:**

* Contractors to hoard all the construction sites
* Contractors to put safety tape around all excavations
* Conduct sensitization meetings to communities
* Install signage to limit access

**Impact: Water Pollution**: Poor management of liquid and solid waste may lead to pollution of water bodies in the vicinity of project sites.

**Mitigation Measures:**

* Contractor shall construct the necessary and adequate sanitary facilities to prevent pollution
* Contractor shall dispose of collected waste water in the manner agreed with the council
* The oil should be stored in tanks and drums as hazardous waste and disposed of in an approved manner
* Spill trays should be provided and used where appropriate

**Impact: Increase in Gender Based Violence**: Contractors on site may indulge in crimessuch as raping, physical assault, use of sexual harassment, discrimination and sexual exploitation, provocative language etc.

**Mitigation Measures:**

* Conduct sensitizations on Gender Based Violence, Sexual harassment,
* Promotion of women’s employment

**Impact: Violence against Children:** Contractors working in various sites may employ under aged (less than 18 years) workers, indulge in sexual relations with children, child marriages, defilement

**Mitigation Measures:**

* Avoid employing under aged (less than 18 years) workers
* Learners should not be engaged in any construction related activities
* Conduct sensitizations to communities, school committees and learners on violence against children

**Impact: Sexual Exploitation of students**: The increase in number of workers mingling with students may also result in increased social interactions which then can result into sexual exploitation and harassment

**Mitigation Measures**

* Conduct awareness and sensitization meetings on the dangers of sexual harassment among workers and students
* Put in place robust Grievance redress mechanisms and make it known to workers and students

**Impact: Increase in Theft Cases**: There would be an increase of theft cases of building materials especially where wage payments are delayed by contractors.

**Mitigation Measures:**

* Conduct sensitization meetings targeting workers
* Empower and utilize community policing
* Extend existing security service to cover project site.

**Impact: Risk of exposure to hazardous materials and wastes:** procurement of construction materials without proper consideration of cleaner production principle and respective use of those materials may potentially introduce contaminated building materials into the construction sites, and the potential presence of contaminated building materials (asbestos, lead based paint, etc)” may increase workers’ exposure to contaminationthereby impacting on their OHS. Eventual unsafe disposal of those materials are also health hazard to people;and thus there is need for specific requirements for construction; which may potentially increase costs for construction.

**Mitigation measures:**

* Avoid procurement and minimize use of hazardous materials by substituting with non-hazardous alternatives.
* Ensure indoor secure storage and sealed containers rather than loose storage of hazardous materials
* Prevent uncontrolled releases of hazardous materials to the environment e.g. paint, oils etc.
* Communicate and train workers to recognize and respond to workplace chemical hazards.
* Involve Waste management authorities for safe disposal of hazardous wastes

**Impact: Increased Energy and Water Use:** increased number of students and staff as well as modern equipment for teaching and learning, will translate to increased use of utilities including competing with the existing uses.

**Mitigation measures**

* Sensitization on use of energy and water efficiently among students and staff
* Procure energy efficient equipment
* Install and use alternative water and energy sources especially at peak hours (water harvesting tanks, solar technologies etc)
* Conserve power and efficiently use water by switching on and opening only if they are needed respectively
  + 1. **Potential Impacts during Operation and Maintenance Phase**

1. **Positive Impacts**

**Impact: Improved outlook of the institutions**: The newly constructed structures in participating institutions will make them more beautiful. Coupled with the introduction of new market relevant courses, this will improve the outlook of the institutions.

**Enhancement Measures:**

* Construct the structures and implement the activities as per design

**Impact: Increase in number of students enrolled especially females**: The increase in building structure may lead to increase in number of students enrolled in public secondary schools.

**Enhancement Measures:**

* Enroll more students especially females

**Impact: Promotion of the teaching and learning of labour market relevant skills**: The project will lead to an increase in learners and graduates in labour market relevant skills; and increased industry participation will add value to the students training

**Enhancement Measures:**

* Construct laboratories and workshops and stock relevant equipment and materials
* Improve capacity of Lecturers and trainers
* Engage private sector in attachments

**Impact: Increased and improved teaching and learning**: Expansion and or construction of learning facilities and installation of learning equipment will increase space and ease of teaching and learning. New programs to be developed will raise the profile of the Colleges and its associated increased enrollment, will be good for the improvement of the Colleges financial position especially for those s not fully subvented e.g. LUANAR’s Natural Resources College.Building the capacity of staff in areas like ICT, and training them to labour Market relevant skills, will improve teaching and learning

**Enhancement Measures:**

* Put in check vandalism of equipment and infrastructure
* Regularly maintain the learning equipment and infrastructure
* Involve and utilize community policing structures
* Build capacity of staff in relevant courses and in time
* Support development and curriculum review for new programs and courses

**Impact: Increased Knowledge in IT and improved internet connectivity**: The provision of ICT equipment for ODeL will increase skills and knowledge in IT related discipline and improve internet connectivity.

**Enhancement Measures:**

* Install and/or improve internet connectivity
* Create a culture of keeping safe and regular maintenance of ICT infrastructure
* Train more staff in ICT teaching and learning

**Impact: Increase in Employment Opportunities**: The increase in building structures may lead to creation of job opportunities for teachers, lab technicians, local artisans etc.

**Enhancement Measures:**

Employ more staff from Malawi

1. **Negative Impacts**

**Impact: Increase in Generation of solid waste**: The operation phase activities will generate considerable amount of solid waste which may include paper wastes, food packaging and residues, laboratory wastes etc. These would need to be appropriately disposed of.

**Mitigation Measures**

* Store waste in designated locations before final disposal at appropriate sites
* Install separators to manage the laboratory waste and dispose of in an approved manner
* Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle)

**Impact: Increase in generation of waste water**: The operation phase activities will generate considerable amount of liquid waste and /or waste water, mainly due to increased numbers of students leading to increased use of lavatories, washing rooms, sanitary apparatus and use of laboratories etc. This waste water will need to be appropriately disposed of.

**Mitigation Measures**

* Expand the existing wastewater collection, transport and disposal facilities to accommodate the new facility
* Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle)

**Impact: Soil Contamination and Water Pollution**: Poor management of liquid and solid waste may lead to pollution of soil and water bodies in the vicinity of project sites.

**Mitigation Measures**

* Provision of adequate sanitary facilities
* Clear all storm water drainage system from time to time

**Impact: Increase in Theft Cases**: Increase in theft cases might come as result of additional learning materials and equipment.

**Mitigation Measures**

* Sensitizations
* Establish/involve community policing

**Impact: Sexual Exploitation of students** : The increase in number of students coupled with face to face delivery of teaching and learning may also result into increased sexual interactions by staff in those institutions of higher learning e.g. sex for grades

**Mitigation Measures**

* Conduct awareness and sensitization meetings on the dangers of sexual harassment among staff and students
* Put in place robust Grievance redress mechanisms and make it known to staff and students

**Impact: Increased Risk or Spread of HIV/AIDS and STIs**: HIV & AIDS and STIs will likely increase due to increased number of students coupled with face to face delivery of teaching and learning which may increase sexual interaction.

**Mitigation Measures**

* Conduct sensitization meetings on HIV/AIDS and STIsto staff and students
* Provide condoms
* Provide VCT services

**Impact: Increased Risk of Spread of COVID- 19**: increased number of students and in contact with each other and staff due to face to face delivery may increase spread of Covid-19. This can be enhanced when there is no practice of hygiene measures, limited social distancing and not wearing of protective clothing such as wearing of face masks.

**Mitigation Measures**

* Conduct sensitizations on COVID-19 to staff and students
* Ensure equipment to enhance hygiene i.e. water for washing hands, soap and sanitizers are made available at all time at the institution’s premises
* Ensure social distancing is observed among staff and students by employing working in shifts, teaching and learning in phases and using e-learning methods (ODeL)
* Ensure all individuals in the institution premises are wearing protective face masks

**Impact: Increased Energy and Water Use:** increased number of students and staff as well as modern equipment for teaching and learning, will translate to increased use of utilities including competing with the existing uses.

**Mitigation measures**

* Sensitization on use of energy and water efficiently among students and staff
* Procure energy efficient equipment
* Install and use alternative water and energy sources especially at peak hours (water harvesting tanks, solar technologies etc)
* Conserve power and efficiently use water by switching on and opening only if they are needed respectively

**Impact: Safety issues to students and staff with respect to building designs:** Poorly designed infrastructure and/or building can pose to be a threat to staff and students in case of risks and incidences eg fires, climate change risks etc. Poorly designed structures can also exclude other vulnerable and disabled groups from access.

**Mitigation measures**

* Employ well qualified engineers and Architects in buildings design
* Design, construct, operate, and decommission the structural elements of the project in accordance with national legal requirements, including universal access.
* Ensure equipment to reduce impact of risks e.g.fire extinguishers are readily available and accessible

# **ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP)**

## INTRODUCTION

This section constitutes a Generic Environmental & Social Management Plan (ESMP). It is categorized in three major phases of the project, which are Pre-Construction, Construction and Operation and Maintenance. In each phase, the ESMP outlines the potential environmental and social impacts, their proposed mitigation measures and the corresponding responsibility for implementing the mitigation measures.

The development process ofsite specific subproject’s Environmental and Social Management Plans (ESMPs) /ESIA by the Developer (as a legal requirement under EMA, 2017 for all projects before implementation), shall refer to Annex 2 for Generic Terms of Reference (TORs) and also consultations will have to be made withMEPA for Terms of Reference for specific sub projects where need be.

**Table 2: Generic Environmental and Social Management Plan (ESMP)**

| **No** | **Expected Environmental /Social impacts** | **Proposed Mitigation/Enhancement Measures** | **Responsibility For Implementing Mitigation Measures** |
| --- | --- | --- | --- |
| **Pre-Construction Phase** | | | |
| **Positive Impacts** | | | |
| 1 | Increased Employment Opportunities | -Employ more local people | Contractor |
| 2 | Increase in Business Opportunities | -Conduct trainings on Business management  -Create space to act as a market | DCDO, MoE |
| **Negative Impacts** | | | |
| 3 | Loss of vegetation | -Limit the clearing areas to the affected site | Contractor, Institution Project Management team (IPMT), MoE |
| 4 | Increased Risks of Soil Erosion | -Limit the clearing areas to the affected site  -Avoid excavations and soil disturbance during rainy season.  -Back fill all excavations immediately | Contractor, IPMT, MoE, MoL |
| 5 | Blockage of Some footpaths | -Relocate all affected footpaths before project commencement | Contractor, IPMT, |
| **Construction Phase** | | | |
| **Positive Impacts** | | | |
| 1 | Increased Employment Opportunities | -Employ more local people | Contractor |
| 2 | Increase Business Opportunities | -Conduct trainings in business management  -Create space to act as a market | DCDO, MoE |
| 3 | Source of Government Revenue | -Timely pay tax | Contractor |
| **Negative Impacts** | | | |
| 4 | Noise nuisance and pollution | -Timely and regular servicing of vehicles and machinery to avoid excessive noise  -Fencing the project area as a barrier to noise  -Limit very noisy activities to times when the classes are not in session  -Workers and/or affected students be provided with noise muffs as PPE. | Contractor, IPMT, |
| 5 | Vibrations | -Use sizeable equipment as per best practices | Contractor |
| 6 | Emissions and Air pollution | -Use closed/covered trucks for transportation of construction materials and debris  -Water work sites in dry season  -Provide PPE to workers  -Maintain and service vehicles and equipment regularly | Contractor, |
| 7 | Increased Risks of Soil Erosion | -Limit clearing of vegetation to the areas that will be directly affected by the construction  -Construct proper drainage where necessary.  -Avoid excavations and soil disturbance during rainy season.  -Back fill all excavations immediately  -Ensure bare and disturbed areas are revegetated | Contractor, Department of Forestry, IPMT |
| 8 | Increased degradation of other sensitive ecosystems | -Limit clearing of vegetation to the areas that will be directly affected by the construction  -Replanting trees and vegetation after construction activities  -Building materials for the structures should be as recommended by NCIC | Contractor, IPMT, EAD |
| 9 | Increased Generation of waste | -Store waste in designated locations before final disposal at appropriate sites agreed with local authorities  - Store used oil in tanks and drums as hazardous waste and disposed off in an approved manner  -Provide Spill trays and should be used where appropriate  -Reuse wastes  -Provide bins- with separation at source concept | Contractor, District Council |
| 10 | Disruption of utility supplies on the campuses and nearby residents | -Explore and install technologies for supplies e.g. water harvesting and solar power | Contractor, IPMT |
| 11 | Increased Risks of HIV & AIDS, and other STIs | - Conduct sensitization meetings on HIV/AIDS and STIs to workers, staff and students, including how to prevent these.  -Provide condoms  -Provide VCT services | Contractor & IPMT |
| 12 | Increased Risks of spread of COVID19 | -Conduct sensitization meetings on how to prevent contracting and spreading COVID-19 to workers, staff and students.  -Ensure equipment to enhance hygiene i.e. water for washing hands, soap and sanitizers are made available at all time in the work environment and or institution premises  -Ensure social distancing is observed among workers and students by employing working in shifts and teaching and learning in phases  -Ensure all individuals are wearing protective face masks | Contractor & IPMT |
| 13 | Traffic Disruption | - Restrict speed limits to 20km per hour  - Install and observe road signs | Contract |
| 14 | Disruption of Classes | - Restrict noisy activities to when classes are not in session  -Fence project site / put noise barriers  -Identify alternative routes to the construction sites  -Contractors to provide own storage for materials and accommodation for workers  -Contractors should adhere to code of conduct for their workers | Contractor, IPMT |
| 15 | Occupational Health and Safety Risks | -Provide personal protective equipment (PPE)  -Provide first aid kits and fire-fighting equipment  -Conduct on site trainings to workers on Health and Safety  -Installation of signage  -Code of conduct  -Provide safe scaffolding equipment | Contractor, District Council, Ministry of Labour |
| 16 | Public Safety Risks | -Contractors to hoard all the construction sites  - Put safety tape around all excavations  - Conduct sensitization meetings to communities  - Install signage to limit access | Contractor & District Council |
| 17 | Water Pollution | - Construct the necessary and adequate sanitary facilities to prevent pollution  - Dispose of collected waste water in the manner agreed with the council  - Store oil in tanks and drums as hazardous waste and disposed of in an approved manner  - Spill trays should be provided and used where appropriate | Contractor, District Council |
| 18 | Increased Risks of Gender Based Violence | - Conduct sensitizations on Gender Based Violence, Sexual harassment  - Promotion of women employment | Contractor, District Council |
| 19 | Violence against Children | -Avoid employing under aged (less than 18 years) workers  - Conduct sensitizations on violence against children-Learners should not be engaged in any construction related activities | Contractor, Ministry of Labour |
| 20 | Sexual Exploitation of Students | -Conduct awareness and sensitization meetings on the dangers of sexual harassment among workers and students  -Put in place robust Grievance redress mechanisms and make it known to workers and students | Contractor, IPMT |
| 21 | Increased theft cases | -Conduct sensitization meetings targeting workers  -Empower and utilize already existing community policing structures  -Extend existing security service to cover project site. | Ministry of Education, Ministry of Labour, Contractor, IPMT, Malawi Police Service |
| 22 | Risk of exposure to hazardous materials and wastes | -Avoid procurement of and minimize use of hazardous materials by substituting with non-hazardous alternatives.  -Ensure indoor secure storage and sealed containers rather than loose storage of hazardous materials  -Prevent uncontrolled releases of hazardous materials to the environment e.g. paint, oils etc.  -Communicate and train workers to recognize and respond to workplace chemical hazards.  -Involve district/city assembly authorities for safe disposal of hazardous wastes | Ministry of Education, Ministry of Labour, Contractor, IPMT, City/district Assembly |
| 23 | Increased Energy and Water Use | -Sensitization on use of energy and water efficiently among students and staff  -Procure energy and/or water efficient equipment  -Install and use alternative sources of water or energy  -Conserve power and efficiently use water by switching on and opening only if they are needed respectively | Ministry of Labour, Ministry of Education, Contractor, ,Participating Institutions |
| **Operation and Maintenance Phase** | | | |
| **Positive Impacts** | | | |
| 1 | Improved outlook of the Institutions | -Construct the structures and implement the activities as per design | MoE, Ministry of Labour, Contractor |
| 2 | Increase in number of students enrolled especially females | - Enroll more students especially females | MoE, Ministry of Labour, NCHE, Participating Institutions |
| 3 | Promotion of teaching and training of labour market relevant skills | - Construct laboratories and workshops and stock relevant equipment and materials  -Improve capacity of Lecturers and trainers  -Engage private sector in attachments | MoE, Ministry of Labour, Participating Institutions |
| 4 | Increased and improved teaching and Learning | -Put in check vandalism of equipment and infrastructure  -Regularly maintain the learning equipment and infrastructure  -Involve and utilize community policing structures  -Build capacity of staff in relevant courses and in time  -Support development and curriculum review for new programs and courses | IPMT, Participating Institutions, MoE, MoL, Malawi Police Service |
| 5 | Increased knowledge in IT | - Install and/or improve internet connectivity  -Create a culture of regularly maintaining ICT equipment  -Train more teachers in IT | MoE, Ministry of Labour, Participating Institutions |
| 6 | Increased Employment Opportunities | - Employ more teachers from Malawi | MoE, Ministry of Labour, Participating Institutions |
| **Negative Impacts** | | | |
| 7 | Increased Generation of solid waste | - Store waste in designated locations before final disposal at appropriate sites  - Install separators to manage the laboratory and dispose of in an approved manner  - Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle) | MoE, Ministry of Labour, IPMT, District Council |
| 8 | Increased Generation of waste water | -Expand the existing wastewater collection, transport and disposal facilities to accommodate the new facility  -Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle) | MoE, Ministry of Labour, IPMT |
| 9 | Soil contamination and Water Pollution | - Provision of adequate sanitary facilities  - Clear all storm water drainage system from time to time | IPMT, MoE, Ministry of Labour |
| 10 | Sexual Exploitation of students | -Conduct awareness and sensitization meetings on the dangers of sexual harassment among staff and students  -Put in place robust Grievance redress mechanisms and make it known to staff and students | MoE, MoL  Participating institutions |
| 11 | Increased Risks of spread of HIV/AIDS and STIs | -Conduct sensitization meetings on HIV/AIDS and STIs to staff and students  -Provide condoms  -Provide VCT services | Ministry of Health, Participating institutions |
| 12 | Increased Risks of spread of COVID-19 | -Conduct sensitizations on COVID-19 to staff and students  -Ensure equipment to enhance hygiene i.e. water for washing hands, soap and sanitizers are made available at all time at the institution’s premises  -Ensure social distancing is observed among staff and students by employing working in shifts, teaching and learning in phases and using e-learning methods (ODeL)  -Ensure all individuals in the institution premises are wearing protective face masks | Ministry of Health, Participating institutions |
| 13 | Increased Energy and Water Use | -Sensitization on use of energy and water efficiently among students and staff  -Procure energy and/or water efficient equipment  -Install and use alternative sources of water or energy  -Conserve power and efficiently use water by switching on and opening only if they are needed respectively | Ministry of Labour, Ministry of Education, Participating Institutions |
| 14 | Safety issues to students and staff with respect to building designs | - Employ well qualified engineers and Architects in buildings design  -Design, construct, operate, and decommission the structural elements of the project in accordance with national legal requirements, including universal access-Ensure equipment to reduce impact of risks e.g.fire extinguishers are readily available and accessible | Ministry of Labour, Ministry of Education, Participating Institutions |

**Note:**This list of mitigation measures will be further developed at the start of Project implementation; and more importantly, they will be further be modified to specific subproject characteristics, impacts and risks.

# **MONITORING AND EVALUATION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN**

This section presents the potential Environmental and Social Monitoring plan for the proposed ESMP of SAVE project. This environmental and social monitoring plan has monitoring indicators, presents responsible authorities as well as timelines for monitoring. The plan is meant for the contractors and project implementers.Additionally, this section presents the monitoring and Evaluation (M&E) procedures for SAVE project; with description of the monitoring and evaluation process outlined in subsections 6.2 and 6.3 respectively

## ENVIRONMENTAL AND SOCIAL MONITORING PLAN FOR SAVE PROJECT

**Table 3: Generic Environmental and Social Monitoring Plan**

| **No** | **Expected Environmental /Social impacts** | **Proposed Mitigation/Enhancement Measures** | **Responsibility For Monitoring Implementation of Mitigation Measures** | **Frequency of monitoring** | **Monitoring Indicators** |
| --- | --- | --- | --- | --- | --- |
| **Pre-Construction Phase** | | | | | |
| **Positive impacts** | | | | | |
| 1 | Increased Employment Opportunities | -Employ more local people | District Labour Officer, MoE, IPMT | Monthly | Number of local people employed |
| 2 | Increase in Business Opportunities | -Conduct trainings in Business management  - Create space to act as a market | DCDO, MoE, Ministry of Labour, IPMT | Monthly | -Number of trainings conducted  -Market space created |
| **Negative Impacts** | | | | | |
| 3 | Loss of vegetation | -Limit the clearing areas to the affected site | EDO,DFO, MoE, Min. of Labour, IPMT | Before land clearing Commencement | Percentage of space cleared to size of project |
| 4 | Increased Risks of Soil Erosion | -Limit the clearing areas to the affected site  -Avoid excavations and soil disturbance during rainy season.  -Back fill all excavations immediately | District Lands Officer, MoE, Min. of Labour, IPMT | Before land clearing Commencement | -Percentage of space cleared to size of project  -Number of excavated sites but backfilled |
| 5 | Blockage of some foot paths | -Relocate all affected footpaths before project commencement | MoE, Min. of Labour, IPMT | Before land clearing Commencement | Number of footpaths blocked against newly created |
| **Construction Phase** | | | | | |
| **Positive Impacts** | | | | | |
| 1 | Increased Employment Opportunities | -Employ more local people | District Labour Officer, MoE, IPMT | Monthly | Number of people employed |
| 2 | Increase Business Opportunities | -Conduct trainings in Business management  -Create space to act as a market | DCDO, MoE, Ministry of Labour, IPMT | Monthly | -Number of trainings  -Market space created |
| 3 | Source of Government Revenue | -Timely pay taxes | Project, M&E Officer, Malawi Revenue Authority | Monthly | Tax remittance reports |
| **Negative Impacts** | | | | | |
| 4 | Noise nuisance and pollution | -Timely and regular servicing of vehicles and machinery to avoid excessive noise  -Fencing the project area as a barrier to noise  -Limit very noisy activities to times when the classes are not in session  -Workers and/or affected students be provided with noise muffs as PPE. | IPMT, EDO, | Monthly | -Vehicle and machine servicing records  -Existence of fence  -Records of time of conducting very noise activities  -Number of PPE distributed  -Records of noise levels |
| 5 | Vibrations | -Use sizeable equipment as per best practices | EDO, IPMT, | Quarterly | -Type of equipment in use versus best practices |
| 6 | Emissions and Air pollution | -Use closed/covered trucks for transportation of construction materials and debris  -Water work sites in dry season  -Provide PPE to workers  -Maintain and service vehicles and equipment regularly | EDO, IPMT, | Monthly | -Number of trucks covered while transporting debris  -Records of water sprinkling in dry season  -Number of PPE distributed  -Vehicle and machine servicing records  -Records of status of air quality with respect to baseline |
| 7 | Increased Risks of Soil Erosion | -Limit clearing of vegetation to the areas that will be directly affected by the construction  -Construct proper drainage where necessary.  -Avoid excavations and soil disturbance during rainy season.  -Back fill all excavations immediately  -Ensure bare and disturbed areas are revegetated | DFO, Land Resource Conservation Officer, EDO IPMT | Quarterly | -Percentage of space cleared to size of project  -Number of excavated sites but backfilled  -Percentage of sites revegetated  -Reports on status of soil with respect to baseline |
| 8 | Increased degradation of other sensitive ecosystems | -Limit clearing of vegetation to the areas that will be directly affected by the construction  -Replanting trees and vegetation after construction activities  -Building materials for the structures should be as recommended by NCIC | EDO, IPMT | Quarterly | -Percentage of space cleared to size of project  - Percentage of sites replanted  -Type of materials being used  -Reports on state of the ecosystem versus baseline |
| 9 | Increased Generation of waste | -Store waste in designated locations before final disposal at appropriate sites agreed with local authorities  - Store used oil in tanks and drums as hazardous waste and disposed off in an approved manner  -Provide Spill trays and should be used where appropriate  -Reuse wastes  -Provide bins- with separation at source concept | District Council, IPMT, EDO | Monthly | -Amount of wastes generated compared to baseline  -Location of storage of wastes before disposal  -number of drums for storing hazardous wastes  -Number of spill trays provided and in use  -Number of bins distributed |
| 10 | Disruption of utility supplies on the campuses and nearby residents | -Explore and install technologies for supplies e.g. water harvesting and solar power | MoE, MoL, IPMT | At commencement and during construction | -Reports of status of utilities supplies before and during implementation  -Number of water harvesting and solar units installed |
| 11 | Increased Risks of HIV & AIDS, and other STIs | - Conduct sensitization meetings on HIV/AIDS and STIs to workers, staff and students, including how to prevent these.  -Provide condoms  -Provide VCT services | Ministry of Health, MoE, IPMT | Monthly | -Number of HIV/AIDS sensitization meetings  -Number of condoms distributed  -Number of people that have accessed VCT services |
| 12 | Increased Risks of spread of COVID19 | -Conduct sensitization meetings on how to prevent contracting and spreading COVID-19 to workers, staff and students.  -Ensure equipment to enhance hygiene i.e. water for washing hands, soap and sanitizers are made available at all time in the work environment and or institution premises  -Ensure social distancing is observed among workers and students by employing working in shifts and teaching and learning in phases  -Ensure all individuals are wearing protective face masks | Ministry of Health, MoE, IPMT | Monthly | -Records of workers diagnosed with COVID19  -Number of COVID-19 sensitization meetings/materials  -Number of hygiene equipment accessible  -Records of times of work by workers  -Percentage of workers and students wearing face masks |
| 13 | Traffic Disruption | - Restrict speed limits to 20km per hour  - Install and observe road signs | MoE, Min. of Labour, IPMT | Quarterly | Number of road signs available to indicate speed limits of 20km/hour |
| 14 | Disruption of Classes | - Restrict noisy activities to when classes are not in session  -Fence project site / put noise barriers  -Identify alternative routes to the construction sites  -Contractors to provide own storage for materials and accommodation for workers  -Contractors should adhere to code of conduct for their workers | MoE, Min. of Labour, IPMT | Monthly | --Reports on disrupted classes due to noise  -Records on time of conducting very noisy activities  -Existence of alternative routes  -Existence of fence, storage room and accommodation for workers  -Reports on adhering to code of conduct |
| 15 | Occupational Health and Safety Risks | -Provide personal protective equipment (PPE)  -Provide first aid kits and firefighting equipment  -Conduct on site trainings to workers on Health and Safety  -Installation of signage  -Code of conduct  -Provide safe scaffolding equipment | MoEST, Min. of Labour, EAD, IPMT | Monthly | -Number of PPE distributed  -Number of first aid kits available and accessible  -Number of worker trainings conducted  -Reports on adhering to code of conduct  -Reports on workers, students and faculty complaints on safety and health in relation to the project |
| 16 | Public Safety Risks | -Contractors to hoard all the construction sites  - Put safety tape around all excavations  - Conduct sensitization meetings to communities  - Install signage to limit access | , MoEST, Min. of Labour, Public Works Office, IPMT | Quarterly | -Percentage of excavated sites tapped around against those not  -Number of worker safety sensitization meetings  -Number of warning signage in place |
| 17 | Water Pollution | - Construct the necessary and adequate sanitary facilities to prevent pollution  - Dispose of collected waste water in the manner agreed with the council  - Store oil in tanks and drums as hazardous waste and disposed of in an approved manner  - Spill trays should be provided and used where appropriate | EDO, Water Department, District Council, IPMT | Quarterly | -Number of sanitary facilities constructed  -Reports of water quality compared to baseline  -Record of Existence of site for disposing collected waste water  -Number of drums for storing hazardous wastes  -Number of spill trays available and in use |
| 18 | Increased Risks of Gender Based Violence | - Conduct sensitizations on Gender Based Violence, Sexual harassment  - Promotion of women employment | Ministry of Gender, IPMT | Quarterly | -Number of GBV sensitization meetings/ materials  -Percentage of women employed  -Number of GBV complaints registered and resolved |
| 19 | Violence against Children | Avoid employing under aged (less than 18 years) workers  - Conduct sensitizations on violence against children-Learners should not be engaged in any construction related activities | Ministry of Gender, Ministry of Labour, IPMT | Monthly | -Employee Records  -Number of sensitization meetings/materials on violence against children  -Number of Violence against children cases reported and resolved |
| 20 | Sexual Exploitation of Students | -Conduct awareness and sensitization meetings on the dangers of sexual harassment among workers and students  -Put in place robust Grievance redress mechanisms and make it known to workers and students | Ministry of Gender, Ministry of Labour, IPMT, MoE, | Monthly | Number of awareness meetings/materials on sexual harassment  -Percentage of people who know existing GRM structures  -Number of SEA Cases reported and resolved |
| 21 | Increased theft cases | -Conduct sensitization meetings targeting workers  -Empower and utilize already existing community policing structures  -Extend existing security service to cover project site. | Malawi Police Service, IPMT, MoE, Ministry of Labour | Monthly | -Number of sensitization meetings/materials on theft issues  -Reports of theft incidences  -Records of involvement of community Police and/or Government security personnel |
| 22 | Risk of exposure to hazardous materials and wastes | -Avoid procurement and minimize use of hazardous materials by substituting with non-hazardous alternatives.  -Ensure indoor secure storage and sealed containers rather than loose storage of hazardous materials  -Prevent uncontrolled releases of hazardous materials to the environment e.g. paint, oils etc.  -Communicate and train workers to recognize and respond to workplace chemical hazards.  -Involve district/city assembly authorities for safe disposal of hazardous wastes | MoE, MoL, IPMT, Contractor, City/District assembly, EAD , | Throughout Construction phase | -Alternatives to hazardous material procured  -Number of trainings on hazardous material  -Presence of safe storage room/containers  -Report on involvement of city/district authorities |
| 23 | Increased Energy and Water Use | -Sensitization on use of energy and water efficiently among students and staff  -Procure energy and/or water efficient equipment  -Install and use alternative sources of water or energy (water tanks, solar energy technologies)  -Conserve power and efficiently water by switching on and opening water sources only when needed for use | MoE, Ministry of Labour, Contractor  Participating institutions | Before commencement of construction | -Reports on State of energy and water use compared to baseline during construction  -Number of sensitizations conducted  - Equipment procured and installed |
| **Maintenance and Operation** | | | | | |
| **Positive impacts** | | | | | |
| 1 | Improved outlook of the Institutions | -Construct the structures and implement the activities as per design | MoE, Min. of Labour, IPMT | Monthly | -Reports of state of the Institutions with respect to baseline  -Reports on progress on project against designs |
| 2 | Increase in number of students enrolled especially females | - Enroll more students especially females | MoE, TEVETA, NCHE | Quarterly | -Number/ percentage of female students enrolled |
| 3 | Promotion of teaching and training of labour market relevant skills | - Construct laboratories and workshops and stock relevant equipment and materials  -Improve capacity of Lecturers and trainers  -Engage private sector in attachments | MoE, Min. of Labour, Participating Institutions | Quarterly | -Records of new skills being taught and learnt  -Number of new facilities constructed and equipment stocked  -Number of Lecturers/ trainers underwent training  -Number of private sector entities engaged |
| 4 | Increased and improved learning space and equipment availability | -Put in check vandalism of equipment and infrastructure  -Regularly maintain the learning equipment and infrastructure  -Involve and utilize community policing structures  -Build capacity of staff in relevant courses and in time  -Support development and curriculum review for new programs and courses | MoE, Min. of Labour, IPMT | Quarterly | -Reports of status of learning space and equipment availability compared to baseline  -Number of anti- vandalism structures in place  -Records of equipment maintenance  --Records of involvement of community Police |
| 5 | Increased knowledge in ICT | - Install and/or improve internet connectivity  -Create a culture of regularly maintaining ICT equipment  -Train more teachers in ICT | MoEST, Min. of Labour, Participating Institutions | Monthly | -Percentage of Staff and students accessing internet bandwidth  -Records of ICT equipment maintenance  -Number of staff trained in ICT |
| 6 | Increased Employment Opportunities | - Employ more teachers from Malawi | MoEST, Min. of Labour, Participating Institutions | Bi-annually | -Number of Teachers employed |
| **Negative Impacts** | | | | | |
| 7 | Increased Generation of solid waste | - Store waste in designated locations before final disposal at appropriate sites  - Install separators to manage the laboratory and dispose of in an approved manner  - Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle) | MoEST, EAD, District Council, Min.of Labour | Quarterly | -Amount of solid wastes generated compared to baseline  -Location of storage of wastes before disposal  -number of Separators installed  -Number of awareness meetings/materials on 4Rs  -Number of bins distributed |
| 8 | Increased Generation of waste water | -Expand the existing wastewater collection, transport and disposal facilities to accommodate the new facility  -Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle) | MoEST, EAD, IPMT, Min.of Labour | Quarterly | -Amount of waste water generated compared to baseline  -Number of awareness meetings/materials on 4Rs  -Extended waste water collection, transport and disposal in place |
| 9 | Soil contamination and Water Pollution | - Provision of adequate sanitary facilities  - Clear all storm water drainage system from time to time | MoE, EAD, District Council, Min.of Labour | Quarterly | -Reports of state of soil and water quality compared to baseline  -Number of sanitary facilities in use  -Number of cleared storm water drains |
| 10 | Sexual Exploitation of students | -Conduct awareness and sensitization meetings on the dangers of sexual harassment among staff and students  -Put in place robust Grievance redress mechanisms and make it known to staff and students | MoE, Ministry of Labour  Participating institutions | Quarterly | -Number of cases of SEA reported and resolved  -Number of awareness meetings/ materials on sexual harassment  --Percentage of people who know existing GRM structures  -Number of Cases reported and resolved |
| 11 | Increased Risks of spread of HIV/AIDS and STIs | -Conduct sensitization meetings on HIV/AIDS and STIs to staff and students  -Provide condoms  -Provide VCT services | Ministry of Health,  Participating institutions | Quarterly | -Number of HIV/AIDS sensitization meetings  -Number of condoms distributed  -Number of people that have accessed VCT services |
| 12 | Increased Risks of spread of COVID-19 | -Conduct sensitizations on COVID-19 to staff and students  -Ensure equipment to enhance hygiene i.e. water for washing hands, soap and sanitizers are made available at all time at the institution’s premises  -Ensure social distancing is observed among staff and students by employing working in shifts, teaching and learning in phases and using e-learning methods (ODeL)  -Ensure all individuals in the institution premises are wearing protective face masks | Ministry of Health,  Participating institutions | Monthly | - Number of students and staff diagnosed with COVID19  -Number of COVID-19 sensitization meetings/materials  -Number of hygiene equipment accessible  -Records of times of work by workers  -Percentage of workers and students wearing face masks |
| 13 | Increased Energy and Water Use | -Sensitization on use of energy and water efficiently among students and staff  -Procure energy and/or water efficient equipment  Install and use alternative energy and water sources (water tanks, solar energy technologies)  -Conserve power and efficiently water by switching on and opening water sources only when needed for use | MoE, Ministry of Labour,  Participating institutions | During construction and operation phases | -Reports on State of energy and water use compared to baseline  -Number of sensitizations conducted  -Type of equipment procured in line with best practices |
| 14 | Safety issues to students and staff with respect to building designs | Employ well qualified engineers and Architects in buildings design  -Design, construct, operate, and decommission the structural elements of the project in accordance with national legal requirements, including universal access.  -Ensure equipment to reduce impact of risks e.g.fire extinguishers are readily available and accessible | Buildings Department, National Construction Industry council, MoE, Ministry of Labour  Participating institutions | Throughout project cycle | -Number of students and staff injured due to poorly designed structures  -Reports of credentials of Designers  -Universal access structures in place in all new buildings  -Equipment to abate risks in place and accessible |

Note:The proposed mitigation measures will need to be further updated at time of Project implementation. Furthermore, it is important that they be further modified to the specific subproject characteristics, impacts and risks.

## ENVIRONMENTAL AND SOCIAL MONITORING AND EVALUATION (M&E) FOR SAVE PROJECT

* + 1. **Monitoring**

Monitoring is essential to assess performance of the projects’ implementation of environmental and social safeguards. Monitoring is a continuous assessment that aims at providing early detailed information on the progress of the ongoing assessed activities to all stakeholders. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible. Environmental monitoring will aim at monitoring the actual implementation of enhancement/ mitigation measures, at both construction and operation phases. This will involve monitoring implementation of project Environmental and Social Management Plans (ESMPs) as appropriate. Environmental monitoring will be a continuous process and will be mainstreamed in the overall Monitoring and Evaluation (M&E) system of the SAVE Project.

Environmental and social monitoring will involve:

* Measuring progress on environmental and social change or performance against scheduled actions and milestones, using input and output indicators.
* Measuring effectiveness of the change and provide timely information about the success of the project to enable changes to be made to the system, if required; and determine whether the mitigation measures set out have been effective in enhancing avoiding, minimizing or eliminating environmental and social impacts and make recommendations to address any constraints.
* Updating of the baseline data.
* Visual observations of impacts on environmental and social components;
* Consultation with the key stakeholders and communities.
  + 1. **Evaluation**

Evaluation is a systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of activities in light of specified objectives. The idea in evaluating projects is to isolate challenges and problems and to promote the successful mechanisms for current and future projects. Evaluation of the SAVE project and its projects will:

* Assess and present outstanding issues for attention, mid-way through the project and prior to closing of project activities, respectively
* Provide lessons and recommendations to decisions about current and future programmes;
* Inform project managers, SAVE steering Committee on programme performance and areas requiring changes.

Programme/project evaluation can be conducted by various parties at various levels; National and Donors.

1. **National Level:**At national level the Planning Section in the Ministry of Education will be responsible for M&E SAVE project. EAD in collaboration with the Ministry of Education will undertake environmental compliance monitoring for the project.
2. **Donor Level:** World Bank will undertake evaluations of the programme in line with World Bank requirements. This will constitute Bank supervision missions, mid-term evaluations and terminal evaluations as appropriate.

## REPORTING

The primary and overall responsibility for project environmental and social reporting rests with SAVE, and in particular with the Project Implementation Team which comprise Ministry of Labour and Ministry of Education, Project Implementation Unit (PIU), since they have the responsibility to ensure that the environmental and social management procedures as outlined in this ESMF, RPF and Contractors Code of Conduct are compiled to.

As specified in the Project’s Environmental and Social Commitment Plan (ESCP), This reporting will be in two categories namely; a) Regular reporting and b) Incidents and accidents reporting. Under regular reporting, the Team shall prepare and submit to the Association regular monitoring reports on the environmental, social, health and safety (ESHS) performance of the Project, including but not limited to the implementation of the ESCP, status of preparation and implementation of E&S documents required under the ESCP, stakeholder engagement activities, functioning of the grievance mechanism(s). This will be done Six-monthly as part of Project progress reports. With Incidents and Accidents reporting, the Team shall promptly notify the Association of any incident or accident related to the Project which has, or is likely to have, a significant adverse effect on the environment, students, education establishment staff, local communities, the public or workers. Provide sufficient detail regarding the incident or accident, indicating immediate measures taken or that are planned to be taken to address it, and any information provided by any contractor and supervising entity, as appropriate. Subsequently, as per the Association’s request, prepare a report on the incident or accident and propose any measures to prevent its recurrence. The notification to the Bank shall be within 48 hours after learning of the incident or accident with the submission of any required subsequent report within a timeframe acceptable to the Association, as requested.

In addition to SAVE projectimplementation team, the contractors involved in the implementation of the project’s activities shall also have reporting responsibilities.

Contractors: As the actual implementer of the project works, bears responsibility for implementing the Contractors Code of Conduct and the ESMP that will form part of their contract. As part of implementing the project ESMP, the contractor must develop appropriate protocols to ensure compliance with environmental and social legislation.

# **PROCEDURES FOR ENVIRONMENTAL AND SOCIAL MANAGEMENT PROCESS**

## ENVIRONMEMNTAL AND SOCIAL SCREENING PROCESS

The Malawi Environment Management Act (2017) and the Malawi EIA guidelines (1997) prescribe that small scale sub projects do not require to undergo Environmental and Social Impact Assessments (ESIA). Instead, the small scale sub projects should be subjected to screening process to identify the potential social and environmental impacts. The EIA guidelines (1997) outline the processes regarding the screening, identification, assessment and mitigation of potential impacts of proposed projects

Environmental and Social Screening Process outlines procedures for meeting the environmental and social management requirements and meets the requirements of the World Bank’s ESS1. It provides a mechanism for ensuring that potential environmental and social impacts of SAVE project’s’ funded activities are identified, assessed, enhanced and mitigated as appropriate. The generic screening form is presented as Annex 1

. The objectives of the screening process are to:

1. Determine the level of environmental work required (i.e. whether an ESMP is required or not; whether the application of simple mitigation measures will suffice; or whether no additional environmental work is required);
2. Determine if other environmental and social management instruments, apart from ESMP are required, depending on scope of project
3. Determine appropriate mitigation measures for addressing adverse impacts;
4. Incorporate mitigation measures into the subproject designs;
5. Determine which construction and operation activities are likely to have potential negative environmental and social impacts;
6. Provide guidelines for monitoring environmental and social parameters during the construction as well as operation and other related project activities.

## COORDINATION OF ENVIRONMENTAL AND SOCIAL ASSESSMENT

The social and environmental safeguards specialist within the project implementation Unitin consultation with participating Institutions, will facilitate the screening process of sub-projects using the Environmental and Social Screening Form (ESSF – Annex 1) as well as project category determination and approval by MEPA.Thus, based on the screening results, a determination on the submissions will be made by MEPA on whether, a) no further screening is required or b) ESMPs have to be developed for individual sub-projects or c) Full ESIA has to be conducted for the specific individual subprojects.These documents as per the MEPA determination, will be submitted to MEPAfor approval and World Bank for clearance. It is expected that the appropriate mitigation measures identified for negative environmental and social impacts will mainly be carried out by the contractors during their work on site.

The Implementation of the ESMF will follow a semi- decentralized system where SAVE project implementation team with active participation of its safeguards team, will facilitate the undertaking of screening activities and preparation of Environmental and Social Management Plans (ESMPs) and ESIAs for specific sites based on the individual subprojects MEPA determination.

## SCREENING OF SAVE SUB PROJECTS

Malawi’s Guidelines for EIA (1997) provides for the categorization of projects into either List A or List B depending on the size, nature and perceived environmental consequences of a project. Where it is clear that project activities fall under List A of the Guidelines, an EIA has to be carried out. The screening process will be used to determine the appropriate environmental follow-up measures, depending on the nature, scope and significance of the expected environmental impacts from each SAVE supported sub-projects. The Environmental and Social Screening Form (ESSF, Annex 1) will be completed by MEPA official with facilitation from PIU, in the implementation of the screening process. The screening form, when correctly completed, will facilitate the following;

* Identification of potential environmental and social impacts;
* Assignment of the appropriate environmental and social category;
* Determination by MEPA on whether the subproject needs to undergo further screening or not
* Determination of appropriate environmental and social mitigation and enhancement measures;
  + 1. **Screening of SAVE Sub projects within District Councils**

Preparation activities for the screening process will include a desk appraisal of the rehabilitation and expansion plans for the project related infrastructure. This will be carried out by the District Environment Sub-Committee (DESC). DESC is the environmental sub-committee of the District Executive Committee (DEC). The DESC reports to the District Council.

Subsequent to the desk appraisal of the rehabilitation and expansion plans, the initial screening of the proposed project activities will be carried out in the field, using the ESSF by the DESC.

* + 1. **Assigning Appropriate Environmental and Social Categories**

Environmental and Social Screening Form (ESSF) has to be duly completed. When completed, it provides information for the assignment of the appropriate environmental category to a particular activity for rehabilitation and expansion of new facilities. The DESC will be responsible for completing the screening forms and categorizing the construction or rehabilitation activity as either within the categories A, B or C with respect to Malawi EIA guidelines of 2007.Assignment of the appropriate environmental category will be based on the provisions of the Malawi EIA Guidelines (1997).

Regarding interpretation of the categories,

Category A: Comprise projects that are likely to have significant adverse and irreversible environmental impacts and requiring a ESIA including a detailed Environmental and Social Management Plan (ESMP).

Category B: Comprise projects whose potential environmental impacts are less than those of Category A projects and are usually site-specific, few if any are irreversible and in most cases mitigation measures can be designed more readily than for category A projects. The scope of ESIA is narrower than that for Category A projects.

Category C: A project is classified as Category C if it is likely to have minimal or no adverse environmental and social impacts. Beyond screening, no further ESIA action is required.

If the ESSF has ‘no’ entries, then a ‘C’ classification would normally be warranted. Hence the proposed activity will not require further environmental analysis and the DESC will recommend approval of the screening results to the District Councils respectively, for the implementation of the project activity to proceed-subject to adherence to environmental and social requirements, such as the Environmental Rules of Contractors that will be developed during civil works.

* + 1. **Carrying out Environmental and Social Screening**

After reviewing the information provided in the ESSF and having determined the appropriate environmental category the DESC in consultation with Director General for MEPA will determine where requiredwhether: a) No further screening is required b) need to prepare an ESMP and c) need to prepare an ESIA .

An ESMP will have to be prepared for subprojects under category B and some projects under category C while ESIA will need to be prepared for projects under category A, using the Malawi EIA Guidelines, 2007.

* + 1. **Environmental and Social Screening Form**

The screening form proposed in Annex 1 is designed to provide the necessary information to the SAVE Project Implementation Team and stakeholders to determine whether or not an activity would likely result in significant environmental / social impacts, during the rehabilitation and expansion of infrastructure in the tertiary institutions. The form will be completed by trained DESC members. If there are already existing standard designs, the DESC will assess them for impacts on the chosen site and community; and recommend modification of the designs to include appropriate mitigation measures.

* + 1. **Environmental and Social Management plan**

The preparation of an Environmental and Social management plan may be required for subprojects which their predetermination indicatesthat they will be associated with moderate to less impacts and risks (Category B and C under Malawi EIA guidelines,1997). Where required, preparation of an ESMP will be carried out following the terms of reference (ToRs) prepared by MEPA and in consultation with the relevant stakeholders, including potentially affected persons.

However, it should be noted that for this project, once specific sites are known and infrastructural engineering designs are available, the sub-projects will undergo further screening to determine need for development of ESMPs despite the determination by MEPA. The results of the screening will provide guidance if ESMPs are needed or indeed the ESMF is adequate, may be requiring an update.

World Bank funded projects, requires that bids and contracts include and meet various Environmental and Social requirements, including development and implementation of ESMPs. This ESMF and ESMP will therefore provide basis for environmental and social safeguards aspects in the procurement process of a contractor. It is further recommended that two types of ESMPs are prepared for each sub project: (1) those prepared by each construction contractors to deal with construction related EHS impacts and risks; and (2) those prepared (or updating of existing plans) by each educational facility to deal with operational phase EHS impacts and risks; due to the fact that many impacts of the new facilities will be co-mingled impacts/risks with those from already existing educational facilities in the institutions.

**7.3.6 Environmental and Social Impact Assessment (ESIA)**

Though not likely, it is conceivable that, as a result of the screening process, one or more of the SAVE sub-projects may be found to require an ESIA. In such a case, the ESIA would identify and assess the potential environmental and social impacts of the proposed activities, evaluate alternatives, as well as design and implement appropriate mitigation, management and monitoring measures. These measures would be captured in the Environmental and Social Management Plan (ESMP) which will be prepared as part of the ESIA report.

Where required, preparation of the ESIA as in ESMP will ESIA terms of reference prepared by MEPA and prepared in consultation with the relevant stakeholders and public, including potentially affected persons through the general EIA process in Malawi as provided by Malawi Guidelines for EIA of 1997.Annex 2 presents the Generic Terms of References for carrying out an ESIA study andpreparing an ESIA and ESMP report.

# **LABOR MANAGEMENT PROCEDURES**

Determination of Labor Management procedures is one of the key elements of an ESMF. Organized and quality labour force is one of the key components that determine the successful implementation of projects. Delivery of expected outputs from Skills for a Vibrant Economy Project (SAVE)”subprojects will depend on among other factors labour. This project is expected to utilize Government, private and community human resources which are available at national, district and community levels. The Malawi Government recognizes that sound worker-management relationships, fair treatment of workers, promotion of gender equality and protection of women from gender based violence (GBV) and provision of safe and healthy working conditions enhances development benefits of a project. It is for this reason that separate Labour Management Procedures document has been prepared for SAVE project and reference is made to that document for further details and understanding of labor issues in SAVE project implementation.

# **CAPACITY BUILDING AND TRAINING**

## RATIONALE

The successful implementation of the ESMF depends on the capacity of the implementing institutions. 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, in Malawi there is inadequate capacity at all levels to implement the ESMF for the SAVE project. There is therefore need to conduct training programmes for multidisciplinary professionals at both national and district level. The capacity building requirements will mostly be in the form of training programs for Ministry of Education, Ministry of Labour, MEPA Environmental Officers, District Council staff, members from participating education institutions and the construction contractors that will be hired to do work etc.

## IDENTIFICATION OF CAPACITY BUILDING NEEDS

The first step in pursuing capacity building will be to identify the capacity building needs of the various stakeholders. However, in addition to the needs identified, an indicative

list of areas of training has been proposed which includes the following:

:

* Approaches to the Management of EHS Issues at the Facility or Project by Contractors and Project managersAir Emissions, Ambient Air Quality, Noise levels, Soil quality, Water quality assessments, estimations, management and reporting by contractor team leaders and project management team
* Occupational safety and health issues, safe equipment and material handling by all construction workers
* Hazard identification, communication, response and use of hazard mitigation equipment by all workers
* GBV, SEA, Violence against children reporting modalities by workers, students, faculty and surrounding communities

Following this indicative list of capacity building needs as per this ESMF, directed trainings targeting participating Institutions project management team, contractors, workers, students and staff (based on the target group needs)are proposed. The trainings can be conducted at PIU level (National) and the site depending on targeted audience to which a particular training is targeting.

# **GRIEVANCE REDRESS MECHANISMS**

The SAVE project is a multifaceted project having multiple interventions which are mostly expected to have positive impacts in the target communities and the country at large. While considerable effort and forethought have been made to include safeguards in the design and implementation of the project in order to minimize and prevent potential adverse impacts from the project, there is always a possibility that interests of some individuals, groups and institutions may still be negatively affected by the activities of the project. It is therefore expected that such instances may generate complaints from individuals, groups and institutions that may be affected. There can also equally emerge complains within the workplace at the project site. As such, provision of a mechanism for receiving, recording and resolving potential concerns and complaints that may arise from project affected persons and workers is necessary. Such a mechanism would assist to provide remedies to grievances early enough so as to avoid unnecessary project implementation delays and obstructions.

The project will therefore institute Grievance Redress Mechanism System targeting both workers and “other stakeholders” of the project. The GRMis a platform for receiving complaints, analyzing and providing feedback to Project Affected Persons. The project will ensure that Grievance Redress and Management Committees are established at Institutional level (project implementing institution/ sites) and District levels where need be. The GRM will also be extended to the National level/ PIU and be expanded to handle all types of grievances arising from implementation of all the sub-projectsunder the project including work related grievances. Labour Management procedures document has been prepared to address labour related issues and the work related GRM is expounded therein. On the other hand, Stakeholder Engagement Plan (SEP) that has been prepared for the project, presents the non-labour related GRM for the project. These documents are referenced for more information about GRM for the project including its structure, institutional set up, procedures and activities in the grievances redress process.

.

# **CONSULTATION AND DISCLOSURE**

## RATIONALE FOR CONSULTATION AND DISCLOSURE

Stakeholder consultation and information disclosure are an integral part and requirements for successful project design and implementation.

Developers are required to disclose information about the project as well as conducting stakeholder consultations throughout the project life cycle i.e. from project appraisal stage, implementation/ construction all the way to operation and maintenance stages.

These consultations and information disclosure processes are aimed at making sure all relevant stakeholders are aware of the project and are given the platform to contribute and identify key issues of the project. This may include suggesting and determining steps that can be taken to ensure success and address issues and concerns that may affect smooth implementation of the project.

## PROPOSED STRATEGY FOR STAKEHOLDER ENGAGEMENT AND INFORMATION DISCLOSURE OF SAVE PROJECT

SAVE project has put in place the strategy for appropriate information disclosure and stakeholder engagement. This strategy has been prepared inform of Stakeholder Engagement Plan (SEP). Reference is therefore made to SEP for the details of methods to disclose information pertaining to the project, identified key stakeholders,stakeholder expected roles, interests and needs, stakeholder engagement program including how stakeholder views will be incorporated in the project design and management, resources and responsibilities for implementing stakeholder activities and stakeholder grievance redress mechanisms. Considerations of COVID-19 measures have also been made in the proposed strategy for Stakeholder engagement and information disclosure.

## RESPONSIBLE INSTITUTIONS, ROLES AND RESPONSIBILITIES

The project will be implemented at the national and institutional levels through various stakeholders.Institutional and implementation arrangements for the project maintain and build on the existing institutional set-up of the participating institutions and relevant Ministries including universities, technical colleges, World Bank, the MoE and MoL. The roles and responsibilities of the different national and institutional stakeholders are summarized below;

1. **Steering Committee (SC).** In executing its overall responsibility for the project, the MoF will be assisted by a Steering Committee chaired by the Secretary to the Treasury. The SC will include Principal Secretaries from MoE (responsible for universities and parent Ministry for NCHE and HESGLB), MoL (responsible for technical colleges and community skills development centers and is the parent Ministry for TEVETA), and six private sector representatives from the key areas of the economy to be supported by the project along with a Civil Society representative (to ensure relevance of programs to the needs of the labor market). The Steering Commitee will meet at least bi-annually their key responsibilities include:
   1. Provide overall strategic guidance in the implementation of the project.
   2. Facilitate the removal of bottlenecks to the implementation of the Project and keep the stakeholder groups that they represent informed about the project.
   3. Facilitate and ensure coordination amongst the implementers through their heads of institution.
   4. Commission high level monitoring and evaluation visits to make follow-ups on recommendations made by the Committee.
   5. Provide Government's position on proposals and recommendations made by the World Bank regarding implementation of the project.
   6. Review and approve proposals and recommendations, work program and budgets from implementing sectors, the PTC and the PIU.
   7. Be responsible for agreeing the results of the project including agreement on the levels of achievement for PBCs.
   8. Consider, approve and recommend disbursements to PIs
2. **Technical Committee (TC):** The TC will be co-chaired by the Director of Higher Education and Director of Technical and Vocational Training. Membership of the committee will include The Chief Executive Officers for National Council for Higher Education (NCHE), Technical and Vocational Education Training Authority (TEVETA), MCCI, E-Government, MCTU, ECAM, HELSGB, MoF, MoGCCD, MoYSC, Ministry of Works (Buildings Department) and Ministry of Environmental Affairs. Team leaders and M&E Specialists for all PIs will attend TC meetings on invitation. The TC will meet monthly, and their key responsibilities will include:
   1. Provide technical guidance and support to ensure alignment of project activities with strategic direction set by SC.
   2. Provide oversight and guidance on implementation of project activities including the provision of regular updates to MoE and MoL on project development and activities
   3. Facilitate selection of implementing institutions in the project and priority areas including higher education institutions and technical education providers including as relevant oversight of the functioning of the Selection Committee for technical education grants for technical colleges and skills development centers.
   4. Support the PIU, consultancies, universities and relevant colleges and institutions in their proposal development, implementation and provision of timely inputs.
   5. Review key studies, technical and financial reports commissioned by the project that impact on policy and implementation and provide necessary approvals and guidance.
   6. Endorse project workplans, budgets prior to the Steering Committees' approval.
   7. Resolve implementation issues and raise policy issues affecting implementation progress and provide guidance to implementers and the PIU.
   8. Provide communication link between Government and World Bank.
   9. Consider and recommend to the SC, disbursements to PIs
3. **Institutional Project Management Teams(IPMT)**: Each of the implementing higher education institutions and grant recipient institutions will put in place an institutional level implementation team. Representation from at least one higher education institution in the PIU and one grant recipient institution in the PIU will be required to ensure increased collaboration and coordination. Each IPMT will have a Team Lead with representation in the IPMT for implementing higher education institutions including (add relevant representation needed on issues of administration, registrar’s office, budget and procurement, safeguard issues, infrastructure expertise, student services, ODeL, technical curriculum area of focus representation, private sector/industry representation). A TEVET implementation team with participation of the MoL, TEVETA and stakeholders, which coordinates, and guides interventions related to the TEVET-level interventions under the project and TEVET grant recipients will need institutional implementation teams as outlined in the PIM. These institutional level teams will be responsible for:
   1. Development and approval of the Institutional Development Plan for their institutions in consultation with the institution’s community and management.
   2. Implementation of the approved Institutional Development Plan.
   3. Monitoring and evaluation of project activities.
   4. Reporting as required on project activities and participation in related project implementation training activities.
   5. As relevant ensuring following of World Bank FM, procurement and safeguard requirements.
   6. Ensure following of guidelines provided by the Project Implementation Manual.
4. **Project Implementation Unit (PIU)** The PIU, is responsible for implementing this component on the agreed implementation plan. The Project, using the existing mechanism, will set up the program preparation team both at the program level and at the participating implementation agencies. The PIU will be housed at the MoE with representation from MoL to ensure effective coordination across the Ministries. Key responsibilities of the PIU include:
   1. Work with participating institutions to develop annual work and procurement plans
   2. Where applicable procure good and services for participating institutions
   3. Manage funds related to the grantees of technical and vocational grants
   4. Provide capacity building and facilitate information exchange and lesson learned across participating institutions on identified needs.
   5. Support for complying with environmental and social framework requirements of the project
   6. Monitoring and evaluation
   7. Progress reporting on overall project
   8. Hiring and interaction with independent verification agent
   9. To provide regular updates to MoE and MoL on project development and activities.
5. **Tertiary Technical Working Group** (TTWG): The TTWG will be chaired by the DHE and DTVT as secretariat. Membership of the TWG includes: ADB, World Bank, JICA, USAID, GIZ, NCHE, TEVETA, HESLGB, MCCI, ECAM, ECAMA, UNIMA, MZUNI, LUANAR, MUST, Mombera University, CHANCO, COM, KCN, DCE, Nalikule College, Lilongwe Technical College, Soche Technical College, Salima Technical College, Livingstonia Technical College, Nasawa Technical College, 2 representatives from privately run universities. The TTWG will meet once per quarter or as needed. Key responsibilities of the TTWG is to help support increased coordination and synergies across tertiary education initiatives and programs to ensure alignment to Government priorities. The SAVE operation will report activities and project progress to the TTWG to ensure coordination, avoid duplication and build synergies across tertiary education support.

**Safeguards specialists:** The Safeguard specialists will be involved in coordinating with the PIU safeguards team's efforts in providing advice, building capacity, and advancing the implementation and compliance of the safeguards policies needed for the project (during project preparation and Implementation). Additionally, the specialists will work with the PIU and/or Project’s safeguards team to ensure that appropriate resources and capacity are available and deployed for the smooth planning and implementation of the project. Additionally, the specialists will lead and facilitate as needed liaison and contact with clients, relevant stakeholders, development partners, and within the World Bank, lead, identify develop and administer as needed technical assistance, taking charge of public information and disclosure initiatives. as well as Supervising the performance of reporting staff, providing clear direction and regular monitoring and feedback on performance

1. **Contractors and Workers:**As already indicated in the Labour Management procedures, SAVE project will engagefour main categories of workers namely:
2. Direct Project Workers;
3. Contracted Workers and Short-term consultants;
4. Migrant workers ( direct or contacted)
5. Primary supply workers
6. **Student and Community leadership:** The student and community leadership can actively engage in safeguarding issues of GBV, SEA and Violence Against Children. This can be achieved through the following;

Monitoring and acting as watchdogs for child and student’s protection to prevent the recruitment of children and students as workers

* Raising public awareness and community mobilization on GBV, SEA, Children rights and violence against children
* Identifying and supporting particularly vulnerable children to increasing their life skills e.g. through education
* Ensuring that all children are enrolled in school

## PUBLIC CONSULTATIONS DURING THE DEVELOPMENT OF ESMF

The process for developing the ESMF requires full participation of key stakeholders who are likely to be affected by the project. Stakeholder consultation being key to ESMF development, the Stakeholder consultation meeting was therefore convened virtually on 12th February, 2021 from 9:00am. The meeting drew about 42 participants from the participating institutions and Government Ministries and Departments including the Heads of Institutions, Directors, Professors and administrators. The institutions and Government entities that participated include; Ministry of Education, Ministry of Gender, Ministry of Labour, Chancellor College, Kamuzu College of Nursing, LUANAR, MZUNI, Polytechnic, College of Medicine, Nalikule, MUST, Mponela Community College and Domasi Teachers’ College.

The Consultation guide/ checklist for the consultations was developed and issues covered centered on the following key areas:

1. Challenges already existing in the institutions and the project can help address
2. Positive impacts anticipated from the project
3. How the positive impacts can be enhanced by the project
4. Risks anticipated if the project is implemented
5. Negative social impacts, construction and rehabilitation activities will cause and should be included in ESMF
6. If there are sensitive habitats/ features existing at the institutions that the project may negatively affect
7. Activities that can likely threaten the environment to which the project will be implemented
8. Proposed interventions to be included in the ESMF to improve the environmental performance of the project
9. Whether Grievance Redress Mechanisms used in Institutions
10. Labor issues- How best can this project ensure vulnerable students are safeguarded from illicit behaviors by workers.
11. Other issues should be included in the ESMF

Members from different institutions made their contributions with respect to the guide. The comments that the institutions submitted have been presented in Annex 3 as part of minutes for the meeting.

## COMMUNITY ENGAGEMENT PLAN DURING PROJECT IMPLEMENTATION

The ESMF proposes that further engagement of the community and stakeholder (students, workers, participating institutions employees and surrounding communities) will be very important during the project implementation. This community engagement should also be conducted throughout the project life cycle. This arrangement shall assist to keep the communities and stakeholders informed about the project, how issues are being dealt with and also allows them to make an input on the same. Table 4 below summarizes some of the key stages where consultations have to be undertaken. However, with emergence of COVID-19, meeting in groups may be not convenient as it may lead to its spread. Annex 9 therefore provided guidelines on stakeholder consultations amidst COVID-19

**Table 4: Community Engagement Plan During Project Implementation**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Stage of Consultation** | **Purpose** | **Means of Consultation** |
| 1 | Site Verification | To confirm on the site of the project | Meeting |
| 2 | Environmental and Social Screening | To identify Environmental and social impacts | Meeting |
| 3 | Development of ESMP | To identify means of addressing impacts and put in place strategies of addressing them | Meeting |
| 4 | Site handover | To handover Contractor to the community | Meeting |
| 5 | Sensitization meetings | To sensitize communities on issues relating to the project | Meetings |
| 6 | Implementation of ESMP | Implementation of mitigation and enhancement measures | Meetings/ Visits |

# **CONCLUSIONS AND RECOMMENDATIONS**

This Environmental and Social Management Framework has been prepared in order to guide project implementers and other stakeholders to identify and mitigate potential negative environmental and social impacts of SAVE project and its components. It is recommended therefore that this framework should be used prior to implementation of any sub-project activity of the Project

In implementing this ESMF, it should be noted that there will be potential social and environmental impacts, arising from the construction of the building structures of SAVEsub-projects. It is expected therefore that before implementation of each sub-project in the participating institutions, there should be initial screening of the project using the Environmental and Social Screening Form to yield determination by Malawi Environmental Protection Authority (MEPA)on whether further ESMPs or full ESIA should be carried out or not. In the same way, it is hoped that MEPAand other relevant line ministries will ensure that project activities that lead to significant negative environmental issues (i.e. impact on soil/ land, energy, water, biodiversity/ forest resources etc) and key socialissues(e.g. GBV/SEA, Violence against children, spread of HIV/AIDS and other communicable diseases including COVID-19, and occupational safety and health problems etc.) are properly managed by mitigating the impacts.

Successful implementation of this ESMF will depend to a large extent on the involvement and participation of the line Ministries (Ministry of Education and Ministry of Labour). However, the participation of the Institutions Project Management Team(s) (IPMTs) and Authorities is also of paramount important to the success of the projects. It is therefore recommended that Experts to be involved in the implementation of the ESMF should be widely consulting with the Institutions Project Management Team(s) (IPMTs) and Authoritieson their needs, to maximize outputs of the project.The implementers of this ESMF, in consultation with the relevant stakeholders, should use the screening process and the ESMPs presented in this Framework.

Specific recommendations are therefore made that: a)Environmental and Social awareness and education for the key stakeholders including students and workers must be an integral part of the ESMF implementation; b) District and local structures that will be involved at any stage of the project cycle, should be adequately engaged and/or trained (if necessary)on their roles c) This ESMF should act as general guideline subject to be regularly updated and adapted to respond to changing local conditions including incorporating lessons and best practices learnt from implementing similar components of the project activities in other participating institutions; d)Participating Institutions project management teams should be assisted to develop appropriate information management systems to support the environmental and social monitoring and management process; e) The Environmental District Officers should be empowered to undertake screening of subprojects under SAVE and should be given the necessary support and resources to ensure effective implementation. This should as well be the case with other stakeholders who will be directly involved f)SAVE PIU should work closely with MEPAto ensure implementation of ESMF.

**REFERENCES**

1. Government of Malawi (1995), Water Works Act, Number 17, Ministry of Water Development, Lilongwe
2. Government of Malawi (2017), Environmental Management Act (EMA), Ministry of Natural Resources, Energy and Mining, Lilongwe
3. Government of Malawi (1997), Guidelines for Environmental Impact assessment (EIA) in Malawi. Ministry of Natural Resources, Energy and Mining, Lilongwe, Malawi.
4. Government of Malawi (1997). The Occupation Safety Health and Welfare Act. Ministry of Labour, Youth, Sports and Manpower Development, Lilongwe, Malawi.
5. Government of Malawi (2000). The Employment Act. Ministry of Labour, Youth, Sports and Manpower Development, Lilongwe, Malawi.
6. Government of Malawi (2002), Malawi National Land Policy. Ministry of Lands, Physical Planning and Surveys, Lilongwe, Malawi.
7. Government of Malawi (2002), National Environmental Action Plan (NEAP), Volume II, Ministry of Natural Resources, Energy and Mining, Lilongwe, Malawi.
8. Government of Malawi (2004). Constitution of The Republic of Malawi. Office of the President and Cabinet, Lilongwe, Malawi.
9. Government of Malawi (2004). National Environmental Policy. Ministry of Natural Resources, Energy and Mining, Lilongwe, Malawi.
10. Government of Malawi (2004). The National HIV and AIDS Policy. National AIDS Commission, Office of the President and Cabinet, Lilongwe, Malawi.
11. Government of Malawi (2005). The National Water Policy. Ministry of Irrigation and Water Development, Lilongwe, Malawi.
12. Government of Malawi (2008). Environment Management (Waste Management and Sanitation) Regulations. Ministry of Natural Resources, Energy and Mining, Lilongwe, Malawi.
13. Government of Malawi (2017), Malawi Growth and Development Strategy, 2017 – 2022. Ministry of Economic Planning and Development, Lilongwe
14. Government of Malawi (2013). The Gender Equality Act. Ministry of Gender, Children, Disability and Social Welfare, Lilongwe, Malawi.
15. Government of Malawi (2013). Water Resources Act. Ministry of Irrigation and Water Development, Lilongwe, Malawi.
16. Government of Malawi (2015). The National Gender Policy. Ministry of Gender, Children, Disability and Social Welfare, Lilongwe, Malawi.
17. Government of Malawi (2016). Electricity (Amendment) Act. Ministry of Natural Resources, Energy and Mining, Lilongwe, Malawi.
18. Government of Malawi (2016). Land Act. Ministry of Lands, Physical Planning and Surveys, Lilongwe, Malawi.
19. Government of Malawi (2016). Physical Planning Act. Ministry of Lands, Physical Planning and Surveys, Lilongwe, Malawi.
20. Government of Malawi (2017), Local Government (Amendment) Act. Ministry of local Government. Lilongwe
21. Government of Malawi (2020), Malawi Public Health (Coronavirus and Covid-19) Prevention, Containment and Management Rules. Ministry of Health, Lilongwe
22. Government of Malawi (2016). Forestry Act, Forestry Department, Lilongwe.
23. Government of Malawi (1996). Forestry Policy, Forestry Department, Lilongwe
24. Government of Malawi (2016), Girls Education Strategy, Ministry of Education, Lilongwe
25. Government of Malawi (2013), The Education Act, Ministry of Education, Lilongwe
26. Government of Malawi (2015), National Education Standards, Ministry of Education, Lilongwe
27. Government of Malawi (1998), Decentralization Policy, Ministry of Local Government, Lilongwe, Malawi.
28. Government of Malawi (2013), Malawi National Youth Policy; Ministry of Youth, Sports and Culture, Lilongwe, Malawi.
29. Government of Malawi (2015), National Construction Industry policy, Ministry of Transport and Public works, Lilongwe.
30. Government of Malawi (1996), Labour Relations Act, Ministry of Labour, Lilongwe.
31. The World Bank (2017), Environmental and Social Framework, 1818 H Street NW, Washington, DC 20433, USA.
32. The World Bank (undated) Environmental, Health, and Safety (EHS) Guidelines General EHS Guidelines: Introduction; 1818 H Street NW, Washington, DC 20433, USA.
33. JICA (undated), Water Sector Position Paper; <https://www.jica.go.jp/malawi/english/activities/c8h0vm00004bpzlh-att/water.pdf>. Last accessed 3/03/2021
34. UNICEF Malawi (undated), Protecting children from violence is everyone’s responsibility Ending violence against children<https://www.unicef.org/malawi/protecting-children-violence-everyones-responsibility#:~:text=The%20statistics%20indicate%20an%20alarmingly,from%20all%20forms%20of%20violence.&text=Yet%2C%20children%20in%20Malawi%20experience,seven%20boys%20experiencing%20sexual%20violence>. Last accessed 3/03/2021

# **ANNEXES**

## **Annex 1: Environmental and Social Screening Form for Screeningof Potential Environmental and Social Impacts of SAVE activities**

****

**Government of the Republic of Malawi**

**Ministry of Education, Science and Technology**

**Skills for a Vibrant Economy (SAVE) Project**

**Environmental & Social Screening Form**

Guidelines: Site inspection of project site. The evaluation results to be a consensus of at least three officials.

|  |  |
| --- | --- |
| Project Name: | District.: |
| Project Location: | Nature/Size |
| Name & Signature of Evaluator: | Date of Field Evaluation |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Appraisal | Stage of EHS potential impact/risk/issue | | Significance | Potential Mitigation Measures |
|  |  | Yes / No | Construction | Operation | Low, medium, high |  |
| 1.0 | Environmental Screening |  |  |  |  |  |
|  | Will the project generate the following impacts |  |  |  |  |  |
| 1.1 | Loss of trees/ vegetation/ biodiversity |  |  |  |  |  |
| 1.2 | Soil erosion/siltation in the area |  |  |  |  |  |
| 1.3 | Pollution to land-diesel ,oils |  |  |  |  |  |
| 1.4 | Dust emissions and increased particulate matter |  |  |  |  |  |
| 1.5 | Solid waste generation |  |  |  |  |  |
| 1.6 | Liquid wastes and waste water generation |  |  |  |  |  |
| 1.7 | Introduction of hazardous chemicals and wastes |  |  |  |  |  |
| 1.8 | Borrow pits and pools of stagnant water |  |  |  |  |  |
| 1.9 | Rubble/heaps of excavated soils |  |  |  |  |  |
| 1.10 | Invasive tree species |  |  |  |  |  |
| 1.11 | Long term depletion of water |  |  |  |  |  |
| 1.12 | Reduced flow of water sources |  |  |  |  |  |
| 1.13 | Nuisance from noise and vibrations |  |  |  |  |  |
| 1.14 | Loss of soil fertility |  |  |  |  |  |
| 1.15 | Incidence of flooding |  |  |  |  |  |
| 1.16 | Increased Energy use |  |  |  |  |  |
| 1.17 | Increased demand and/or portable water use |  |  |  |  |  |
| 1.18 | Increase emergence of man-made and natural disasters e.g. fires etc. |  |  |  |  |  |
| 2.0 | Cultural, Social and Economic Screening |  |  |  |  |  |
|  | Will the project generate the following negative social and economic impacts? |  |  |  |  |  |
| 2.1 | Loss of land to households |  |  |  |  |  |
| 2.2 | Loss of properties –houses, structures |  |  |  |  |  |
| 2.3 | Loss trees, fruit trees by households |  |  |  |  |  |
| 2.4 | Loss of crops by people |  |  |  |  |  |
| 2.5 | Loss of access to river/forests/grazing area |  |  |  |  |  |
| 2.6 | Impact cultural site, graveyard land |  |  |  |  |  |
| 2.7 | Conflicts over use of local water resources |  |  |  |  |  |
| 2.8 | Disruption of important pathways, roads |  |  |  |  |  |
| 2.9 | Loss communal facilities –churches |  |  |  |  |  |
| 2.10 | Loss of livelihood system |  |  |  |  |  |
| 2.11 | Blockages to footpath/roads |  |  |  |  |  |
| 2.12 | Bring resettlement issues |  |  |  |  |  |
| 2.13 | Spread of HIV/AIDSand other STIs |  |  |  |  |  |
| 2.14 | Spread of Covid-19 |  |  |  |  |  |
| 2.15 | Occupational safety and health issues |  |  |  |  |  |
| 2.16 | Increase exposure of Hazardous chemicals and wastes |  |  |  |  |  |
| 2.17 | Safety issues with respect to poor building designs |  |  |  |  |  |
| 2.18 | Exclude other users especially disabled and vulnerable with respect to poor building designs |  |  |  |  |  |
| 2.19 | Increased GBV and SEA |  |  |  |  |  |
| 2.20 | Increased violence against children |  |  |  |  |  |

**Overall evaluation of Screening Exercises.**

The results of the screening process would be either the proposed sub - projects would be exempted or subjected to further environmental and resettlement assessments. The basis of these options is listed in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Review of Environmental Screening | Tick | Review of Social and Economic Screening | Tick |
| 1. The project is cleared. No serious impacts. (When all scores are “No” in form)), though the bids/contracts still would have standard EHS clauses |  | 1.The project is cleared. No serious social and economic impacts, (Where scores are all “No”, “few” in form)though the bids/contracts still would have standard clauses on addressing emerging social and economic issues |  |
| 2. There is need for further assessment -ESMP or ESIA (when some score are “Yes, High” in form), as determined by MEPA |  | 2.There is need for resettlement/compensation. (When some score are “Yes, High” in form ) including need for ESMP or ESIA as determined by MEPA |  |
|  |  |  |  |
| **Approvalby Environmental officer/** | | **Approvalby Director of Planning and Development** | |
| Name: | | Name: | |
| Signature Date | | Signature Date | |

**NOTES:**

1. The DPD shall ensure that a completed form is filed within project file immediately after endorsement. Environmental Officermay keep a duplicate.
2. Project Management Committee will maintain a copy of completed form
3. It is the duty of Director of Planning and Development and Environmental Officer to ensure mitigation measures outlined in form are implemented.
4. An Environmental Officer shall prepare a monthly monitoring report on implementation of mitigation measures.
5. The mitigation measures shall be sourced from expert knowledge, stakeholder consultations, EHS guidelines etc.
6. The bids/contracts still would have standard EHS clauses

The screening formwill be updated prior to use, to reflect a more final set of EHS potential impacts/risks/issues

**Annex 2: Generic Terms of Reference for Preparation of Environmental and Social Impact Assessments and/or Environmental and Social Management Plan(s) for SAVE projectPlans**

1. **Terms of Referencefor Preparation of Environmental and Social Management Plan**

**Scope of Work**

1. Provide a full description of the nature/components of the proposed project with respect to the name the proponent, postal address, aim and objectives of the project, the spatial location of the site for the project, the estimated cost of the project, the size of land for the project site, evidence of land approvals or land lease, the number of people to work on the area (provide a breakdown of males and females, locals and non-locals), number of people to be residing on the project area.
2. Provide a site-specific visible map of the area (scale 1:50,000) showing the proposed sites and (1 :10,000) showing existing establishments in the proposed area and surrounding areas. A site plan for the project should be provided. All maps should be in color to portray the themes clearly.
3. Describe main project components and project activities to be undertaken in implementation of the proposed project at the site covering pre-construction, construction and operation phase. In the description include the nature of the project including detailed description of project components (including the design of the Buildings etc), capacity of the Buildings, associated/ Auxiliary infrastructures, type of construction works and machinery to be used, nature and quantity of solid and liquid wastes that will be generated, facilities for appropriate solid and liquid waste disposal and management of waste (such as sewage treatment systems), inputs and outputs including estimated costs for the activities,
4. Provide a concise description of the existing biophysical characteristics and the socioeconomic environment status of the proposed area by identifying and analyzing:

* Physical conditions: soil, geology, site topography, temperature, rainfall patterns and drainage system (water courses);
* Biological Resources: scope of vegetative resources of the project area including riparian vegetation, extent of terrestrial and aquatic fauna;
* Socio-economic conditions: demographic trend within and around the project area, main land uses, including current use of the proposed project site, the distance from the nearest settlements/ houses, agriculture and marketing, business activities, basic infrastructure and health situation including description ofHIV/AIDS prevalence rates; and any changes anticipated during implementation of the project area.

1. State the reason for selecting the proposed site of the project as opposed to other sites/Districts. Consider alternatives to the project, such as alternative sites and the reason for selecting the preferred option including the 'no project' alternative. The ESIA should also consider 'within — project' alternatives e.g. designs, technology, material use etc.
2. Review the legal framework pertaining to the proposed project and indicate their impacts on the project. Reference should at least be made to the Environment Management Act, Forestry Act, Water Resources Act, National Water Policy, Sanitation Policy, NationalEnvironment Policy, Malawi National Land Policy, Public Health Act, Occupational Safety, Health and Welfare Act, , Malawi regulations on construction, Malawi Development and Growth Strategy other relevant policies and piece of legislation including review of World Bank Environmental and Social Standards, Environmental and Social Safeguards and other relevant International regulations. Furthermore, provide an account of all regulatory licenses and approvals 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. Screening, identification,predictionand categorization of environmental and social impacts associated with the activities at and around the site, focusing on both the positive and negative impacts. The impacts should include:

* Project location (e.g. impact on flora and fauna, impact on cultural site(s) etc.);
* Project design (e.g. drainage problems, structures designs with respect to “access by all” principle etc.);
* Construction works (e.g. soil erosion, disposal of construction spoils, occupational health and safety, community health and safety, competing resource use with the existing community and other issues as identified in the World Bank EHS guidelines and any other relevant documents); and
* Project operation (e.g. increased demand on utilities, solid waste and waste water issues, impacts on existing infrastructure, issues of access to the facilities by the vulnerable, safety risks and other issues as identified in the World Bank EHS guidelines and any other relevant documents etc).

1. Prescribe the measures to eliminate, reduce or mitigate the negative effects at pre-design, Design, construction and operation stages of the project; while identifying the measures to enhance the positive effects.
2. Propose an Environmental and Social Management Plan (ESMP) by which all of the measures prescribed in 7 above, will be carried out. Indicate the budget for the recommended mitigation measures, specifications of who will be responsible for these measures and the schedule when these measures will take place during construction and operation of the project.
3. Propose an Environmental and Social Monitoring Plan by which all mitigation measures recommended in Environmental and Social Management Plan will be monitored. The plan should include the activities, frequency of monitoring, the key monitoring indicators, resources required and the authorities responsible for monitoring the exercises.
4. Suggest Capacity Building or Training needs, areas and requirements for actors who will be involved in implementing the Environmental and Social Management plan including its monitoring.

**Reporting**

Prepare an Environmental and Social Management Plan report: The preparation, presentation and structure of the report should follow the format in the Guidelines of Environmental Impact Assessment for Malawi (1997) as stipulated on pages 33-37. Additionally, the ESMP report should include “reporting on ES performance” and mechanisms to resolve non-compliances or un-mitigated impacts/risks.

**NOTE:** There will be two types of ESMPs: (1) That which will be prepared by each construction contractors to deal with construction related EHS impacts and risks; and (2) That which will be prepared (or updating of existing plans) by each educational facility to deal with operational phase EHS impacts and risks which as many,may be co-mingled impacts/risks with those form other already existing educational facilities.

b) **Generic Terms of References for Preparation of an Environmental and Social Impact Assessment**

**Scope of Work**

1. Provide a full description of the nature/components of the proposed project with respect to the name the proponent, postal address, aim and objectives of the project, the spatial location of the site for the project, the estimated cost of the project, the size of land for the project site, evidence of land approvals or land lease, the number of people to work on the area (provide a breakdown of males and females, locals and non-locals), number of people to be residing on the project area.
2. Provide a site-specific visible map of the area (scale 1:50,000) showing the proposed sites and (1 :10,000) showing existing establishments in the proposed area and surrounding areas. A site plan for the project should be provided. All maps should be in color to portray the themes clearly.
3. Describe main project components and project activities to be undertaken in implementation of the proposed project at the site covering pre-construction, construction and operation phase. In the description include the nature of the project including detailed description of project components (including the design of the Buildings etc), capacity of the Buildings, associated/ Auxiliary infrastructures, type of construction works and machinery to be used, nature and quantity of solid and liquid wastes that will be generated, facilities for appropriate solid and liquid waste disposal and management of waste (such as sewage treatment systems), inputs and outputs including estimated costs for the activities,
4. Provide a concise description of the existing biophysical characteristics and the socioeconomic environment status of the proposed area by identifying and analyzing:

* Physical conditions: soil, geology, site topography, temperature, rainfall patterns and drainage system (water courses);
* Biological Resources: scope of vegetative resources of the project area including riparian vegetation, extent of terrestrial and aquatic fauna;
* Socio-economic conditions: demographic trend within and around the project area, main land uses, including current use of the proposed project site, the distance from the nearest settlements/ houses, agriculture and marketing, business activities, basic infrastructure and health situation including description ofHIV/AIDS prevalence rates; and any changes anticipated during implementation of the project area.

1. State the reason for selecting the proposed site of the project as opposed to other sites/Districts. Consider alternatives to the project, such as alternative sites and the reason for selecting the preferred option including the 'no project' alternative. The ESIA should also consider 'within — project' alternatives e.g. designs, technology, material use etc.
2. Review the legal framework pertaining to the proposed project and indicate their impacts on the project. Reference should at least be made to the Environment Management Act, Forestry Act, Water Resources Act, National Water Policy, Sanitation Policy, NationalEnvironment Policy, Malawi National Land Policy, Public Health Act, Occupational Safety, Health and Welfare Act, , Malawi regulations on construction, Malawi Development and Growth Strategy other relevant policies and piece of legislation including review of World Bank Environmental and Social Standards, Environmental and Social Safeguards and other relevant International regulations. Furthermore, provide an account of all regulatory licenses and approvals 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. Screening, identification,predictionand categorization of environmental and social impacts associated with the activities at and around the site, focusing on both the positive and negative impacts. The impacts should include:

* Project location (e.g. impact on flora and fauna, impact on cultural site(s) etc.);
* Project design (e.g. drainage problems, structures designs with respect to “access by all” principle etc.);
* Construction works (e.g. soil erosion, disposal of construction spoils, occupational health and safety, community health and safety, competing resource use with the existing community and other issues as identified in the World Bank EHS guidelines and any other relevant documents); and
* Project operation (e.g. increased demand on utilities, solid waste and waste water issues, impacts on existing infrastructure, issues of access to the facilities by the vulnerable, safety risks and other issues as identified in the World Bank EHS guidelines and any other relevant documents etc).

1. Conduct the detailed analysis of the impacts including analysis of impact significance and evaluation of the impacts
2. Prescribe the measures to eliminate, reduce or mitigate the negative effects at pre-design, Design, construction and operation stages of the project; while identifying the measures to enhance the positive effects.
3. Propose an Environmental and Social Management Plan (ESMP) by which all of the measures prescribed in 7 above, will be carried out. Indicate the budget for the recommended mitigation measures, specifications of who will be responsible for these measures and the schedule when these measures will take place during construction and operation of the project.
4. Propose an Environmental and Social Monitoring Plan by which all mitigation measures recommended in Environmental and Social Management Plan will be monitored. The plan should include the activities, frequency of monitoring, the key monitoring indicators, resources required and the authorities responsible for monitoring the exercises.
5. Undertake stakeholder consultation to ensure key interested and affected stakeholders are involved in the Environmental and Social Impact Assessment process. Incorporate their views in the report and indicate a record of consultations in the appendices part of the report.
6. Ensure that the District Commissioner and EDO for the respective District in which the project is being implemented are fully aware of the proposed project.
7. Suggest Capacity Building or Training needs, areas and requirements for actors who will be involved in implementing the Environmental and Social plan including its monitoring.

**Reporting**

Prepare an ESIA Report: The preparation, presentation and structure of the ESIA report should follow the format in the Guidelines of Environmental Impact Assessment for Malawi (1997) as stipulated on pages 33-37. The minimum content of required information in an EIA Report is outlined in pages 53-59. Additionally, the ESIA report should include “reporting on ES performance” and mechanisms to resolve non-compliances or un-mitigated impacts/risks.

**Expertise**

In order to adequately address the core issues of the ESIA study. It is advisable that the team should at least be composed of:

1. ESIA expert
2. Social expert
3. Physical Planner

## **Annex 3: Minutes from Stakeholder Consultation Meeting for Development of Environmental and Social Management Framework for SAVE Project**

**Meeting Type:**Virtual

**Date of Meeting:**12th February, 2021

**Agenda:**

1. Introductions
2. Background to SAVE Project
3. Stakeholders input into ESMF
4. Discussions and contributions
5. Next Steps

**Introductions:**

The Director responsible for Higher Education in the Ministry of Education Dr. L. Eneya was the chairperson of the meeting and introduced the reason for the consultations that it was aimed to seek the stakeholder’s input into the development of Environmental and Social Management Framework (ESMF) for the project. ESMF is an essential tool which is aimed at establishing procedures for initial screening of the negative impacts which would require attention, prior to World Bank financed project implementation.

The process for developing the ESMF requires full participation of key stakeholders who are likely to be affected by the project and hence, holding the consultative meeting. The meeting was convened virtually on 12th February, 2021 from 9:00am. The meeting drew about 42 participants from the participating institutions and Government Ministries and Departments including the Heads of Institutions, Directors, Professors and administrators. The institutions and Government entities that participated include; Ministry of Education, Ministry of Gender, Ministry of Labour, Chancellor College, Kamuzu College of Nursing, LUANAR, MZUNI, Polytechnic, College of Medicine, Nalikule, MUST, Mponela Community College and Domasi Teachers’ College, refer to Annex 4 as an attachment of list of participants.

**Background of the SAVE Project**

The Consultant responsible for developing the ESMF provided background to the project. In her presentation, Dr. Junice Dzonzi informed the institutions that new project seeks to develop skills that are relevant to the needs of the Malawi Economy. In order to achieve this overarching goal the project focuses on access, equity and institutional strength. Following this, the has for components which include;

**Component 1**: Supporting public higher education institutions in increasing equitable access to market relevant skills development programs

**Component 2:** Supporting Technical, Entrepreneurial, and Vocational Education and Training to increase equitable access to market relevant skills development

**Component 3:** Tertiary education student financing and system strengthening, project management, M&E and communications

**Component 4:** Contingent Emergency Response

It was indicated that within the project components, there was an aspect of Construction and or rehabilitation/ renovation of structures including classrooms, workshops, laboratories and any other facilities as deemed necessary by the participating institutions. It was indicated that, this construction sub-component is the one which can be associated with adverse environmental impacts and hence need to develop an Environmental and Social Management framework. It was further indicated that the development of the ESMF is being triggered by the requirements for World Bank’s Environmental and Social Standard 1 (ESS1) which demands that all World Bank funded projects have to undergo initial Environmental and Social Screening and hence, ESMF is a tool to ensure this screening process is in place.

**Discussions and Observations**

Mr Peter Yelesani, the safeguards focal person facilitated this session. He highlighted on the need for the members from the institutions to comment on Document. The Consultant further presented the Consultation guide/ checklist for the consultations and issues covered centered on the following key areas:

1. Challenges already existing in the institutions and the project can help address
2. Positive impacts anticipated from the project
3. How the positive impacts can be enhanced by the project
4. Risks anticipated if the project is implemented
5. Negative social impacts, construction and rehabilitation activities will cause and should be included in ESMF
6. If there are sensitive habitats/ features existing at the institutions that the project may negatively affect
7. Activities that can likely threaten the environment to which the project will be implemented
8. Proposed interventions to be included in the ESMF to improve the environmental performance of the project
9. Whether Grievance Redress Mechanisms used in Institutions
10. Labor issues- How best can this project ensure vulnerable students are safeguarded from illicit behaviors by workers.
11. Other issues should be included in the ESMF

Members from different institutions made their contributions with respect to the guide. The comments that the institutions submitted have been presented below:

|  |  |
| --- | --- |
| **Institution** | **Input/ Suggestions/ Comments made** |
| LUANAR- Bunda Campus | 1. Anticipate that the project can help address/ Positive impacts  *-Staff and student’s capacity challenges to teach and learn via ODeL means amidst Covid-19 pandemic will be addressed*  *-Currently limited stocked laboratories with necessary equipment and technology for teaching and learning addressed*  *- Library and workshops space challenges to accommodate increasing numbers addressed*  *-New technologies and teaching and learning equipment will be purchased through project support*  *-New courses will be developed and updated curricula in place*  2. How positive impacts can be enhanced  *-Making sure implementation has addressed the LUANAR needs in the project*  3. Risks anticipated  *-Foreign currency fluctuations may result into money allocated to the College being not enough*  4. Other negative environmental and social impacts,  *-Noise*  *-Some footpaths being blocked*  5. Interventions proposed to be included in the ESMF to improve the environmental performance of the project  *-Excavate and create burrows only within the premises where construction is taking place to reduce impact footprint*  *-Re-vegetation/pave and stockpiling excavated areas and burrowed pits after completion of construction activities*  6. How best can the project ensure vulnerable students are safeguarded from illicit behaviors by workers.  *-Sensitization meetings on HIV/AIDS, STIs and sexual malpractice among workers and students* |
| Chancellor College | 1. Challenges are already existing and the project can help address?   *-Inadequate teaching space*  *-Low female enrolment in science programmes*  *-Inadequate ICT environment to allow for meaningful increase in enrolment*  *-Insufficient faculty, technical and administrative human resource*  2.What other Positive impacts are you anticipating from the project?  *-Beautiful outlook of campus*  *-Increased income*  3.Positive impacts and how can the enhanced by the project  *-Constructional of additional modern facilities*  *-Increased income for the College due to increased enrolment and additional facilities*  3.What risks can you anticipate if the project is implemented at Higher education institutions? (especially construction activities)  *-Emerging social conflicts from temporal workers*  4.What do you think are other negative social impacts, construction and rehabilitation activities will cause and should be included in ESMF?  *-Trespassing of workers into institutional space and facilities*  5.With respect to Construction activities, what are the activities that can likely threaten the environment to which the project will be implemented?  *-Noise from both workers and machinery*  *-Generation of airborne dust particles*  -What interventions can you propose to be included in the ESMF to improve the environmental performance of the project  *-Enhanced regular communication between local community/beneficiaries and contractors throughout the life of the project*  *-Stakeholder to re-scheduling of activities by stakeholders*  *-Sprinkling of water regularly on construction site*  *-Erecting fence and dust screen* |
| Domasi College of Education | **1.**challenges are already existing in the institutions and the project can help address?  *-Gender imbalance in enrollment*  *-Inadequate infrastructure for offering ODeL programmes*  *-Lack of programmes for empowering the youth through skills development*  *-Inadequate backup power supply*  *-Inadequate internet connectivity*  *-Limited enrollmentdetermined by classroom space*  *-Lack of ICT facilities*  *-Lack of gadgets e.g. smart phones and computers for online learning*  *-Failure to meet activity deadlines due to COVID-19 effects*  *-Misconceptions about the ODeL mode of programme delivery*  *-Staff capacity building (e.g. lack of experts in the provision of lessons through ODeL; lack of qualified staff in ICT)*  **2.**Positive impacts anticipated  *-Increased numbers of qualified STEM teachers*  *-Equipping many youths with skills in STEM subjects*  *-Availability of employment opportunities and other economic activities to the community (e.g. businesses) right from period of construction works to project implementation period*  *-Development of new programmes*  *-Face-lifting of the College*  *-Ability for the College to use ICT in the delivery of distance education instead of relying solely on print materials only*  *-Expansion of access to higher education to the youth, especially girls*  3.How positive impactscan be enhanced  -*Through timely and adequate funding of the activities*  *-By timely building the capacity of staff in areas like ICT, and training them to PhD level*  *-Having infrastructure that will support provision of online lessons even after the COVID-19 pandemic*  4.Risks anticipated  *-Deforestation*  *-Interruption in construction works due to COVID-19*  *-Noise pollution during construction which may disturb teaching and learning*  *-Road/passage diversions which may extend the distance traveled by students*  *-Risk of sharing the road with heavy-duty construction vehicles/plants*  5.Other negative social and environmental impacts,  *-Gender-based violence issues*  *-Child labour*  *-Closure of some passages leading to increase in time to move from one point to another*  6**.**Are there sensitive habitats/ features existing at the institutions that the project may negatively affect?  *-Yes*  7. If yes, what are they?  *-Domasi River*  8.With respect to construction activities, what are the activities that can likely threaten the environment to which the project will be implemented?  *-Land clearing/cutting down of trees*  *-Excavation – air and noise pollution*  *-Waste disposal*  *-Mobility of heavy machinery damaging Domasi College Avenue*  9.What interventions can you propose to be included in the ESMF to improve the environmental performance of the project?  *-Sensitizing the community on the benefits of the project to the community*  *-Selective cutting down of trees*  *-Putting in place good waste management systems*  *-Wide-scale consultation with experts*  10.What other issues should be included in the ESMF?  *-How air pollution will be managed*   1. Indicate why these issues should be included in the ESMF?   *-It is hazardous to living things if not well managed.* |
| Nalikule College of Education | 1. What challenges are already existing in the institutions and you think the project can help address?   *-No reliable water supply system. Water in the College is supplied by Central Region Water Board which drilled bore holes. Flow of water is sometimes affected by intermittent power supply*  ***Mitigation:*** *There is a need to install a generator as a backup for the power supply*  *-Internet connectivity is a challenge. The system the College is using has low bandwidth. Considering that the major component of the project is ODeL, the programme might not be adequately supported.*  ***Mitigation****: we hope the coming in of MAREN will alleviate the problem.*  *-Increased Risk or Spread of COVID-19 and other communicable diseases:   Interaction among workers on the construction site would probably increase  Covid-19 infection rate*.  *-****Mitigation*:***Adequate supply of PPEs, Sensitisation meetings, strict enforcement   of the guidelines*     1. What other Positive impacts are you anticipating from the project?   *None*   1. If there will be other positive impacts, how can they be enhanced by the project?   *None*   1. What risks can you anticipate if the project is implemented at Higher education institutions? (especially construction activities) 2. What do you think are other negative social impacts, construction and rehabilitation activities will cause and should be included in ESMF?   *No additionals*   1. (a)Are there sensitive habitats/ features existing at the institutions that the project may negatively affect?   *No*   1. With respect to Construction activities, what are the activities that can likely threaten the environment to which the project will be implemented?   *Same as in the proposed framework*   1. What interventions can you propose to be included in the ESMF to improve the environmental performance of the project?   On the disturbances of classes due to noise as a result of construction activities, we suggest that  -*the contractors to construct fence around the construction site* |
| LUANAR- NRC campus | 1. What challenges are already existing in the institutions and you think the project can help address?  *-Dilapidated laboratories*  *-Shortage in classroom space inhibiting commencement of new programs or increase in face to face enrollment*  *-Slow incorporation of ODeL and blended learning*  *-Low formalized connect and engagement with industry*  *-Lack of support mechanisms to support the vulnerable students as there are many vulnerable and needy students that require funding and social support*  *-Few undergraduate degrees progammes leading to reducing percentage increase in enrollment*  *-Relatively low numbers of female applicants*  *-Limited marketing of programs*  *-Low Research and Development capacity*  *-Poor internet connectivity*   1. What other Positive impacts are you anticipating from the project?   *-New programs will raise the profile of the College.*  *-Increased industry participation will add value to the students training*  *-There will be increase in enrollment which will be good for the improvement of the Colleges financial position as it is not fully subvented.*  *-Quality of Learning will improve with the upgraded laboratories and trained members of staff.*   1. If there will be other positive impacts, how can they be enhanced by the project?   *-By documenting best practices*  *-Always formalizing industry engagement initiatives*  *-Improving surrounding communities’ social participation and interaction with the College to abate vandalism*   1. What risks can you anticipate if the project is implemented at Higher education institutions? (especially construction activities).   *-Covi19 impacts can derail the implementation plan*  *-The country’s economic performance can have an impact on the exchange rate and affecting budgets and completion*  *-The utility service providers support to properly connect new construction can affect usage.*   1. What do you think are other negative social impacts, construction and rehabilitation activities will cause and should be included in ESMF?   *-Increase in noise levels affecting teaching environment*  *-Increased population risking disease (such as HIV/ AIDS and COVID19) management challenges*  *-Possible destruction of natural vegetative cover particularly trees*   1. (a)Are there sensitive habitats/ features existing at the institutions that the project may negatively affect?   *-Yes*  (b) if yes, what are they?  *-Trees*   1. With respect to Construction activities, what are the activities that can likely threaten the environment to which the project will be implemented?   *-Construction of new structures such as studios and classes which will require disturbance of the natural environments*   1. What interventions can you propose to be included in the ESMF to improve the environmental performance of the project?   *-Tree replacement strategies*   1. (a) What other issues should be included in the ESMF?   *-The role of Utility service providers for water, electricity and internet*   1. Indicate why these issues should be included in the ESMF?   *-The utility service providers have a bearing on achievement of the construction project components and ODeL* |
| From Random discussions of members | Issues to be considered in the ESMF   * *Forest/ vegetation clearance may affect existence of pollinators and this should be considered* * *Building materials for the structures should be as recommended by National Construction Industry Council (NCIC)* |

## **Annex 4: List of Participants for Consultations on Development of Environmental and Social Management Framework for Skills for Vibrant Economy Project (SAVE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **NAME** | **POSITION** | **INSTITUTION** | **CONTACTS** |
|  | Dr Levis Eneya | Director of Higher Education | Ministry of Education |  |
|  | Ms Rose Kalizang’oma | CEO | Ministry of Education | [0995459075/kalizangomarosed@yahoo.com](mailto:0995459075/kalizangomarosed@yahoo.com) |
|  | Ms. Towela |  | Ministry of Labour | +265884107328 |
|  | Mr Peter Yelesani | Chief Gender and Development Officer | Ministry of Gender, Community Development and Social Welfare | [pyelesani@gmail.com/0999140956](mailto:pyelesani@gmail.com/0999140956) |
|  | Dr. Denis Khasu, | College Principal | Nalikule | [denkhasu@gmail.com](mailto:denkhasu@gmail.com) |
|  | Mr. Mathias January, |  | Nalikule | [Mathiasjans552@gmail.com](mailto:Mathiasjans552@gmail.com) |
|  | Dr Judith Kamoto, | Bunda Deputy Campus Director | LUANAR | [jkamoto@luanar.ac.mw](mailto:jkamoto@luanar.ac.mw)  +265888029196 |
|  | Dr Ponyadira Corner, | Head of Department | LUANAR | pcorner@luanar.ac.mw |
|  | Mr Maxwell Mmbweza | NRC Registrar | LUANAR | [mmbweza@luanar.ac.mw](mailto:mmbweza@luanar.ac.mw)  +265888876939 |
|  | Dr. Limbikani Matumba | NRC Projects Team Leader | LUANAR | [lmatumba@luanar.ac.mw](mailto:lmatumba@luanar.ac.mw)  +265999682549 |
|  | Dr Liveness Banda | Programmes Coordinator | LUANAR | [lbanda@luanar.ac.mw](mailto:lbanda@luanar.ac.mw)+265884684344 |
|  | Dr Moses Limuwa | Monitoring and Evaluation Specialist | LUANAR | mlimuwa@luanar.ac.mw |
|  | Dr. Junice Dzonzi | Lecturer | LUANAR | [jundi-dzonzi@luanar.ac.mw](mailto:jundi-dzonzi@luanar.ac.mw)  +265996184524 |
|  | Dr Belinda Gombachika, | Vice Principal | KCN | [belindagombachika@kcn.unima.mw](mailto:belindagombachika@kcn.unima.mw)  [viceprincipal@kcn.unima.mw](mailto:viceprincipal@kcn.unima.mw)  +265888379020 |
|  | Dr Kondwani Wella, | Librarian | KCN | [kwella@kcn.unima.mw](mailto:kwella@kcn.unima.mw)  +265994895644 |
|  | Florida Banda Kumwembe | Principal | Domasi | 888865639/[fkbanda@gmail.com](mailto:fkbanda@gmail.com) |
|  | Davis Mina | Deputy Principal | Domasi | [daviesmina@ymail.com](mailto:daviesmina@ymail.com)                   0888675324 |
|  | Keffat Magombo | Dean of Education | Domasi | [keffatmagombo@gmail.com](mailto:keffatmagombo@gmail.com)           0881612370/0999265781 |
|  | Yamikani Masina | Chief Lecturer | Domasi | [yamzmasina@gmail.com](mailto:yamzmasina@gmail.com)                0888631003/0995440194 |
|  | Evance Lwara | Lecturer | Domasi | [lwaraevans@gmail.com](mailto:lwaraevans@gmail.com)                  0888733020 |
|  | Prof. Wales Singini | Director of Research | Mzuni | [walessingini@gmail.com](mailto:walessingini@gmail.com) |
|  | Dr. Winner Chawinga | Deputy Dean (Faculty of Humanities and Social Sciences) | MZUNI | [winnchawinga@gmail.com](mailto:winnchawinga@gmail.com) |
|  | Ms Nellie Yalaukani | Management Accountant | MZUNI | [nelliayalaukani@gmail.com](mailto:nelliayalaukani@gmail.com) |
|  | Mr. Isaac Chitedze | Head, Department of Energy Systems | MZUNI | [isaacchitedze@gmail.com](mailto:isaacchitedze@gmail.com) |
|  | Mr. Misheck Nyirenda | Head, Department of ICT | MZUNI | [misheckvn@gmail.com](mailto:misheckvn@gmail.com) |
|  | Dr. Benjamin Kumwenda, | Acting Vice Principal | COM | [vp@medcol.mw](mailto:vp@medcol.mw)  +265999876557 |
|  | Dr Mwapatsa Mipando, |  | COM | [mmipando@medcol.com](mailto:mmipando@medcol.com)  +265888381551 |
|  | Mr. George Namandwa | Director of Resource mobilization and investment | COM | [gnamandwa@medcol.mw](mailto:gnamandwa@medcol.mw)  +265990170986 |
|  | Dr David Mkwambisi | Head of MUST institute, Industrial Research and Innovation | MUST | +265999552400 |
|  | Chiyembekezo Tewete; | Procurement Manager | MUST | +265999303618 |
|  | Tiwonge Gawa | Lecturer | MUST | +265995209848 |
| 1. **Jo** | Joseph Muheka | Finance Director | MUST | +265992659590 |
| 1. **K** | Kingsley Kalonda | Senior Research Fellow | MUST | +265888825485 |
|  | Dr. Madalitso Tsakama | Project Manager | Polytechnic | [mtsakama@poly.ac.mw](mailto:mtsakama@poly.ac.mw)  +265888875333 |
|  | B. Tchereni | Project Implementation Team Leader | Polytechnic | [btchereni@poly.ac.mw](mailto:btchereni@poly.ac.mw)  +265882301943 |
|  | Mrs Blessings Hudge | Estate Development Officer | Polytechnic | [bhudge@poly.ac.mw](mailto:bhudge@poly.ac.mw)  +265999930145 |
|  | Prof Samson Sajidu, | Vice Principal | Chancellor College | [ssajidu@cc.ac.mw](mailto:ssajidu@cc.ac.mw) |
|  | Prof Jonas Mwatseteza, | Team Leader | Chancellor College | [jfmwatseteza@cc.ac.mw](mailto:jfmwatseteza@cc.ac.mw) |
|  | Dr Tiyesere Chikapa,. | Team Member | Chancellor College | [tjamali@cc.ac.mw](mailto:tjamali@cc.ac.mw) |
|  | Benson Mavumbo |  | Chancellor College | [bmavumbe@cc.ac.mw](mailto:bmavumbe@cc.ac.mw) |
|  | Mrs. Mary Wasili | Registrar | Chancellor College | [mwasir@cc.ac.mw](mailto:mwasir@cc.ac.mw) |
|  | Osman Matola | AG Principal | Mponela Community College | [omatola@gmail.com](mailto:omatola@gmail.com)  +256999234671/ +265884425597 |

## **Annex 5: COVID 19 Guidelines for Schools in Malawi on Prevention and Management of COVID19**

****

**GUIDELINES FOR SCHOOLS IN MALAWI ON THE PREVENTION AND MANAGEMENT OF COVID-19**

In light of the COVID-19 disease that the World Health Organisation (WHO) has declared as a pandemic, the Ministry of Education, Science and Technology (MoEST), provides guidelines to all education institutions in the country on how to manage the disease during school time as well as on holidays.

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

* + - 1. **INTRODUCTION**

**WHAT IS COVID-19?**

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

**WHAT ARE THE SYMPTOMS OF COVID-19?**

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

**WHAT IS THE TREATMENT FOR COVID-19?**

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

**WHO IS MOST AT RISK?**

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

**HOW DOES COVID-19 SPREAD?**

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

**WHAT ARE THE SIGNS AND SYMPTOMS OF CORONAVIRUS?**

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

* + - 1. **SPECIFIC GUIDELINES AND CHECKLIST**

**FOR SCHOOL ADMINISTRATORS, TEACHERS, STAFF, PARENTS, GUARDIANS, LEARNERS AND STUDENTS**

1. Schools are not allowed to receive visitors coming from outside the country unless approved by the Ministry.
2. Promote and demonstrate regular hand washing and positive hygiene behaviours.
3. Ensure soap and safe water is available at ageappropriate hand washing stations.
4. Encourage frequent and thorough hand washing (at least for 20 seconds).
5. If soap and water are not available, use an alcohol-based hand rub.
6. Ensure adequate, clean and separate toilets or latrines for girls and boys.
7. Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aidsetc.)
8. Increase air flow and ventilation (open windows, useair conditioning where available, etc.)
9. Post signs encouraging good hand and respiratoryhygiene practices.
10. Ensure trash is removed daily and disposed of safely.
11. Encourage students and staff to stay home if sick.
12. Monitor absenteeism.
13. Parents and guardians are encouraged to keep checking their children/wards and make sure that ifthey observe such signs on him/her, you do not sendthat child to school.
14. Plan for digital and distance learning where possible.
15. Be prepared to temporarily dismiss or close schoolsand cancel events on advisory.
16. Teachers should check on every learner first thingin the morning before lessons begin so that if one isfound with strange signs (difficulty in breathing, cold/cough, fever or flu) his/her parents can immediately beinformed to come and pick their child.)
17. Prevent stigma by using facts and reminding studentsto be considerate of one another.
18. Make sure children including grownups drink waterfrequently so that the throat is not left dry and avoidfluids with ice.
19. Inform learners not to stigmatize their peers or teaseanyone about being sick; they should always rememberthat the virus doesn’t follow geographical boundaries,ethnicities, age or ability or gender.
20. Coordinate with the school to receive information andask how you can support school safety efforts (thoughparent-teacher committees, etc.)
21. Tell leaners to inform their parents, other familymembers, or a caregiver if they feel sick, and theyshould ask to stay home.
22. Enlighten learners to focus on good health behaviours,such as covering coughs and sneezes with the elbowand washing hands frequently.
23. Have children sit further apart from one another, theyshould keep enough space to not touch their friends.
24. Contact sports and other activities should be greatlydiscouraged.
25. Introduce the concept of social distancing (standingfurther away from friends, avoiding large crowds, nottouching people if you don’t need to, etc.)
26. Help children understand the basic concepts of diseaseprevention and control. Use exercises that demonstratehow germs can spread. For example, by putting colouredwater in a spray bottle and spraying over a piece ofwhite paper. Observe how far the droplets travel.
27. Incorporate relevant health education into othersubjects.
28. Get information only from official and trusted sources.

**PROPER HAND WASHING PROCESS**

STEP 1: Wet hands with safe running water

STEP 2: Apply enough soap to cover wet hands

STEP 3: Scrub all surfaces of the hands including backs of hands, between fingers and under nails for at least 20seconds

STEP 4: Rinsethoroughlywith runningwater

STEP 5: Dry handswith a clean,dry cloth,single-usetowel orhand drier, ifavailable

The Ministry is committed to ensuring the health and safety of all learners and wards. These measures are not intended to raise alarm, but are implemented as a precaution even though there are no reported cases of Coronavirus in Malawi at present. The Ministry of Education, Science and Technology encourages all parents and guardians to collaborate with the Ministry by following the news and implementing good hygiene and preventative measures

Signed by

Secretary for Education, Science and Technology

17th March, 2020

**ALL IT TAKES TO DEFEAT CORONAVIRUS!**

1. Protect yourselves.

2. Protect your loved ones.

3. Protect your community.

## **Annex 6:An extract of ESF/Safeguards Interim Note: COVID-19 Considerations in Construction/Civil Works Projects**

**Introduction**

The ESF/Safeguards Interim Note on COVID-19 Considerations in Construction/Civil Works Projectsnote was issued on April 7, 2020 and includes links to the latest guidance as of this date (e.g. from WHO). Given the COVID-19 situation is rapidly evolving, when using this note it is important to check whether any updates to these external resources have been issued. This section is just an extract from the ESF/Safeguards Interim Note on COVID-19 Considerations in Construction/Civil Works Projects. It highlights the general conditions and considerations that the Project proponent (Borrower) and Contractor will be required to follow to avoid spread of COVID-19 to contractor’s personnel and project surrounding communities. The original document for the extract can be accessed from the following website; <https://biwta.portal.gov.bd/sites/default/files/files/biwta.portal.gov.bd/page/f3ca1ff6_95b0_4606_849f_2c0844e455bc/2020-10-01-11-04-ad9ef55c947057f54b4f4f76f5be54ff.pdf>.

**Challenges with Construction/Civil Works**

Projects involving construction/civil works frequently involve a large work force, together with suppliers and supporting functions and services. The work force may comprise workers from international, national, regional, and local labor markets. They may need to live in on-site accommodation, lodge within communities close to work sites or return to their homes after work. There may be different contractors permanently present on site, carrying out different activities, each with their own dedicated workers. Supply chains may involve international, regional and national suppliers facilitating the regular flow of goods and services to the project (including supplies essential to the project such as fuel, food, and water). As such there will also be regular flow of parties entering and exiting the site; support services, such as catering, cleaning services, equipment, material and supply deliveries, and specialist sub-contractors, brought in to deliver specific elements of the works.

Given the complexity and the concentrated number of workers, the potential for the spread of infectious disease in projects involving construction is extremely serious, as are the implications of such a spread. Projects may experience large numbers of the work force becoming ill, which will strain the project’s health facilities, have implications for local emergency and health services and may jeopardize the progress of the construction work and the schedule of the project. Such impacts will be exacerbated where a work force is large and/or the project is in remote or under-serviced areas. In such circumstances, relationships with the community can be strained or difficult and conflict can arise, particularly if people feel they are being exposed to disease by the project or are having to compete for scarce resources. The project must also exercise appropriate precautions against introducing the infection to local communities.

**TheProponent/ Borrowermeasures to address COVID-19 in Construction/Civil Works Projects**

Task teams should work with Borrowers (PIUs) to confirm that projects (i) are taking adequate precautions to prevent or minimize an outbreak of COVID-19, and (ii) have identified what to do in the event of an outbreak. Suggestions on how to do this are set out below:

* The PIU, either directly or through the Supervising Engineer, should request details in writing from the main Contractor of the measures being taken to address the risks. The construction contract should include health and safety requirements, and these can be used as the basis for identification of, and requirements to implement, COVID-19 specific measures. The measures may be presented as a contingency plan, as an extension of the existing project emergency and preparedness plan or as standalone procedures. The measures may be reflected in revisions to the project’s health and safety manual. This request should be made in writing (following any relevant procedure set out in the contract between the Borrower and the contractor). In making the request, it may be helpful for the PIU to specify the areas that should be covered. This should include the items set out below and take into account current and relevant guidance provided by national authorities, WHO.
* The PIU should require the Contractor to convene regular meetings with the project health and safety specialists and medical staff (and where appropriate the local health authorities), and to take their advice in designing and implementing the agreed measures.
* Where possible, a senior person should be identified as a focal point to deal with COVID-19 issues. This can be a work supervisor or a health and safety specialist. This person can be responsible for coordinating preparation of the site and making sure that the measures taken are communicated to the workers, those entering the site and the local community. It is also advisable to designate at least one back-up person, in case the focal point becomes ill; that person should be aware of the arrangements that are in place.
* On sites where there are a number of contractors and therefore (in effect) different work forces, the request should emphasize the importance of coordination and communication between the different parties. Where necessary, the PIU should request the main contractor to put in place a protocol for regular meetings of the different contractors, requiring each to appoint a designated staff member (with back up) to attend such meetings. If meetings cannot be held in person, they should be conducted using whatever IT is available. The effectiveness of mitigation measures will depend on the weakest implementation, and therefore it is important that all contractors and sub-contractors understand the risks and the procedure to be followed.
* The PIU, either directly or through the Supervising Engineer, may provide support to projects in identifying appropriate mitigation measures, particularly where these will involve interface with local services, in particular health and emergency services. In many cases, the PIU can play a valuable role in connecting project representatives with local Government agencies, and helping coordinate a strategic response, which takes into account the availability of resources. To be most effective, projects should consult and coordinate with relevant Government agencies and other projects in the vicinity.
* Workers should be encouraged to use the existing project grievance mechanism to report concerns relating to COVID-19, preparations being made by the project to address COVID-19 related issues, how procedures are being implemented, and concerns about the health of their co-workers and other staff.

**Contractor obligations and measures to address COVID-19 in the project**.

The Contractor should identify measures to address the COVID-19 situation. What will be possible will depend on the context of the project: the location, existing project resources, availability of supplies, capacity of local emergency/health services, the extent to which the virus already exist in the area. A systematic approach to planning, recognizing the challenges associated with rapidly changing circumstances, will help the project put in place the best measures possible to address the situation. Measures to address COVID-19 may be presented in different ways (as a contingency plan, as an extension of the existing project emergency and preparedness plan or as standalone procedures). PIUs and contractors should refer to guidance issued by relevant authorities, both national and international (e.g. WHO), which is regularly updated.

Addressing COVID-19 at a project site goes beyond occupational health and safety, and is a broader project issue which will require the involvement of different members of a project management team. In many cases, the most effective approach will be to establish procedures to address the issues, and then to ensure that these procedures are implemented systematically. Where appropriate given the project context, a designated team should be established to address COVID-19 issues, including PIU representatives, the Supervising Engineer, management (e.g. the project manager) of the contractor and sub-contractors, security, and medical and OHS professionals. Procedures should be clear and straightforward, improved as necessary, and supervised and monitored by the COVID-19 focal point(s). Procedures should be documented, distributed to all contractors, and discussed at regular meetings to facilitate adaptive management. The issues set out below include a number that represent expected good workplace management but are especially pertinent in preparing the project response to COVID-19.

**(a) Assessing workforce characteristics**

Many construction sites will have a mix of workers e.g. workers from the local communities; workers from a different part of the country; workers from another country. Workers will be employed under different terms and conditions and be accommodated in different ways. Assessing these different aspects of the workforce will help in identifying appropriate mitigation measures:

* The Contractor should prepare a detailed profile of the project work force, key work activities, schedule for carrying out such activities, different durations of contract and rotations (e.g. 4 weeks on, 4 weeks off).
* This should include a breakdown of workers who reside at home (i.e. workers from the community), workers who lodge within the local community and workers in on-site accommodation. Where possible, it should also identify workers that may be more at risk from COVID-19, those with underlying health issues or who may be otherwise at risk.
* Consideration should be given to ways in which to minimize movement in and out of site. This could include lengthening the term of existing contracts, to avoid workers returning home to affected areas, or returning to site from affected areas.
* Workers accommodated on site should be required to minimize contact with people near the site, and in certain cases be prohibited from leaving the site for the duration of their contract, so that contact with local communities is avoided.
* Consideration should be given to requiring workers lodging in the local community to move to site accommodation (subject to availability) where they would be subject to the same restrictions.
* Workers from local communities, who return home daily, weekly or monthly, will be more difficult to manage. They should be subject to health checks at entry to the site (as set out above) and at some point, circumstances may make it necessary to require them to either use accommodation on site or not to come to work.

**(b) Entry/exit to the work site and checks on commencement of work**

Entry/exit to the work site should be controlled and documented for both workers and other parties, including support staff and suppliers. Possible measures may include:

* Establishing a system for controlling entry/exit to the site, securing the boundaries of the site, and establishing designating entry/exit points (if they do not already exist). Entry/exit to the site should be documented.
* Training security staff on the (enhanced) system that has been put in place for securing the site and controlling entry and exit, the behaviors required of them in enforcing such system and any COVID 19 specific considerations.
* Training staff who will be monitoring entry to the site, providing them with the resources they need to document entry of workers, conducting temperature checks and recording details of any worker that is denied entry.
* Confirming that workers are fit for work before they enter the site or start work. While procedures should already be in place for this, special attention should be paid to workers with underlying health issues or who may be otherwise at risk. Consideration should be given to demobilization of staff with underlying health issues.
* Checking and recording temperatures of workers and other people entering the site or requiring selfreporting prior to or on entering the site.
* Providing daily briefings to workers prior to commencing work, focusing on COVID-19 specific considerations including cough etiquette, hand hygiene and distancing measures, using demonstrations and participatory methods.
* During the daily briefings, reminding workers to self-monitor for possible symptoms (fever, cough) and to report to their supervisor or the COVID-19 focal point if they have symptoms or are feeling unwell.
* Preventing a worker from an affected area or who has been in contact with an infected person from returning to the site for 14 days or (if that is not possible) isolating such worker for 14 days.
* Preventing a sick worker from entering the site, referring them to local health facilities if necessary or requiring them to isolate at home for 14 days.

**(c) General hygiene**

Requirements on general hygiene should be communicated and monitored, to include:

* Training workers and staff on site on the signs and symptoms of COVID-19, how it is spread, how to protect themselves (including regular handwashing and social distancing) and what to do if they or other people have symptoms (for further information see WHO COVID-19 advice for the public).
* Placing posters and signs around the site, with images and text in local languages.
* Ensuring handwashing facilities supplied with soap, disposable paper towels and closed waste bins exist at key places throughout site, including at entrances/exits to work areas; where there is a toilet, canteen or food distribution, or provision of drinking water; in worker accommodation; at waste stations; at stores; and in common spaces. Where handwashing facilities do not exist or are not adequate, arrangements should be made to set them up. Alcohol based sanitizer (if available, 60-95% alcohol) can also be used.
* Review worker accommodations, and assess them in light of the requirements set out in IFC/EBRD guidance on Workers’ Accommodation: processes and standards, which provides valuable guidance as to good practice for accommodation.
* Setting aside part of worker accommodation for precautionary self-quarantine as well as more formal isolation of staff who may be infected.

**(d) Cleaning and waste disposal**

Conduct regular and thorough cleaning of all site facilities, including offices, accommodation, canteens, common spaces. Review cleaning protocols for key construction equipment (particularly if it is being operated by different workers). This should include:

* Providing cleaning staff with adequate cleaning equipment, materials and disinfectant. • Review general cleaning systems, training cleaning staff on appropriate cleaning procedures and appropriate frequency in high use or high-risk areas.
* Where it is anticipated that cleaners will be required to clean areas that have been or are suspected to have been contaminated with COVID-19, providing them with appropriate PPE: gowns or aprons, gloves, eye protection (masks, goggles or face screens) and boots or closed work shoes. If appropriate PPE is not available, cleaners should be provided with best available alternatives. • Training cleaners in proper hygiene (including handwashing) prior to, during and after conducting cleaning activities; how to safely use PPE (where required); in waste control (including for used PPE and cleaning materials).
* Any medical waste produced during the care of ill workers should be collected safely in designated containers or bags and treated and disposed of following relevant requirements (e.g., national, WHO). If open burning and incineration of medical wastes is necessary, this should be for as limited a duration as possible. Waste should be reduced and segregated, so that only the smallest amount of waste is incinerated.

**(e) Adjusting work practices**

Consider changes to work processes and timings to reduce or minimize contact between workers, recognizing that this is likely to impact the project schedule. Such measures could include:

* Decreasing the size of work teams.
* Limiting the number of workers on site at any one time.
* Changing to a 24-hour work rotation.
* Adapting or redesigning work processes for specific work activities and tasks to enable social distancing, and training workers on these processes.
* Continuing with the usual safety trainings, adding COVID-19 specific considerations. Training should include proper use of normal PPE. While as of the date of this note, general advice is that construction workers do not require COVID-19 specific PPE, this should be kept under review (for further information see WHO interim guidance on rational use of personal protective equipment (PPE) for COVID-19).
* Reviewing work methods to reduce use of construction PPE, in case supplies become scarce or the PPE is needed for medical workers or cleaners. This could include, e.g. trying to reduce the need for dust masks by checking that water sprinkling systems are in good working order and are maintained or reducing the speed limit for haul trucks.
* Arranging (where possible) for work breaks to be taken in outdoor areas within the site.
* Consider changing canteen layouts and phasing meal times to allow for social distancing and phasing access to and/or temporarily restricting access to leisure facilities that may exist on site, including gyms.
* At some point, it may be necessary to review the overall project schedule, to assess the extent to which it needs to be adjusted (or work stopped completely) to reflect prudent work practices, potential exposure of both workers and the community and availability of supplies, taking into account Government advice and instructions.

**(f) Project medical services**

Consider whether existing project medical services are adequate, taking into account existing infrastructure (size of clinic/medical post, number of beds, isolation facilities), medical staff, equipment and supplies, procedures and training. Where these are not adequate, consider upgrading services where possible, including:

* Expanding medical infrastructure and preparing areas where patients can be isolated. Guidance on setting up isolation facilities is set out in WHO interim guidance on considerations for quarantine of individuals in the context of containment for COVID-19). Isolation facilities should be located away from worker accommodation and ongoing work activities. Where possible, workers should be provided with a single well-ventilated room (open windows and door). Where this is not possible, isolation facilities should allow at least 1 meter between workers in the same room, separating workers with curtains, if possible.
* Sick workers should limit their movements, avoiding common areas and facilities and not be allowed visitors until they have been clear of symptoms for 14 days. If they need to use common areas and facilities (e.g. kitchens or canteens), they should only do so when unaffected workers are not present and the area/facilities should be cleaned prior to and after such use.
* Training medical staff, which should include current WHO advice on COVID-19 and recommendations on the specifics of COVID-19. Where COVID-19 infection is suspected, medical providers on site should follow WHO interim guidance on infection prevention and control during health care when novel coronavirus (nCoV) infection is suspected.
* Training medical staff in testing, if testing is available.
* Assessing the current stock of equipment, supplies and medicines on site, and obtaining additional stock, where required and possible. This could include medical PPE, such as gowns, aprons, medical masks, gloves, and eye protection. Refer to WHO guidance as to what is advised (for further information see WHO interim guidance on rational use of personal protective equipment (PPE) for COVID-19).
* If PPE items are unavailable due to world-wide shortages, medical staff on the project should agree on alternatives and try to procure them. Alternatives that may commonly be found on constructions sites include dust masks, construction gloves and eye goggles. While these items are not recommended, they should be used as a last resort if no medical PPE is available.
* Ventilators will not normally be available on work sites, and in any event, intubation should only be conducted by experienced medical staff. If a worker is extremely ill and unable to breathe properly on his or her own, they should be referred immediately to the local hospital (see (g) below).
* Review existing methods for dealing with medical waste, including systems for storage and disposal (for further information see WHO interim guidance on water, sanitation and waste management for COVID-19, and WHO guidance on safe management of wastes from health-care activities).

**(g) Local medical and other services**

Given the limited scope of project medical services, the project may need to refer sick workers to local medical services. Preparation for this includes:

* Obtaining information as to the resources and capacity of local medical services (e.g. number of beds, availability of trained staff and essential supplies).
* Conducting preliminary discussions with specific medical facilities, to agree what should be done in the event of ill workers needing to be referred.
* Considering ways in which the project may be able to support local medical services in preparing for members of the community becoming ill, recognizing that the elderly or those with pre-existing medical conditions require additional support to access appropriate treatment if they become ill.
* Clarifying the way in which an ill worker will be transported to the medical facility, and checking availability of such transportation.
* Establishing an agreed protocol for communications with local emergency/medical services.
* Agreeing with the local medical services/specific medical facilities the scope of services to be provided, the procedure for in-take of patients and (where relevant) any costs or payments that may be involved.
* A procedure should also be prepared so that project management knows what to do in the unfortunate event that a worker ill with COVID-19 dies. While normal project procedures will continue to apply, COVID-19 may raise other issues because of the infectious nature of the disease. The project should liaise with the relevant local authorities to coordinate what should be done, including any reporting or other requirements under national law.

(h) **Instances or spread of the virus**

WHO provides detailed advice on what should be done to treat a person who becomes sick or displays symptoms that could be associated with the COVID-19 virus (for further information see WHO interim guidance on infection prevention and control during health care when novel coronavirus (nCoV) infection is suspected). The project should set out risk-based procedures to be followed, with differentiated approaches based on case severity (mild, moderate, severe, critical) and risk factors (such as age, hypertension, diabetes) (for further information see WHO interim guidance on operational considerations for case management of COVID-19 in health facility and community). These may include the following:

* If a worker has symptoms of COVID-19 (e.g. fever, dry cough, fatigue) the worker should be removed immediately from work activities and isolated on site.
* If testing is available on site, the worker should be tested on site. If a test is not available at site, the worker should be transported to the local health facilities to be tested (if testing is available).
* If the test is positive for COVID-19 or no testing is available, the worker should continue to be isolated. This will either be at the work site or at home. If at home, the worker should be transported to their home in transportation provided by the project.
* Extensive cleaning procedures with high-alcohol content disinfectant should be undertaken in the area where the worker was present, prior to any further work being undertaken in that area. Tools used by the worker should be cleaned using disinfectant and PPE disposed of.
* Co-workers (i.e. workers with whom the sick worker was in close contact) should be required to stop work, and be required to quarantine themselves for 14 days, even if they have no symptoms.
* Family and other close contacts of the worker should be required to quarantine themselves for 14 days, even if they have no symptoms.
* If a case of COVID-19 is confirmed in a worker on the site, visitors should be restricted from entering the site and worker groups should be isolated from each other as much as possible.
* If workers live at home and has a family member who has a confirmed or suspected case of COVID19, the worker should quarantine themselves and not be allowed on the project site for 14 days, even if they have no symptoms.
* Workers should continue to be paid throughout periods of illness, isolation or quarantine, or if they are required to stop work, in accordance with national law.
* Medical care (whether on site or in a local hospital or clinic) required by a worker should be paid for by the employer.

**(i) Continuity of supplies and project activities**

Where COVID-19 occurs, either in the project site or the community, access to the project site may be restricted, and movement of supplies may be affected.

* Identify back-up individuals, in case key people within the project management team (PIU, Supervising Engineer, Contractor, sub-contractors) become ill, and communicate who these are so that people are aware of the arrangements that have been put in place.
* Document procedures, so that people know what they are, and are not reliant on one person’s knowledge.
* Understand the supply chain for necessary supplies of energy, water, food, medical supplies and cleaning equipment, consider how it could be impacted, and what alternatives are available. Early pro-active review of international, regional and national supply chains, especially for those supplies that are critical for the project, is important (e.g. fuel, food, medical, cleaning and other essential supplies). Planning for a 1-2 month interruption of critical goods may be appropriate for projects in more remote areas.
* Place orders for/procure critical supplies. If not available, consider alternatives (where feasible).
* Consider existing security arrangements, and whether these will be adequate in the event of interruption to normal project operations.
* Consider at what point it may become necessary for the project to significantly reduce activities or to stop work completely, and what should be done to prepare for this, and to re-start work when it becomes possible or feasible.

**(j) Training and communication with workers**

Workers need to be provided with regular opportunities to understand their situation, and how they can best protect themselves, their families and the community. They should be made aware of the procedures that have been put in place by the project, and their own responsibilities in implementing them.

* It is important to be aware that in communities close to the site and amongst workers without access to project management, social media is likely to be a major source of information. This raises the importance of regular information and engagement with workers (e.g. through training, town halls, tool boxes) that emphasizes what management is doing to deal with the risks of COVID-19. Allaying fear is an important aspect of work force peace of mind and business continuity. Workers should be given an opportunity to ask questions, express their concerns, and make suggestions.
* Training of workers should be conducted regularly, as discussed in the sections above, providing workers with a clear understanding of how they are expected to behave and carry out their work duties.
* Training should address issues of discrimination or prejudice if a worker becomes ill and provide an understanding of the trajectory of the virus, where workers return to work.
* Training should cover all issues that would normally be required on the work site, including use of safety procedures, use of construction PPE, occupational health and safety issues, and code of conduct, taking into account that work practices may have been adjusted.
* Communications should be clear, based on fact and designed to be easily understood by workers, for example by displaying posters on handwashing and social distancing, and what to do if a worker displays symptoms.

**(k) Communication and contact with the community**

Relations with the community should be carefully managed, with a focus on measures that are being implemented to safeguard both workers and the community. The community may be concerned about the presence of non-local workers, or the risks posed to the community by local workers presence on the project site. The project should set out risk-based procedures to be followed, which may reflect WHO guidance (for further information see WHO Risk Communication and Community Engagement (RCCE) Action Plan Guidance COVID-19 Preparedness and Response). The following good practice should be considered:

* Communications should be clear, regular, based on fact and designed to be easily understood by community members.
* Communications should utilize available means. In most cases, face-to-face meetings with the community or community representatives will not be possible. Other forms of communication should be used; posters, pamphlets, radio, text message, electronic meetings. The means used should take into account the ability of different members of the community to access them, to make sure that communication reaches these groups.
* The community should be made aware of procedures put in place at site to address issues related to COVID-19. This should include all measures being implemented to limit or prohibit contact between workers and the community. These need to be communicated clearly, as some measures will have financial implications for the community (e.g. if workers are paying for lodging or using local facilities). The community should be made aware of the procedure for entry/exit to the site, the training being given to workers and the procedure that will be followed by the project if a worker becomes sick.
* If project representatives, contractors or workers are interacting with the community, they should practice social distancing and follow other COVID-19 guidance issued by relevant authorities, both national and international (e.g. WHO)

.

## **Annex 7: Chance Find procedures**

**CHANCE FIND PROCEDURE**

**Purpose of the Chance Find Procedure**

The chance find procedure is a project-specific procedure that outlines actions required if previously unknown heritage resources, particularly archaeological resources, are encountered during project construction or operation. A Chance Find Procedure, is a process that prevents chance finds from being disturbed until an assessment by a competent specialist is made and actions consistent with the requirements are implemented.

**Scope of the Chance Find Procedure**

This Chance Find Procedure shall be applied in case previously unknown culturally valuable materials are unexpectedly discovered during the SAVE project implementation. This procedure is applicable to all activities conducted by the personnel, including contractors, that have the potential to uncover a heritage item/site. The procedure details the actions to be taken when a previously unidentified and potential heritage item/site is found during construction activities. Procedure outlines the roles and responsibilities and the response times required from both project staff, and any relevant heritage authority.

**Induction/Training**

All personnel, especially those working on earth movements and excavations, are to be inducted on the identification of potential heritage items/sites and the relevant actions for them with regards to this procedure during the Project induction and regular toolbox talks.

**Chance find procedure**

If any person discovers a physical cultural resource, such as (but not limited to) archaeological sites, historical sites, remains and objects, or a cemetery and/or individual graves during excavation or construction, the following steps shall be taken:

1. Stop all works in the vicinity of the find, until a solution is found for the preservation of these artefacts, or advice from the relevant authorities is obtained;
2. Immediately notify a foreman. The foreman will then notify the Construction Manager and the officers responsible for Environmental and Social Safeguards
3. Record details in Incident Report and take photos of the find;
4. Delineate the discovered site or area; secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be arranged until the responsible local authorities take over;
5. Preliminary evaluation of the findings by archaeologists. The archaeologist must make a rapid assessment of the site or find to determine its importance. Based on this assessment the appropriate strategy can be implemented. The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage such as aesthetic, historic, scientific or research, social and economic values of the find;
6. Sites of minor significance (such as isolated or unclear features, and isolated finds) should be recorded immediately by the archaeologist, thus causing a minimum disruption to the work schedule of the Contractor. The results of all archaeological work must be reported to the Ministry/Agency, once completed.
7. In case of significant find the Ministry or Department (responsible for Protection of National Heritage or Archaeological resources) should be informed immediately and in writing within 7 days from the find
8. The onsite responsible officershould provide the Heritage team with photos, other information as relevant for identification and assessment of the significance of heritage items.
9. The Ministry/Department must investigate the fact within 2 weeks from the date of notification and provide response in writing.
10. Decisions on how to handle the finding shall be taken by the responsible authorities. This could include changes in the layout (such as when finding an irremovable remain of cultural or archaeological importance) conservation, preservation, restoration and salvage;
11. Construction works could resume only after permission is granted from the responsible authorities.
12. In case no response received within the 2 weeks period mentioned above, this is considered as authorisation to proceed with suspended construction works.

One of the main requirements of the procedure is record keeping. All finds must be registered. Photo log, copies of communication with decision making authorities, conclusions and recommendations/guidance, implementation reports - kept.

**Additional information**

**Management options for archaeological site**

* **Site avoidance**: If the boundaries of the site have been delineated attempt must be made to redesign the proposed development to avoid the site. (The fastest and most cost-effective management option)
* **Mitigation**: If it is not feasible to avoid the site through redesign, it will be necessary to sample it using data collection program prior to its loss. This could include surface collection and/or excavation. (The most expensive and time-consuming management option.)
* **Site Protection:** It may be possible to protect the site through the installation of barriers during the time of the development and/or possibly for a longer term. This could include the erection of high visibility fencing around the site or covering the site area with a geotextile and then capping it with fill. The exact prescription would be site- specific.

**Management of replicable and non-replicable heritage**

Different approaches for the finds apply to replicable and non-replicable heritage. Replicable heritage Where tangible cultural heritage that is replicable and not critical is encountered, mitigation measures will be applied. The mitigation hierarchy is as follows:

* Avoidance;
* Minimization of adverse impacts and implementation of restoration measures, in situ;
* Restoration of the functionality of the cultural heritage, in a different location;
* Permanent removal of historical and archaeological artefacts and structures ;
* Compensation of loss - where minimization of adverse impacts and restoration not feasible.

**Non-replicable heritage**

Most cultural heritage is best protected by in situ preservation, since removal is likely to result in irreparable damage or even destruction of the cultural heritage. Nonreplicable cultural heritage must not be removed unless all of the following conditions are met:

* There are no technically or financially feasible alternatives to removal;
* The overall benefits of the project conclusively outweigh the anticipated cultural heritage loss from removal; and

Any removal of cultural heritage must be conducted using the best available technique advised by relevant authority and supervised by archaeologist.

**Human Remains Management Options**

The handling of human remains believed to be archaeological in nature requires communication according to the same procedure described above.

There are two possible courses of action:

* **Avoid:** The development project is redesigned to completely avoid the found remains. An assessment should be made as to whether the remains may be affected by residual or accumulative impacts associated with the development, and properly addressed by a comprehensive management plan.
* **Exhumate:** Exhumation of the remains in a manner considered appropriate by decision makers. This will involve the predetermination of a site suitable for the reburial of the remains. Certain ceremonies or procedures may need to be followed before development activities can recommence in the area of the discovery.

## **Annex 8:****Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings March 20, 2020**

With the outbreak and spread of COVID-19, people have been advised, or may be mandated by national or local law, to exercise social distancing, and specifically to avoid public gatherings to prevent and reduce the risk of the virus transmission. Countries have taken various restrictive measures, some imposing strict restrictions on public gatherings, meetings and people’s movement, and others advising against public group events. At the same time, the general public has become increasingly aware and concerned about the risks of transmission, particularly through social interactions at large gatherings.

These restrictions have implications for World Bank-supported operations. In particular, they will affect Bank requirements for public consultation and stakeholder engagement in projects, both under implementation and preparation. WHO has issued technical guidance in dealing with COVID-19, including: (i) Risk Communication and Community Engagement (RCCE) Action Plan Guidance Preparedness and Response; (ii) Risk Communication and Community engagement (RCCE) readiness and response; (iii) COVID-19 risk communication package for healthcare facilities; (iv) Getting your workplace ready for COVID-19; and (v) a guide to preventing and addressing social stigma associated with COVID-19. All these documents are available on the WHO website through the following link: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance>.

This Note offers suggestions to World Bank task teams for advising counterpart agencies on managing public consultation and stakeholder engagement in their projects, with the recognition that the situation is developing rapidly and careful regard needs to be given to national requirements and any updated guidance issued by WHO. It is important that the alternative ways of managing consultation and stakeholder engagement discussed with clients are in accordance with the local applicable laws and policies, especially those related to media and communication. The suggestions set out below are subject to confirmation that they are in accordance with existing laws and regulations applying to the project.

Investment projects under implementation. All projects under implementation are likely to have public consultation and stakeholder engagement activities planned and committed as part of project design. These activities may be described in different project documents, and will involve a variety of stakeholders. Commonly planned avenues of such engagement are public hearings, community meetings, focus group discussions, field surveys and individual interviews. With growing concern about the risk of virus spread, there is an urgent need to adjust the approach and methodology for continuing stakeholder consultation and engagement. Taking into account theimportance of confirming compliance with national law requirements, below are some suggestions for task teams’ consideration while advising their clients:

Task teams will need to review their project, jointly with the PMUs, and should:

* Identify and review planned activities under the project requiring stakeholder engagement and public consultations.
* Assess the level of proposed direct engagement with stakeholders, including location and size of proposed gatherings, frequency of engagement, categories of stakeholders (international, national, local) etc.
* Assess the level of risks of the virus transmission for these engagements, and how restrictions that are in effect in the country / project area would affect these engagements.
* Identify project activities for which consultation/engagement is critical and cannot be postponed without having significant impact on project timelines. For example, selection of resettlement options by affected people during project implementation. Reflecting the specific activity, consider viable means of achieving the necessary input from stakeholders (see further below).
* Assess the level of ICT penetration among key stakeholder groups, to identify the type of communication channels that can be effectively used in the project context.

Based on the above, task teams should discuss and agree with PMUs the specific channels of communication that should be used while conducting stakeholder consultation and engagement activities. The following are some considerations while selecting channels of communication, in light of the current COVID-19 situation:

* Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings;
* If smaller meetings are permitted, conduct consultations in small-group sessions, such as focus group meetings If not permitted, make all reasonable efforts to conduct meetings through online channels, including webex, zoom and skype;
* Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for the purpose, based on the type and category of stakeholders;
* Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, and mail) when stakeholders to do not have access to online channels or do not use them frequently. Traditional channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;
* Where direct engagement with project affected people or beneficiaries is necessary, such as would be the case for Resettlement Action Plans or Indigenous Peoples Plans preparation and implementation, identify channels for direct communication with each affected household via a context specific combination of email messages, mail, online platforms, dedicated phone lines with knowledgeable operators;
* Each of the proposed channels of engagement should clearly specify how feedback and suggestions can be provided by stakeholders;
* An appropriate approach to conducting stakeholder engagement can be developed in most contexts and situations. However, in situations where none of the above means of communication are considered adequate for required consultations with stakeholders, the team should discuss with the PMU whether the project activity can be rescheduled to a later time, when meaningful stakeholder engagement is possible.
* Where it is not possible to postpone the activity (such as in the case of ongoing resettlement) or where the postponement is likely to be for more than a few weeks, the task team should consult with the OESRC to obtain advice and guidance.

**Investment projects under preparation**. Where projects are under preparation and stakeholder engagement is about to commence or is ongoing, such as in the project E&S planning process, stakeholder consultation and engagement activities should not be deferred, but rather designed to be fit for purpose to ensure effective and meaningful consultations to meet project and stakeholder needs. Some suggestions for advising clients on stakeholder engagement in such situations are given below. These suggestions are subject to the coronavirus situation in country, and restrictions put in place by governments. The task team and the PMU should:

* Review the country COVID-19 spread situation in the project area, and the restrictions put in place by the government to contain virus spread;
* Review the draft Stakeholder Engagement Plan (SEP, if it exists) or other agreed stakeholder engagement arrangements, particularly the approach, methods and forms of engagement proposed, and assess the associated potential risks of virus transmission in conducting various engagement activities; Be sure that all task team and PIU members articulate and express their understandings on social behavior and good hygiene practices, and that any stakeholder engagement events be preceded with the procedure of articulating such hygienic practices.
* Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings, and minimize direct interaction between project agencies and beneficiaries / affected people;
* If smaller meetings are permitted, conduct consultations in small-group sessions, such as focus group meetings. If not permitted, make all reasonable efforts to conduct meetings through online channels, including webex, zoom and skype meetings;
* Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for the purpose, based on the type and category of stakeholders;
* Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, public announcements and mail) when stakeholders do not have access to online channels or do not use them frequently. Such channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;
* Employ online communication tools to design virtual workshops in situations where large meetings and workshops are essential, given the preparatory stage of the project. Webex, Skype, and in low ICT capacity situations, audio meetings, can be effective tools to design virtual workshops. The format of such workshops could include the following steps:
* *Virtual registration of participants:* Participants can register online through a dedicated platform.
* *Distribution of workshop materials to participants*, including agenda, project documents, presentations, questionnaires and discussion topics: These can be distributed online to participants.
* *Review of distributed information materials*: Participants are given a scheduled duration for this, prior to scheduling a discussion on the information provided.
* *Discussion, feedback collection and sharing*: Participants can be organized and assigned to different topic groups, teams or virtual “tables” provided they agree to this. Group, team and table discussions can be organized through social media means, such as webex, skype or zoom, or through written feedback in the form of an electronic questionnaire or feedback forms that can be emailed back.
* *Conclusion and summary*: The chair of the workshop will summarize the virtual workshop discussion, formulate conclusions and share electronically with all participants.
* In situations where online interaction is challenging, information can be disseminated through digital platform (where available) like Facebook, Twitter, WhatsApp groups, Project weblinks/ websites, and traditional means of communications (TV, newspaper, radio, phone calls and mails with clear description of mechanisms for providing feedback via mail and / or dedicated telephone lines. All channels of communication need to clearly specify how stakeholders can provide their feedback and suggestions.
* Engagement with direct stakeholders for household surveys: There may be planning activities that require direct stakeholder engagement, particularly in the field. One example is resettlement planning where surveys need to be conducted to ascertain socioeconomic status of affected people, take inventory of their affected assets, and facilitate discussions related to relocation and livelihood planning. Such survey activities require active participation of local stakeholders, particularly the potentially adversely affected communities. However, there may be situations involving indigenous communities, or other communities that may not have access to the digital platforms or means of communication, teams should develop specially tailored stakeholder engagement approaches that will be appropriate in the specific setting. The teams should reach out to the regional PMs for ENB and Social Development or to the ESSA for the respective region, in case they need additional support to develop such tailored approaches.
* In situations where it is determined that meaningful consultations that are critical to the conduct of a specific project activity cannot be conducted in spite of all reasonable efforts on the part of the client supported by the Bank, the task team should discuss with the client whether the proposed project activities can be postponed by a few weeks in view of the virus spread risks. This would depend on the COVID-19 situation in the country, and the government policy requirements to contain the virus spread. Where it is not possible to postpone the activity (such as in the case of ongoing resettlement) or where the postponement is likely to be for more than a few weeks, the task team should consult with the OESRC to obtain advice and guidance.