Education Sector Development Framework and Programme – II (ESDFP-II): 2012-2016
Ministry of Education, Sri Lanka

Sri Lanka: Transforming School Education as the Foundation of a Knowledge Hub Project

Environmental and Social Management Framework

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Acronyms

CBO	Community Based Organization
CEA	Central Environmental Agency
EA	Environmental Assessment
EIA	Environmental Impact Assessment
EMP	Environmental Management Plan
EPL	Environmental Protection License
ESDFP	Education Sector Development Framework Program
ESDG	Education Sector Development Grant
ESMF	Environmental & Social Management Framework
FFPO	Fauna & Flora Protection Ordinance
GOSL	Government of Sri Lanka
GSMB	Geological Survey and Mines Bureau
ICTAD	Institute for Construction Training and Development
IDA	International Development Assistance
IEE	Initial Environmental Examination
IT	Information Technology
MoE	Ministry of Education
NEA	National Environmental Act
NEREC	National Education Research and Evaluation Centre
NGO	Non-Government Organization
NIE	National Institute of Education
NIRP	National Involuntary Resettlement Plan
NWSDB	National Water Supply & Drainage Board
PISA	Program for International Student Assessment
PSI	Program for School Improvement
RAP	Resettlement Action Plan
SDC	School Development Committee
SWAp	Sector Wide Approach
TIMMS	Trends in International Mathematics & Science
TO	Technical Officer
TSEP	Transforming General Education as the Foundation of a Knowledge Hub Project
UDA	Urban Development Authority
WB	World Bank

Education Sector Development Framework and Programme-II (ESDFP-II) 2012-2016

Sri Lanka Transforming School Education as the Foundation of a Knowledge Hub Project

Environmental and Social Assessment Framework

I. Background

1. The Transforming School Education as the Foundation of Knowledge Hub Project (TSEP) builds on the lessons learned from the Education Sector Development Project (ESDP), which has helped build the capacity of the Ministry of Education, Finance Commission and Provincial Ministries of Education. The TSEP aims to enhance equitable access and quality of primary and secondary education to provide a foundation for the knowledge based economic and social development of the country.

2. The TSEP will follow a sector wide approach (SWAp) supporting the Government of Sri Lanka (GOSL) Education Development Framework to strengthen the basic secondary system throughout the country. It would support key development initiatives under three pillars of the GOSL Education Sector Development Framework Program (ESDFP).

1.1 Purpose

3. Projects and programs financed with IDA resources need to comply with World Bank Operational Policies. Therefore, activities eligible for funding under this program will be required to satisfy the World Bank's safeguard policies, in addition to conformity with environmental legislation of the GOSL. The main purpose of the Environmental and Social Management Framework (ESMF) is to identify potential environmental and social impacts early in the project cycle and to provide broad guidelines outlining measures, processes, institutional arrangements, procedures tools and instruments that need to be adopted by the project and integrated into project implementation to mitigate any adverse environmental or social impacts.

4. The ESMF will be consistent with the relevant World Bank Safeguard Policies as well as the National Involuntary Resettlement Policy (NIRP). **More specifically,** the objective of the ESMF is to ensure that activities under the proposed operations will address the following issues:

- Protect Human Health
- Prevent or compensate any loss of livelihood
- Minimize environmental degradation as a result of either individual sub-projects or their cumulative effects,
- Minimize impacts on cultural property, and
- Enhance positive environmental and social outcomes

5. Considering the scope of the TESP, it is unlikely that there will be any significant environmental impacts as a result of the program activities. Construction activities will not be permitted in environmental sensitive areas such as wetlands and marshes and it is anticipated that building construction will result in minor environmental impacts. Hence the project has been identified as a category B project.

6. It has also been agreed that Environmental Codes of Practice, developed by the Institute for Construction Training and Development (ICTAD), will be followed during construction activities that will be supported under the TSEP, which will be in lieu of a project-specific Environmental Assessments. Building construction and renovation will adhere to the existing building and other applicable codes of practice in Sri Lanka.

7. As far as social safeguard issues are concerned, no land acquisition will be financed under the project and new construction work will take place on existing school land, or if need be on government land or could be obtained through market mechanisms. No involuntary resettlement affecting more than 200 people is anticipated for any sub-project. Consequently, a full resettlement action plan will not be required for the proposed project, but abbreviated resettlement actions plans may be required for individual sub-projects in case of resettlement issues.

8. In the event that land acquisition is unavoidable, compensation payments for assets acquired and involuntary resettlement should be in accordance with the National Involuntary Resettlement Policy of Sri Lanka (NIRP) and the Bank's OP/BP 4.12. If there is voluntary donation or compensated contribution of land for sub-project activities such action will be guided by the "Guidelines for Land and Asset Acquisition Assessment Data Sheet which includes basic land acquisition screening information as well as quality of land required, location, use of land and number of people potentially affected by involuntary resettlement, will be prepared. For government land, documentation would be needed that the land is free of encroachments, squatters or other encumbrances' and has been transferred for the project by the authorities.

9. The proposed operations will finance feasibility and detailed design studies for construction-related investments, which will include environmental assessments (if necessary), environmental management plans and social assessment and abbreviated resettlement action plan (if necessary) as required by World Bank safeguard policies.

10. The ESMF for the TSEP will build on the experience of the ESMF developed for the ESDG, as similar construction activities are envisaged under the new project. Project design and sub-project selection will aim at maintaining regional balance and local equity among ethnic and religious groups. Employment opportunities within the projects will be available on an equal basis to all, on the basis of professional competence, irrespective of gender, ethnic or religious affiliations

1.2 Project Description

11. The TSEP aims at supporting the GOSL overall objective to transform the basic and secondary education system to lay the foundation of a modern knowledge based middle income economy. The TSEP will be covering all nine provinces. Given the planned scale, scope and lessons learned from the ESDG, The project has three pillars or main components

12. **Pillar One: Promoting Equity of Access to Basic and Secondary Education.** The central initiative under this pillar is to ensure that all children and youth aged 6-16 years complete 11 years of education. A set of good quality secondary schools offering education in the science, arts and management curriculum streams will be developed to expand the opportunities for secondary education. A set of primary schools will be linked as "feeder schools" to each secondary school. This network of linked primary and secondary schools is being identified through a strategic school mapping exercise in all provinces.

13. The promotion of equity of access will be supported through a set of demand side incentives and supply side measures. Demand side incentives consist of tuition free primary and secondary education in government schools; a set of free textbooks and school uniforms for children from grades 1-11; the appointment of school attendance committees in each local school community to promote school enrolment and attendance; and school health and nutrition programs, including meals for children from poor communities and sanitation facilities to promote attendance by girls. The supply side measures include ensuring that a primary school is available within each village, and that a secondary school offering science, arts and management curriculum streams are available within reasonable travelling distance for all students. In addition, non-formal education programs and special education programs will be available for students who need these alternative types of education. Non-formal education programs and special education programs are particularly important for children and youth in the Northern and Eastern Provinces, which are just emerging from nearly three decades of armed conflict.

14. **Pillar two: Improving the quality of education.** A strategic initiative under this pillar is the development of a system for the regular and continuing assessment of cognitive skills. The Faculty of Education of the University of Colombo has established a National Education Research and Evaluation Centre (NEREC) that will be developed to conduct both national assessments and also enable Sri Lanka to participate in international assessments such as Trends in International Mathematics and Science Studies (TIMMS) and Programme for International Student Assessments' (PISA). The information and feedback from these assessments will be useful for policy makers and technocrats in key areas such as curriculum development, pre-service teacher education, continuing teacher development, and in the production of educational material including textbooks. The learning assessments will also provide feedback for Provincial Councils on the performance of the education systems in the provinces.

15. The ESDFP will pay special attention to the promotion of learning in Information Technology (IT), English, science and mathematics, particularly through curriculum reforms and teacher development modelled on high performing education systems in middle-income countries, especially East Asia. In addition, an important reform that has been introduced is the Bilingual Education program, where a range of subjects in the secondary grade cycles are available in the English medium. These initiatives are designed to expand the pool of secondary school completers fluent in English, and skilled in IT, science and mathematics that will provide the foundation for Sri Lanka to become a knowledge hub with knowledge-based services. The national assessments of learning outcomes will cover these key subjects such as English, Science and Mathematics, as well as students following the Bilingual Education program, to provide feedback and further ideas for development, to policy makers and education technocrats.

16. The ESDFP also seeks to promote social cohesion through the education system, by increasing interactions between students from different ethnic and religious communities through educational, co-curricular and extra-curricular activities, and by using the school curriculum to present a favourable multi-ethnic, multi-cultural societies favourably to students. This is a key initiative for the future social and political stability of Sri Lanka, which is emerging from a long running ethnic–based civil war.

17. **Pillar three. Strengthening governance and delivery of education services.** The main development initiative of the ESDFP under this pillar is the establishment of a balanced control model of school based management in the country. Under this model, school officials such as principals, teachers and administrators will be joined by stakeholders in the local school community, such as parents, past pupils and well-wishers, in the management and administration of schools. In particular, the schools will be able to raise resources from their stakeholder communities, such as parents, past pupils associations, and local philanthropists, to supplement the funds received from the government to develop the schools, particularly to improve student learning and for initiatives to strengthen the "soft skills "of students, such as team work, an industrious and disciplined work ethic, good communication skills, leadership and enterprise, that are in demand by employers. This initiative will build on a successful pilot program of school-based management, called Program for School Improvement (PSI), which had a positive impact on the learning outcomes of primary school students[1]. The model of school-based management that will be supported under the project will be an expanded version of the PSI, which will also have strategic interventions for secondary schools. In particular, there will be greater autonomy at the school level to manage funds, with increased spending thresholds for schools. There will also be greater accountability. The accounts of school expenditures will be reported publicly. In addition, at the end of each year there will be a school report card that will describe the degree of attainment of the school's performance targets against the school development plan for that year. The school report card will be made available to the public, including parents and students. The information provided in this report card is expected to improve school level planning and implementation, and strengthen accountability to stakeholders.

18. The ESDFP will also strengthen the capacity of the education management system, particularly the sub-provincial system at the zone and division levels. Special emphasis will be given to strengthening the planning, budgeting and administration skills, and monitoring capacity at these levels. In addition the central role of school principals is recognized by policy makers. The project would support the Government's initiatives to build the leadership and management capacities of school principals. This is particularly important given the additional roles that schools principals will have to play as school based management is expanded, and greater responsibility and power is devolved to schools.

[1] The Program for School Improvement (PSI) is a pilot reform under which local school communities, especially parents and past pupils, are able to contribute to the administration of schools by participating officially in school management and school development committees. According to the findings of a rigorous impact evaluation based on a randomized design, the PSI has contributed to improvements in learning outcomes of primary school students in English and mathematics. Given this positive experience, the Government is now planning to scale up the reform and establish it country-wide.

19. **Monitoring and evaluation**. The ESDFP has a strong focus on the monitoring and evaluation of results and outcomes. The monitoring and evaluation activities will focus on program inputs, processes, outputs, results and outcomes. The monitoring activities will be undertaken mainly by government education agencies, such as the Ministry of Education, the Finance Commission, the Provincial Councils and the National Institute of Education (NIE). Evaluation activities will generally be contracted out to independent research agencies, such as the NEREC and private consulting firms. Policy research will be undertaken mainly with the assistance of specialized research agencies, such as universities, and research centers and institutes such as NEREC and the NIE.

20. The International Development Association (IDA) operation through the SWAp would: (a) support the policies and development plans of the central and provincial Ministries of Education; (b) focus on results and outcomes rather than inputs, and link disbursements to performance; (c) be mainstreamed into existing government structures without the creation of parallel structures such as project management units; and (d) use country systems wherever feasible and appropriate.

21. The funding of the program will be linked to performance. Performance will be assessed according to two types of criteria: (a) overall performance of the ESDFP, and (b) the individual performance of the different education agencies at the national level and the Provincial Education Ministries. During the early years of the ESDFP the emphasis on performance will concentrate on implementation progress, especially in relation to policies, inputs and processes, while during the later years of the program the assessment of performance will focus on outputs, results and outcomes. The allocation of TSEP funds based on performance will be carried out jointly by GOSL and the World Bank during the performance reviews.

22. In relation to intra-agency variations in overall performance of the ESDFP, the TSEP resources will be allocated according to one of two cases.

23. Case One. Equal performance by all education agencies. In the case of approximately even performance in a given year by all education agencies, the various agencies will be equally eligible for funds for the next year, and the allocation will be based on the needs and priorities of the different agencies identified by the rolling ESDFP plan.

24. Case Two. Variations in performance among education agencies. In the case where performance differs significantly across education agencies in a given year, greater resources will be made available for high performing agencies and lower resources provided to poor performing agencies. The extent to which allocations would be raised for better performers and reduced for low performers would be discussed between GOSL and the WB each year.

2. Environmental and Social Safeguards Policies and their Implementation in the TESP

2.1 Government Policies and Legislations for Environmental Protection

25. **National Environmental Act No. 47 of 1980 and amended in 1988.** The National Environmental Act (NEA) provides conservation and development guidelines for natural resources including water, forest, flora and fauna in Sri Lanka. The 1988 amendment transformed the Central Environmental Authority (CEA) to enforcement and implementing agency. The CEA issues Environmental Protection Licences (EPL) to medium and high polluting industries under section 23(A) of the NEA. Since 1994 issues of EPL to low polluting industries has been delegated to relevant local authorities. Under section 7(1) there is a provision to establish an Environmental Council in collaboration with respective line agencies to advise the CEA. Section 9(1) provides necessary guidelines to establish District Environmental Agency with the District Secretary as the Chairman of each District Environmental Agency. Therefore, CEA has special powers to monitor, assess and advise the government on critical environmental conservation, management and development issues.

26. **The 13th Amendment to the Constitution of Sri Lanka.** The Constitution of Sri Lanka contains several provisions, relating to the environment (i.e. Article 27 (14) and Article 28). The 13th Amendment introduced a new level of institution for environmental protection and management. Thus, provincial government under this Amendment has legislative and executive power over environmental matters (i.e. Article 154 (A) 9, 19 and (III) 17). According to such provincial legislative and executive power, the North Western Provincial Council adopted the North Western Provincial Environmental Authority to control, prevent and monitor all environmental related activities in the North Western Province.

27. **Pradeshiya Sabha Act No. 15 of 1987.** Section 12 (2) of the Pradeshiya Sabha Act has authority to appoint a separate committee to advise on environmental matters. Section 105 of the Act states the prohibition of polluting water or any streams. While Section 106 refers to pollution caused by industry and related offences. The Pradeshiya Sabah is entrusted with granting of permission for the built environment within its jurisdiction. It also serves to ensure public health, solid waste collection, and disposal and deal with nuisance under this Act.

28. **Flood Protection Ordinance – Act No. 22 of 1955.** This ordinance provides necessary provisions to acquire land or buildings or part of any land or building for the purpose of flood protection.

29. **Coast Conservation Act No. 57 of 1981.** The Coast Conservation Act makes provisions for the preparation of coastal zone management plans, regulates and controls development activities within the coastal zone, formulates and executes schemes of work for coast conservation within the coastal zone in the country. Under section 6 of the Act, there is provision to appoint a Coast Conservation Advisory Council. The purpose of the Council is to advice on all development activities proposed in the coastal zone, review the coastal zone management plan, environmental impact assessments etc. The current Coastal Zone Management Plan states that the Director of CCD will call for an EIA when such activities may have potential impacts on the coastal zone.

30. **State Land Ordinance – Act No. 13 of 1949.** The State Land Ordinance provides necessary guidelines for:

- The protection of springs, reservoirs, lakes, ponds, lagoons, creeks, canals, aqueducts, etc.,
- The protection of the source, course, or bed of any public stream,
- The construction or protection of roads, paths, railways, and other means of internal communication,
- The prevention of the erosion of soil, and
- The preservation of water supplies.

Section 75 of the Ordinance highlights riparian proprietors' activities. The occupier of land or the bank of any public lake or public stream shall have the right to use water in that lake or stream for domestic purpose and shall not be diverted through a channel, drain or pipe or by means of a pump or other mechanical contrivance, but shall be removed in a bucket or receptacle.

31. **Soil Conservation Act No. 25 of 1951 and Amendment No. 29 of 1952.** The Soil Conservation Act makes provision for the conservation of soil resources for the prevention or mitigation of soil erosion and for the protection of land against damage by floods and droughts. It is possible to declare any area defined in the order to be an erodible area for the purpose of this Act. Under this Act, the following activities are prohibited:

- Clear weeding of land or other agricultural practices conducive to soil erosion,
- Use of land for agriculture purposes within water sources and banks of streams,
- Exploitation of forests and grassland resources and setting fire in declared areas.

32. **Mines and Minerals Act No. 33 of 1992.** The Geological Survey and Mines Bureau established under Act No. 33 of 1992 Mines and Minerals Act. Under this Act, mining falls within the purview of the Geological Survey and Mines Bureau (GSMB). Mining and exploitation for minerals, including sand must be licensed under the Act by the GSMB. Mining licenses are issued only to qualified individuals and companies registered to do business in Sri Lanka. Mining is not permitted within Archaeological Reserves and within specified distance of monuments. New mining licenses are subject to the EIA process, if the type and extent of mining is listed under the EIA regulations. Additionally, the GSMB has power to stipulate conditions including the taking of deposits and insurance for the protection of environment. Regulations made by the GSMB under the Act cover a variety of environmental stipulations, criteria and conditions for licensing and operating mines. This also covers the disposal of mine wastes. The Act also deals with the health, safety and welfare of miners. Reclamation of mines is a major problem in Sri Lanka and due to current practice requires the mining enterprise to make a deposit to cover costs of recovery. Mining rights on public and private land are subject to licensing by the GSMB and all minerals wherever situated belonging to the State. The right to mine particular parcels of public land maybe subjected to EIA procedures as well as to lease for permit conditions.

33. **Fauna and Flora Protection Ordinance – Act No. 49 of 1983 amended in 2008.** This Act provides for the protection, conservation and preservation of the Fauna and Flora of this country. Under the Fauna and Flora Protection Ordinance (FFPO), five categories of protected areas are established viz. Strict Nature Reserves , National Parks, Nature Reserves, Jungle

Corridors and Intermediate Zones. The CA has gazetted all the forest and wildlife reserves as environmentally critical areas to be governed by both FFPO and the Forest Ordinance, under emergency regulations. Under the Act No. 49 of 1993, new sections inserted as 9 (a) states that *No person or organization, whether private or State shall within a distance of one mile of the boundary of any National Reserve declared by order made under Section 2, carry out any development activity of any description whatsoever, without obtaining the prior written approval of the Director.* Therefore, every application is subjected to follow Act No. 47 of 1980 – National Environmental Act, and thus subjected to follow Environmental Impact Assessment (EIA) or Initial Environment Examination (IEE) procedures.

34. **Forest Ordinance – No. 17 of 1907 and subsequent amendments.** The Forest Ordinance of Sri Lanka is the law for conservation, protection and management of forest and forest resources for the control of felling and transport of timber and forest related matters. The Forest Ordinance of No. 17 of 1907 amended by several Acts up to 1995 – Act 34 of 1951, No. 49 of 1954, No. 13 of 1966, No. 56 of 1979, No. 13 of 1982, No. 84 of 1988, and the new Act No. 23 of 1995.

Under Section 4 of Act No. 23 of 1995, the Minister is in charge of forests, has special powers to order and declare any specified area of State land or the whole or any specified part of any reserve forest which has unique ecosystems, genetic resources or a habitat or rare and endemic species of flora , fauna, micro-organisms and of threatened species which need to be preserved in order to achieve an ecological balance in the area by preventing landslides and fire hazards to human life, as a Conservation forest.

Under Section 5 of the Act, a Forest Officer of a specified area has special power to stop any public or private way or watercourse in a reserved forest. It shall be lawful for the District Secretary to determine the amount of compensation to be paid, in case that the water course injuriously affects the interests or one or more individuals to whom on that account compensation should be paid.

Under Section 6 of the Act, the following activities are prohibited:

- Trespassing or permits cattle to trespass,
- Causes any damage by negligence in felling any tree, cutting or dragging any timber,
- Wilfully strips off the bark or leaves from, or girdles, lop, taps, burns or otherwise damages any trees,
- Poisons water,
- Quarries stone, burns lime or charcoal, or collects or subjects to any manufacturing process, any forest produce,
- Extracts coral or mollusc shells or digs or mines for plumbago, gems or other minerals,
- In contravention of any regulations made by the Minister, pastures cattle, hunts, shoots, fishes or sets traps or snares or guns, or constructs, ambushes, or uses any explosive substances.

35. **National Water Supply and Drainage Board (NWSDB) – Law No. 2 of 1974**

The National Water Supply and Drainage Board (NWSDB) is the principle water supply and sanitation agency in Sri Lanka. It was established in January 1975 pursuant to Law No. 2 of

1974. Prior to its official mandate, the NWSDB started as a sub-unit, under the Public Works Department for Water Supply and Drainage. In 1965, it became a division under the Ministry of Local Government. From 1970, this division functioned as a separate department under the Ministry of Irrigation, Power and Highgways and remained so until the Act was approved by Parliament creating the NWSDB in 1975. General duties of the NWSDB include to develop, provide, operate and control an efficient, coordinated water supply and to distribute water for public, domestic or industrial purpose to establish, develop, operate and control an efficient and coordinated sewerage system.

36. **National Policy for Rural Water Supply and Sanitation – 2001.** The National Policy for Rural Water Supply and Sanitation approved by the cabinet in 2001 has laid down the framework for the provision of water supply and sanitation services to the rural sector which is defined as *any Grama Niladhari Division within a Pradeshiya Sabha area except those in former Town Council areas that have populations over 6000 people.* It provides guidelines as to the minimum requirements needed to ensure health, and levels of service in terms of quantity of water, haulage distance, adequacy of source, equity, quality, flexibility for upgrade, and acceptable safe water supply systems, among others. It prescribes ventilated improved pit latrines as basic sanitation facilities and defines other acceptable options that include, among others, piped sewer with treatment, septic tanks with soakage pits, water sealed latrines with disposable pits. For rural water supply and sanitation, the Policy defines the roles and responsibilities of the Government, Provincial councils, local authorities, community based organizations (CBO), non-governmental organizations (NGOs), private sector and international donors. It also sets the scope of regulation for which the provincial councils and local authorities can enact statutes and by –laws.

37. **Prevention of Mosquito Breeding Act No. 11 of 2007.** This Act was passed for the purpose of ensuring the prevention and eradication of all mosquito borne diseases. Under this Act, it shall be the duty of every owner or occupier of any premises to cause (a) open tins, bottles, boxes, coconut shells, split coconuts, tyres or any other article or receptacle found in or within such premises, capable of holding water to be removed, destroyed or otherwise effectively disposed; (b) any well found in the premises and its surroundings to be maintained and kept in good repair so as to make it mosquito proof and thereby prevent the breeding of mosquitoes; (c) any artificial pond or pool found in such premises to be emptied at least once in every week; (d) any casual collection of water within premises which is conducive to mosquito breeding, to be regularly drained; (e) shrubs, undergrowth and all other types of vegetation, other than those grown for the purpose of food or those which are ornamental, found within or outside any building or structure within the premises used as a dwelling place which has become a breeding place for mosquitoes, to be removed ; (f) the removal and destruction of the water ,plants that have the botanical name *Pistia Stratiotes* and commonly known as “Diya Parandal”, “Kondepasei”, “Telpassy”, “Barawa –Pasi”, “Nanayaviraddi” and of any other water plant or plants, found within the premises, which may facilitate the breeding of mosquitoes. Hence, this Act is placed to eradicate , prevent mosquito borne diseases and targets water sources.

38. **The Urban Development Authority (UDA) - Law, No. 41 of 1978 amended by Act No.70 and Amendments.** The UDA is mandated to promote the integrated planning and implementation of social, economic and physical development of areas declared as “Urban

Development Areas" under the UDA Act with the overall vision of guidance, facilitation, and regulation of urban development through innovative and integrated physical planning. The UDA, as a part of its mandate provides technical support to local councils who require assistance in developing plans, and has the authority to develop plans when local authorities fail to do so. In case of conflict between local council laws and the Town and Country Planning Ordinance, the UDA Act is paramount in areas designated as urban development areas. The UDA monitors urban areas, including 1 km inland from the coasts in all areas of the coastal zone, and develops land use policies for designated development areas.

39. **Local Authorities: Municipal Council Ordinance –Act No. 29 of 1947 amendments Act 18 of 1979 and Amendments, Urban Council Ordinance 61 of 1939, Acts 13 of 1979 and Amendments.** The Municipal Councils and Urban Councils have similar powers to the Pradeshiya Sabhas regarding approval of buildings plans, maintenance of solid waste, sewerage and public utilities etc. Under these laws all new constructions and modifications to current buildings need to be approved by the appropriate Municipal or Urban Council. By law, the mayor or urban council chairman has the authority to approve building plans. Municipal and Urban councils are required to follow interim planning and building guidelines of the UDA per regulations formulated and published by the UDA. Municipal and Urban councils including those in UDA declared areas approve building plans.

2.2 The World Bank Operational Policies and Guidelines for environmental safeguards

The nature and scale of the project activities will trigger the following World Bank Operational policies.

40. **OP 4.01 Environmental Assessment**. Requirements for OP 4.01 are that an Environmental Assessment for projects that involve Bank financing will need to be conducted. Considering the nature and magnitude of potential environmental impacts from relatively limited scale and magnitude of the construction and/or renovation works, the proposed operation has been classified as category 'B'. Since the exact locations of new school buildings is not known at this stage and may not be known at appraisal, the requirement to carry out an Environmental Assessment as part of project preparation has been waived, but for sub-projects with potential adverse impacts, a limited Environmental Assessments will be done during project implementation prior to disbursement of funds for that particular activity.

Under the TSEP, construction will include new schools where there are none available, extensions and renovations to existing school buildings, provision of sanitation facilities and laboratory facilities where required. As most construction work will be done on existing school premises with only a few instances where new sites may be considered, construction activities are not anticipated to cause major environmental impacts considering that these will not be permitted in environmentally sensitive areas such as wetlands, marshes or clearing of forests. As OP 4.01 does take into account the natural environment, human health and safety, and social aspects the impacts on surrounding environment need to be considered, such as the prevention of water borne diseases, location of latrines and laboratories' in such a manner that does not pollute existing water ways. As a requirement under this policy, Environmental Management Plans will be prepared for construction work that will include guidelines to mitigate environmental impact.

41. In order to avoid encouraging illegal extraction of resources required for construction, all contracts under this project will include clauses in the contracts to ensure that sand, clay and timber are obtained from authorized locations and sources that are licensed by relevant GOSL authorities. All building construction and renovation will adhere to the existing building and other applicable codes of practice in Sri Lanka. To ensure that the building contractor is responsible for adherence to the following Codes of Practice (ICTAD specifications) which will be included in the contract documents:

SCA/3/1	-	Irrigation and land Drainage
SCA/3/2	-	Water Supply, Sewerage & Storm Water Drainage
SCA/3/3	-	Reclamation Works
SCA/3/4	-	Ground Water Exploration & Exploitation
SCA/4	-	Building Works (Vol I)
SCA/4	-	Building Works (Vol II)
SCA/6	-	Coastal Harbour Engineering Works
SCA/8	-	Electrical & Mechanical Works

Any other Standard Specifications approved by the Government of Sri Lanka.

In addition, the contractor is required to pay attention to and address the following in the Environmental Management Plan:

1. Electromagnetic radiation– issues such as the location of telecommunication towers and consequences of permitting such towers to be built on top of school buildings, buildings near H/T cables etc.
2. Addressing noise pollution during construction activities.
3. Cultural Features preservation of culturally significant buildings.
4. Ecological issues of the sites
5. Transport and access to site.
6. Overshadowing and access to daylight and sunlight, with possible options for passive solar design and its effect on site layouts.
7. External appearance (aesthetics)
8. Floodwater protection provisions.
9. Designing appropriate landscaping.
10. Energy conservation and efficiency.
11. Waste disposal, salvage, re-use and recycling of materials.
12. Avoidance of hazardous materials.
13. Safety, security and fire.
14. Energy efficient lighting options.
15. Potential for sick building syndrome

If any land filling is required for site preparation such as filling of low lying lands a full Environmental Impact Assessment (not only an Environmental Management Plan) will be a condition for IDA financing.

If any site is located near an environmentally sensitive area identified by the checklist, the Implementing Agencies will be required to undertake a full EIA and obtain the clearance from the Central Environmental Authority of Sri Lanka and IDA prior to commencing any activities in these locations.

2.3. National Policy Framework related to Land Acquisition and Resettlements

42. There is no potential adverse social safeguard related impacts anticipated at this stage. As outlined in the project description, no land acquisition will be financed under the project and new construction work will take place on existing school land, or if need be on government land or could be obtained through market mechanisms. No involuntary resettlement affecting more than 200 people is anticipated for any project interventions. Consequently, a full resettlement action plan will not be required for the proposed project, but abbreviated resettlement actions plans may be required in case of arising resettlement issues due to inevitable land acquisitions.

National Involuntary Resettlement Policy (NIRP) 2001.

43. Various public and private sector development projects are engaged in acquisition of lands for their development and the families occupied are affected with unfamiliar locations and various other hardships. These developments take place without satisfactory consideration to resettlement. Accordingly, people have shown resistance to their process and where displacement is involved, the projects are getting delayed. In order to address the above mentioned issues the Steering Committee appointed, reviewed and approved the National Involuntary Resettlement Policy on 5th March 2001 and the Government of Sri Lanka adopted (through its Cabinet of Ministers) as a National Policy on 24th May 2001.

44. The NIRP has three main objectives in implementing to mitigate social impacts of involuntary resettlement under any programs/projects funded by the government or donor agencies: (i) exploring alternative project options which avoid or minimize impacts on people; (ii) compensate those who do not have title to land; (iii)consulting affected people and hosts on resettlement options (v) providing for successful social and economic integration of the affected people and their hosts; and (v) full social and economic rehabilitation of the affected people. NIRP lists following policy principles which are applicable to all development projects.

- Involuntary resettlement should be avoided or reduced as much as possible by reviewing alternatives to the Project as well as alternatives within the Project.
- Where involuntary resettlement is unavoidable, affected people should be assisted to re-establish themselves and improve their quality of life
- Gender equality and equity should be ensured and adhered to throughout the policy application
- Displaced persons should be fully involved in the selection of relocation sites, livelihood compensation and development options as early as possible
- Replacement land should be an option for compensation in the case of loss of land; in the absence of replacement land cash compensation should be an option for all displaced persons.
- Compensation for loss of land, structures, other assets and income should be based on full replacement cost and should be paid promptly. This should include transaction costs.
- Resettlement should be planned and implemented with full participation of the provincial and local authorities
- To assist those affected to be economically and socially integrated into the host communities, participatory measures should designed and implemented.

- Common property resources and community and public services should be provided to project-affected people.
- Resettlement should be planned as a development activity for the benefit of the project affected people.
- Displaced persons who do not have documented title to land should receive fair and just compensation and assistance
- Vulnerable groups should be identified and be given appropriate assistance to substantially improve their income and living standards
- Project Executing Agencies should bear the full costs of compensation and resettlement.

45. Adhering to the above objectives the scope of the NIRP includes all development induced land acquisition or recovery of possession by the State. NIRP requires that comprehensive resettlement frameworks be prepared where 20 families or more are affected irrespective of source of funding.

2.4. The World Bank Operational Policies and Social Safeguard Requirements

46. World Bank policies and guidelines, pertaining to social safeguards that may require consideration under this project are as follows:

- **OP/BP 4.12 Involuntary Resettlement**
- **OP/BP 4.10 Indigenous Peoples**
- **OP/BP 4.11 Physical Cultural Resources**

However, the preliminary assessment of the ESDFP and the TSEP design confirm that the above policies will not need to be triggered under the project, except ensuring the Environmental and Social Management Framework identify the required level of due diligence in case of any social impacts.

47. **OP 4.12 Involuntary Resettlement.** Under TESP no land acquisition will be financed under the credit and no involuntary resettlement of more than 200 people will take place. New construction will only take place on existing school land or on government land. However, the need for involuntary resettlement or land acquisition in specific subproject areas will only be known during project implementation, when site-specific plans are available. Therefore subprojects will be screened for applicability of the resettlement policy, including documenting that school/government land required for new construction is free of squatters/informal settlements and other encumbrances. IDA will, in applicable instances, require a draft resettlement plan *prior* to financing the sub-project and require the implementation of the RAP in advance of sub-project implementation. The implementation of the resettlement plan is subject to prior approval by IDA. The safeguards framework will therefore include procedures for identifying eligible project-affected people, calculating and delivering compensation, mechanisms for land dispute grievance redress, and for protection of inheritance right of vulnerable groups. Even for those not covered by the policy, and to ensure effective poverty reduction, it is good practice for the borrower to undertake a social assessment and implement measures to minimize and mitigate adverse social impacts, particularly on poor and vulnerable groups. Well documented consultation mechanisms will be required to establish eligibility for

compensation. Absent affectees who later claim compensation will require clear legal remedies to resolve or adjudicate disputes.

48. **OP 4.11 Physical Cultural Property.** The TSEP is not expected to pose any risk of damaging cultural property, assuming that it will not include large-scale excavations, movement of earth or demolition. Projects and subprojects will be reviewed for their potential impact on cultural property and clear procedures will be required for identification, protection of cultural property from theft, and treatment of discovered artifacts, and the process to be followed in reference to such will be included in standard bidding documents.

49. **OP 4.10 Indigenous Peoples**. While OP 4.10 applies to a number of reasonably well defined groups in the interior, it is not expected that stand-alone Indigenous Peoples Development Plans (IPDP) will be required, as the TSEP is not expected to negatively impact on any Indigenous groups. Subproject preparation will assess the presence of Indigenous People in the project area and will conduct separate consultations to elicit their views and identify the need for specific culturally compatible mechanisms for their participation and ensure incorporation of adequate measures in project activities.

3. Anticipated Environmental and Social Impacts and Mitigation Measures

3.1 Anticipated Environmental Impacts

50. As the majority of construction work will be on existing school premises potential impacts that are likely to involve the following are:

- **Site clearance**: During site clearing, any vegetation that is not properly disposed of can block drains and waterways, and also spread invasive species.

- **Soil Erosion and Water Contamination:** Gravel/soil brought for any filling purposes if not properly stored and is exposed to the natural elements can be washed off to nearby streams, paddy lands, rivers and low lying areas causing sedimentation. Storm water congestion on site can create inconveniences to school activities and construction work. Improper placement of school laboratories and latrines can cause groundwater contamination to streams and drinking water sources. Also waste water generated during construction and from labour camps can also contaminate drinking water sources if not properly treated.

- **Waste generation:** Reconstruction work in the North and East may involve new construction of severely damaged school buildings, whereby construction debris will be generated and need to be removed and disposed. Various construction waste from construction related activities and labour camps will be generated that can create an inconvenience if not properly managed. In addition, waste that is not disposed of properly can become breeding grounds for water borne diseases.

- **Resource Extraction:** The construction work is likely to create a huge demand for construction materials such as sand, clay for bricks and timber which will place a burden on resources. Therefore, there will be impacts related to sand mining and extraction of gravel from burrow pits/quarries.

- **Transport:** Transportation of material to and from the site will create disturbances during school hours; can cause injury to children and increase traffic congestion in the area.

- **Labour camps:** As construction work will be conducted in the majority of cases on school premises, if labour camps are required, location of camps and workers interactions with students can create negative social impacts.

- **Safety:** Safety of workers, school children and residents will be an issue. Construction related operations will generate safety risks to workers. Given work will be on school premises, construction sites that are not cordoned off can cause potential safety hazards to students and residents who are too close to the construction site.

- **Noise:** During site preparation and construction work noise will be generated due to construction related work. During school hours this may create disturbances to classroom activities and to residents living close to the construction site.

- **Dust:** Dust generated during clearing and construction work can cause difficulties for students who have respiratory problems, and become a nuisance during school hours. Soil/ gravel kept for long periods without proper cover can generate dust and become an inconvenience during school hours and for surrounding residents. Transportation of materials to site will also generate dust. Decommissioning of existing structures can also create dust that is potentially hazardous.

3.2 Proposed Environmental Mitigation Measures

51. Mitigation measures below shall be included in EMP's developed for each construction site depending on the identified environmental impacts. See Attachment 2 for conditions to be included in contractor's documents and Attachments 3 – 5 for guidelines on construction specific requirements.

52. **Site Selection:** Although most construction work will be on existing school premises and only a small fraction may be required to be located on new sites, during environmental assessments care must be taken to ensure that selection of sites abide by the following:

- Construction/renovations should not be located within conservation areas, protected areas, sanctuary and forest areas as designated by the Forest and Wildlife Conservation Departments.
- Ensure that constructions/renovations/expansions are not located on steep slopes, landslide or flood prone areas. If projects are located in areas prone to these risks, then proper retaining walls and strengthening of slopes should be done to minimize risks,
- Ensure that no construction/ expansions are located close to wetland or on reservation of surface water bodies,
- Water supply projects should not create conflicts between water users and unacceptable lowering of water table due to ground water withdrawal,
- All stages of site selection and construction should be done in consultation with all stakeholders and with approval from local authorities and government agencies where required.

53. **Resource Extraction:** Construction material such as sand, soil, metal and rubble shall be sourced from GSMB or GOSL licensed sites. Timber shall be sourced from agencies that have obtained the required licenses. As much as possible timber used should be from renewable forest sources. Construction contracts shall include clauses ensuring that contractors abide by this requirement.

54. **Waste Management:** Waste generated during site clearance should be disposed of in areas approved by the local authorities. Spread of invasive species should be minimized by destroying such plants on site.

55. Construction sites shall be cleared on a daily basis of any material that can cause injury. Proper waste bins shall be located on construction sites and labour camps. A waste recycling plan shall be prepared by the contractor to reduce the amount of waste disposed. Waste shall be disposed of in sites approved by Local Authorities.

56. Disposal of hazardous materials shall be done in a manner that does not cause harm to surrounding environment and public. Paints, thinners and other material shall be temporarily stored and disposed of in CEA approved sites. During decommissioning activities, hazardous material shall be identified (i.e. asbestos sheets) and removed to minimize contamination. Disposal of such materials shall be done according to government guidelines.

57. **Soil Erosion & Contamination of Waterways:** In order to prevent soil being washed away, materials will be stored to minimize erosion. Silt traps shall be placed where appropriate to minimize sedimentation of nearby waterways.

58. Laboratories and latrines should be located downstream from drinking water sources and away from waterways (See Attachment 5).

59. **Dust and Noise:** Materials such as gravel and soil shall be covered during transport. Frequent watering down of construction site to minimize dust generation.

60. Noise shall be kept to minimum required standards during school hours in order to prevent any inconvenience. Where possible, usage of noise generating equipment should be kept to the minimum during school hours. Strict labour supervision should be undertaken to reduce noise. Equipment used on site shall be in good serviced condition.

61. **Safety Measures:** Transportation of material shall be covered and should avoid rush hours (school start and end times). Vehicle drivers shall maintain appropriate speeds in order to avoid accidents, especially when driving in school premises.

62. Strict labour supervision should be undertaken of construction workers especially during school hours to minimize interactions with students. Labour awareness programmes to educate labourers on codes of conduct shall be introduced.

63. Safety regulations shall be followed by contractors to minimize risks. Necessary barriers, warnings, signs demarcating unsafe areas should be followed according to standard construction practices. Safety nets should be used to cover buildings and prevent injury to students and teachers.

64. **Decommissioning of structures:** Structures that are to be decommissioned should be done in a manner that does not block waterways and is not a safety risk to students and public. All structures should be removed, and debris recycled or disposed of in sites authorized by the appropriate local authority. No debris shall be disposed of in a manner that will block waterways or become potential breeding grounds for waterborne diseases. Any open pits shall be filled. Once cleared, area should be landscaped.

3.3 Environmental Tools and Processes

65. The site selection, design, contracting, monitoring and evaluation of subprojects will be undertaken by the respective education agencies at the national and provincial levels. The safeguard screening and mitigation process will include:

- A proposed checklist of likely environment and social impacts to be filled out for each subproject(Attachment 1 (a) or (b);

- A sample Environmental Safeguards procedures for Inclusion in the Technical Specifications of Contracts (Attachment 2).
- Guidelines for Construction of Latrines (Attachment 3)
- Guidelines for Construction of Dug Wells (Attachment 4)
- Guidelines & Checklist for Construction of Laboratories (Attachment 5)
- Guidelines on Asbestos Use in Construction (Attachment 6)
- EMP Compliance Checklist (Attachment 8)

66. **Checklists and Environmental Compliance.** Based on type of construction required, Table 1 below will provide guidance on appropriate checklists and documents required. Checklists and the following categorization have been simplified based on the experience gained from ESDG. All checklists and Environmental Management Plans must be completed prior to awarding of contracts for construction.

Table 1. Type of Environmental Assessment required based on type of construction

Construction Type	Compliance Requirements	Responsibility
Construction of new building on existing school premises	Completion of Checklist Environmental Management Plan (Attachment 1 -a)	School Development Committee Divisional Engineer TO
Construction of new buildings on new location allocated for a school	Site Clearance from Relevant authority. Completion of Checklist Environmental Assessment Environmental Management Plan (Attachment 1 - b)	Divisional Engineer TO
Renovations to existing buildings	Completion of Checklist Adherence to existing building codes and practices (Attachment 1 -a)	School Development Committee Divisional Engineer TO
Extensions to existing buildings that will increase building foot print	Completion of checklist Environmental Management Plan (Attachment 1 –a)	School Development Committee Divisional Engineer TO
Construction of new sanitation facilities	Completion of Checklist Environment Management Plan (Attachment 1-a: if on existing school premises , Attachment 1 –b on new sites, Attachment 3 for guidelines)	School Development Committee Divisional Engineer TO
Renovations/extensions to existing sanitation facilities	Completion of Checklist Environment Management Plan (Attachment 1 –a)	School Development Committee Divisional Engineer TO
Construction of Laboratory Facilities	Completion of Checklist Environmental Management Plan (Attachment 1-a: if on existing school premises , Attachment 1 –b on new sites, Attachment 5 for guidelines)	School Development Committee Divisional Engineer TO

67. At the Provincial Level, as the list of schools that will require some form of construction work will be submitted to the Provincial Ministry of Education for approval; while it is pending approvals, schools (through School Development Committee) can complete the checklists and submit along with the plans to the Provincial Ministry. This will ensure that checklists are completed for all proposed construction work. Awarding of contracts will only be done once checklists are completed, and required EMPs are prepared.

68. **Environmental Assessment Clearance Process.** The composite GOSL environmental clearance process, in principle, is consistent with World Bank environmental and public disclosure requirements. Environmental Impact Assessments (EIAs) for development projects were made mandatory under the National Environmental Act (NEA) in 1993. A list of prescribed projects, based on the magnitude and potential for adverse environmental impacts, that require EIAs are listed in Gazette Extraordinary No. 772/22 (1993). The CEA has been reviewing and approving EIAs for prescribed projects since 1993 and has developed solid technical expertise and capacity for this task with technical assistance projects from USAID, the Netherlands and the World Bank over the last decade. However, in view of the low potential for significant adverse environmental impacts, all potential construction or renovation activities proposed under the project fall below the thresholds identified in the "prescribed list". While there are no direct environmental assessment regulations applicable to this project, GOSL has agreed to conform to the ESMF developed specifically for this project. Site selection, design, contracting, monitoring, evaluation of subprojects and the preparation of the safeguard analysis in accordance with the ESMF will be undertaken by the respective education agencies at the national and provincial levels.

69. Social and Environmental safeguards will be monitored by the Divisional Environmental Officers of the Central Environmental Authority (CEA), located in every Divisional Secretariat Office in the country. The World Bank will conduct a prior review of a sample of Environmental Management Plans to ensure compliance with the ESMF and then undertake post reviews during routine project monitoring to ensure EMPs meet the conditions of the ESMF.

70. **Guidelines for Preparation of Environmental Management Plans.** Having identified the potential impacts of the relevant sub project, in the case of the Education SWAP, the next step is the identification and development of measures aimed at eliminating, offsetting and/or reducing impacts to levels that are environmentally acceptable during implementation and operation of the project through the preparation and implementation of an Environmental Management Plan (EMP). EMPs provide an essential link between the impacts predicted and mitigation measures specified. World Bank guidelines state that detailed EMP's are essential elements for Category A projects, but for many Category B projects such as in the Education SWAP, a simple EMP alone will suffice. While there are no standard formats for EMPs, it is recognized that the format needs to fit the circumstances in which the EMP is being developed and the requirements, which it is designed to meet. EMPs should be prepared after taking into account comments from the affectees, and relevant government institutions. The final version should include any clearance conditions from IDA as well.

71. The type and magnitude of construction under the TSEP will vary depending on the school requirements. Schools that are to be constructed on new sites will need to prepare a detailed EMP that constitute the most important elements stated below. For constructions and

renovations on existing school premises, the EMPs can be prepared based on the most pressing environmental impacts and include mitigation measures that are mentioned in the ESMF (See Attachment 1 (a) – constructions on existing sites and (b)- constructions on new sites).

a. Description of mitigation measures

72. Feasible and cost effective measures to minimize adverse impacts to acceptable levels should be specified with reference to each impact identified. Further, it should provide details on the conditions under which the mitigatory measure should be implemented (ex; routine or in the event of contingencies). The EMP also should distinguish between type of solution proposed (structural & non structural) and the phase in which it should become operable (design, construction and/or operational). Efforts should also be made to mainstream environmental and social opportunities as reasonable.

b. Monitoring programme

73. In order to ensure that the proposed mitigatory measures have the intended results and complies with national standards and donor requirements, an environmental performance monitoring programme should be included in the EMP. The monitoring programme should give details of the following;

- Monitoring indicators to be measured for evaluating the performance of each mitigatory measure (for example national standards, engineering structures, extent of area replanted, etc).
- Monitoring mechanisms and methodologies
- Monitoring frequency
- Monitoring locations

c. Institutional arrangements

74. Institutions/parties responsible for implementing mitigatory measures and for monitoring their performance should be clearly identified. Where necessary, mechanisms for institutional co-ordination should be identified, as often monitoring tends to involve more than one institution.

d. Implementing schedules

75. Timing, frequency and duration of mitigation measures with links to overall implementation schedule of the project should be specified.

e. Reporting procedures

76. Feedback mechanisms to inform the relevant parties on the progress and effectiveness of the mitigatory measures and monitoring itself should be specified. Guidelines on the type of information wanted and the presentation of feedback information should also be highlighted.

f. Cost estimates and sources of funds

Implementation of mitigatory measures mentioned in the EMP will involve an initial investment cost as well as recurrent costs. The EMP should include costs estimates for each measure and also identify sources of funding.

3.4 Potential Social Impacts

77. Since there is no significant intervention in land acquisition or infrastructure development, the project will not trigger social safeguards policies of the World Bank. Indeed, the TSEP has the potential to generate substantial positive social benefits. Some of the anticipated positive social impacts are as follows:

78. *The* ***Promotion of Social Cohesion Among Different Ethnic Group*** The project will support a number of activities that will promote mutual understanding and respect for diversity among education communities from different ethnic and religious backgrounds.

a) The textbooks will be reviewed by panels of scholars and researchers from all the different ethnic and religious groups in the country. Material that is offensive to the various ethnic groups will be eliminated. The textbooks will be used to promote a favorable picture of a multi-ethnic, multi-religious and multi-cultural country. This will be especially important in the future, as globalization proceeds and population flows into and out of Sri Lanka increases, expanding the ethnic and cultural heterogeneity of the population.

b) Teacher education and training programs will strengthen the capacity of teachers to deliver concepts conducive to social cohesion. Since teachers play a central role in delivering concepts of social tolerance and respect for diversity in the classroom, their education and training in this regard is of paramount importance. It is vital that teachers promote a favorable environment for a multi-ethnic and multi-religious society in the future generations.

c) Co-curricular and extra-curricular activities among students from different ethnic and religious groups play a major role in promoting interaction between students of the various communities in the country. This is especially useful for students from relatively homogenous regions, as such activities will provide opportunities for these students to interact with other students from a variety of ethnic and religious backgrounds. Co-curricular and extra-curricular activities also promote "soft skills", such as team work, habits of industry and hard work, the ability to work to deadlines, leadership, good communication and discipline. Living harmoniously in a multi-ethnic and multi-religious society is also a key soft skill in modern times. Co-curricular and extra-curricular activities promote this soft skill, too.

d) The role of English as a link language will be developed. The demand for good English language skills is very strong, from both students and parents. This is mainly driven by the economic and educational opportunities that open when a student is fluent in English. But it is also partly driven by an understanding that fluency in English is important for social interaction in culturally and linguistically diverse societies.

Improved English language skills in the population will facilitate the interactions between the different ethnic and linguistic groups in the country.

e) Ethnically integrated schools will be supported, as in these schools children can learn to mix and relate naturally to other children of different cultures and backgrounds. Promoting integrated schools can continue to be one of the key strategies to promote social cohesion in schools. As the economy grows an increasing proportion of population will move into urban centers. This will increase the quantity of students from different ethnic and religious backgrounds in one location, making it feasible to expand the number of ethnically integrated schools. The presence of children from a diversity of cultural, ethnic and religious backgrounds will provide a richer education experience than a culturally and ethnically homogenous classroom. Mutual understanding and mutual exchanges facilitative of social cohesion will be strengthened when children from different ethnic and religious backgrounds learn together in the classroom.

79. ***Gender Equity***-The gender dimension of education is extremely important from an equity perspective. Sri Lanka has been successful in achieving gender parity in primary education, while in secondary education there are slightly more female students than male students. Overall, there are about 1,985,000 girls and around 1,947,000 boys enrolled in students' general education. The project's impact, therefore, will be distributed equitably between girls and boys.

80. ***Regional Equity.*** There are several measures favourable to regional equity in the education and higher education sectors, as well as under the project's interventions. As seen in Annex Six (Economic Analysis) of the Project Appraisal Document there is a high degree of regional equity in access to primary and secondary education. The project will increase regional equity by providing additional support to the provinces with weaker education outcomes. The TSEP targets, if achieved successfully, will reduce regional disparities in key outcomes such as the survival rate of students through Grade 11, and access to good quality primary and secondary education.

3.5 Proposed Social Mitigation Measures

81. In order to ensure adequate level of social due diligence is in place, the following mitigation measures have been identified as minimum requirements to be in place as part of the social safeguards requirements.

82. ***Grievance Redressal.*** IDA financing requires the borrowers to establish mechanisms to deal with issues and grievances that might be raised by all affected persons, including the informal users of public lands, although the likelihood of encountering such situation is almost non-existent. However, there is a possibility that grievances may arise due to non-selection of a given school to benefit from the project. The procedure is meant to reduce the incidence of expensive and time consuming litigation involving minor issues related to the TSEP. The procedure will seek to resolve an issue quickly, amicably, and transparently out of courts in order to facilitate activities to move forward. The School Development Committees (SDCs) will act as the first tier of responding to grievances that may arise due to school level development activities. Depending on the types of complaints (for example, inadequacy of teachers,

inadequacy of facilities, etc.) will be dealt by zonal, provincial and national levels using existing systems in place. A complaint register accessible to all will be maintained at all levels. The convener of the committees will ensure that all grievances are responded to and the grievance hearings take place within three to four weeks of submission of a complaint. The committees will record the details of the grievances and the reasons that led to acceptance or rejection of the particular grievances, and will make them available for review by the IDA implementation review missions and other interested persons/entities.

83. ***Resettlement Action Framework.*** Although the OP 4.12 has not been triggered, in case of less than 200 Project Affected People (PAPs), the an abbreviated Resettlement Framework has been provided in Annex 9, which the TSEP will follow in order to restore housing and issue economic compensation for loss of land and livelihood through a consultative and mutually agreeable process where applicable.

3.6 Social Impact Assessment Methodology

84. A Social Impact Assessment (SIA) study will be carried out to assess the potential social impacts including the need and extent of the land acquisitions, impact on indigenous people and cultural properties. Since the project is mostly investing on the existing school infrastructures, there is no need of conducting a comprehensive social assessment at this stage. However, the independent social scientist/ institution will be engaged to conduct an annual social impact assessment at the end of each implementing year. The consultant should visit selected schools (sample) and meet beneficiary student population and participating community groups to identify the social impacts and the inclusion of beneficiary groups in the project implantation. (See attachment 7 outline of TOR for the SIA).

4 Institutional Arrangements and Monitoring for Safeguards Compliance

85. Director/School Works, Engineers of the MOE, respective Provincial Ministries of Education will be responsible for the preparation of checklists, EMPs, and RAPs, ensure EMPs and social requirements are included in contract documents and ensure that contractors are adhering to the implementation and mitigation measures identified in the EMPs.

86. At Provincial Level, if School Development Committees (SDC) have been provided with the responsibility of overseeing construction work, then the SDC will be responsible for completion of checklists and preparation of an EMP and RAP where required (See Table 1), which will then be submitted to the Provincial Ministries of Education (via either Zonal Education Offices or Divisional Engineers office) for final review to ensure adequacy and environmental compliance during implementation. The Provincial Engineer will be responsible for final approval of checklists, EMPs and RAPs. Where engineers are available in the Zonal Education Offices or school works department; they will be responsible for providing guidance and reviewing checklists, EMPs and RAPs submitted by the SDCs.

87. In order to ensure that Provincial Ministries of Education are able to comply with environmental safeguards requirements, the Chief Engineer in the Finance Commission will be responsible to review, collect and maintain completed checklists, EMPs and RAPs. A technical officer can be assigned to the Chief Engineer's Division to assist with this process. This unit will also be responsible for monitoring progress. The Chief Engineer's unit will provide technical support to the Zonal Education Offices, Divisional/Regional Engineers and school works department as and when required so that they can assist the SDCs complete checklists and assist in preparing EMPs and RAPs.

88. The MoE and Provincial Ministries of Education will be required to ensure that the environmental and social mitigation measures contained in the EMPs are budgeted for in the overall civil works estimates for the construction, renovation and maintenance of school buildings. Copies of finalized Environmental checklists, EMPs and RAPs for all National and Provincial level school sites (funded by the MoE or Provincial Ministries of Education) that are financed through the TSEP will be retained by the School Supplies and Works Department of the MOE.

89. For sites financed at the Provincial Level, the Finance Commission will retain copies of checklists, EMPs and RAPs.

90. The MoE will submit for IDA review and clearance, from each of the Provinces and National Level, their first five Environmental checklists, EMPs and RAPs for each category as defined in Table 1, (except for the new schools) that will be built or renovated prior to funding of civil works.

91. The MOE will submit for IDA review and clearance, Environmental Checklists, EAs, SIAs EMPs and RAPs for all new schools to be established on new localities including the site clearance from CEA or responsible agency.

92. The MOE will submit for IDA review and clearance, the first contractual documents related to all categories of works defined in Table 1 prior to bidding process.

93. MoE will be required to maintain records of environmental compliance for school construction work. The MoE and Finance Commission will conduct a minimum of two visits to monitor compliance with environmental safeguards. During the World Bank Implementation support missions, compliance will be monitored as well.

94. The MoE and the Ministries of Provincial Education will complete an Environmental Management Supervision compliance table (Attachment 9) to systematically record the monitoring of EMP and RAP implementation during the construction period. Copies of these documents will be retained by the MoE and Finance Commission. Consolidated environmental compliance reports will be submitted to IDA on a bi-annual basis.

5. Capacity Building and Training of Safeguard Framework Implementation

95. As a part of the capacity building provided during the implementation of the ESDG, Training programs were conducted on World Bank Environmental and Social Safeguards policies on preparation of EMPs and RAPs and completion of checklists to officers at the provincial and zonal education levels (divisional level engineer and technical officers) who were involved in activities related to construction and/or renovations to school buildings.

96. As sufficient capacity has already been built in the Ministry of Education and Provincial Education Authorities, and adequate knowledge regarding World Bank procedures already exists, further training will only be provided to strengthen existing capacity. It is acknowledged that staff turnover new staff who will be involved in the TSEP will need training. Therefore, to ensure that new staff are adequately equipped, training programs will be planned as required.

97. During supervision of environmental compliance, the World Bank will assess the implementation of the ESMF, and recommend additional strengthening, if required.

98. If a large number of school infrastructure development activities will be the responsibility of the School Development Committee, training programs to target members of these committees, will be identified. Training programs will be conducted by the Divisional Engineers and Zonal Education offices.

99. Training programs should be targeted at Zonal level. Training programs should target groups/ persons who are guaranteed to be involved in the construction work, i.e. construction engineers, technical officers, etc.

6. Consultation and Disclosure

100. The ESMF has been disclosed to public on July 18, 2011 and has been made available for public review at the MoE, Finance Commission and Provincial Education Ministries. It will be translated into Sinhala and Tamil and will be made available for public and local level participating educational institutions prior to commencement of activities on the ground. Relevant subproject specific safeguard documents/mitigation plans prepared subsequently will also be disclosed to the public and made available at the participating institutions and sites where construction work is taking place.

101. The framework has been prepared together with the overall project design in consultation with the Ministry of Finance and Planning, the Ministry of Education, the Finance Commission, the Provincial Ministries and Departments of Education, zonal and divisional education staff, in-service advisors, principals, teachers, students, parents, academics, researchers and local communities.

102. As this is a SWAp, there will not be a specific strategy for consultation imposed by TSEP, but the consultation during the project implementation will be based on school-based procedures used by the SDCs, which is currently in place as part of the on-going development work of ESDFP.

Attachment 1 (a)

Environmental and Social Checklist for Construction Financed under the Transforming General Education as the Foundation of a Knowledge Hub Grant SWAp

CONSTRUCTION IN EXISTING SCHOOL PREMISES

To be filled by an authorized official

(Where choices are given please circle the most appropriate entry or entries. If the space provided for responses is not sufficient, please state the information on another sheet of paper)

Important Note: When filling the checklist consider the project site and its immediate surroundings.

<table>
<tr><th>No</th><th>Item</th><th colspan="4">Details</th></tr>
<tr><td colspan="6">INTRODUCTION</td></tr>
<tr><td>1</td><td>Name of the Site</td><td colspan="4"></td></tr>
<tr><td>2</td><td>Province</td><td colspan="4"></td></tr>
<tr><td>3</td><td>District</td><td colspan="4"></td></tr>
<tr><td>4</td><td>Divisional Secretary Division (s)</td><td colspan="4"></td></tr>
<tr><td>5</td><td>Local Authority</td><td colspan="4"></td></tr>
<tr><td>6</td><td>Grama Niladari Division (s)</td><td colspan="4"></td></tr>
<tr><td>7</td><td>Brief description of the project
(Be as brief as possible, confining to main elements only, If Possible, provide a 1:10,000 scaled site map inclusive of area within 500m radius from the project site; if this information cannot be obtained, provide a sketch of the site area drawn to an approximate scale)</td><td colspan="4"></td></tr>
<tr><td>8</td><td colspan="5">Does the site /project require any;
<table>
<tr><th></th><th>Yes</th><th>No</th></tr>
<tr><td>Reclamation of land, wetlands</td><td>(Land filled in perches)</td><td></td></tr>
<tr><td>Felling of trees</td><td>(No of medium/large trees to be removed)</td><td></td></tr>
</table></td></tr>
<tr><td>9</td><td>Distance from coastline (m) (high water mark) is more than 1 Km</td><td colspan="2">Yes</td><td colspan="2">No (indicate proximity to sea)</td></tr>
<tr><td>10</td><td>Minimum land area required for the proposed development (based on UDA guidelines) (ha)</td><td colspan="4"></td></tr>
<tr><td>11</td><td>Available total land area within the identified location (ha)</td><td colspan="4"></td></tr>
<tr><td>12</td><td>Expected construction period</td><td colspan="4"></td></tr>
<tr><td>13</td><td>Anticipated Date of Completion</td><td colspan="4"></td></tr>
<tr><td>14</td><td>Present Land Ownership</td><td>State</td><td>Private</td><td colspan="2">Other (specify)</td></tr>
</table>

15	Please attach Photograph of Land					
16	Is land free of squatter/informal settlements or other encumbrances? (Please √ appropriate box)	Yes:	No:			
17	If Yes, please attach documentation as proof that land is free of above settlements or encumbrances.					
18	If No, please explain current land use					
19	Total approximate Cost of the Project					
DESCRIPTION OF THE ENVIRONMENT						
PHYSICAL						
20	Topography & Landforms (map): Attach an extract from relevant 1: 50,000 topographic sheet/ if detailed maps are available provide them. If this information is unavailable, please describe the location.					
21	Relief (difference in elevation)	Low <20m	Medium 20-40m	High 40-60	>60m	
22	Slope	Low <30%	Medium 30-40 %	High 40-60 %	Very High > 60%	
23	Position on Slope	Bottom	Mid-slope	Upper-slope		
24	Soil Type (Please select from soil groups given below or provide a brief description)					
25	Depth of top soil	Shallow < 20cm	Moderate 20 – 100 cm	Deep >100cm		
26	Soil Erosion (this information will be based on the site and surrounding environment)	Low	Medium	High		
27	Climate	Wet Zone	Intermediate Zone	Dry Zone/ Semi Arid Zone		
28	Annual dry period					
29	Source of fresh Surface Water	Spring/canal	Tank/Reservoir	Perennial Stream	Seasonal Stream	None
30	Surface Water Use (at the	Domestic	Washing/Bathing	Irrigation	Animal use	Other

	site and/or surrounding environment)					
31	Surface Water Quality	Poor		Moderate		Good
32	Ground Water Availability	Dug Well	Tube Well			Other (specify)
33	Ground Water Use	Domestic	Washing/Bathing	Irrigation	Animal use	Other
34	Ground Water Quality	Poor			Moderate	Good
35	Incidence of Natural Disasters	Floods	Prolonged droughts		Cyclones/tidal waves	Other (specify)
36	Geological Hazards	Landslides	Rock falls		Subsidence	Other (specify)
37	Are there liquor selling outlets in the vicinity of the School? is yes, provide distance from the site					

	ENVIRONMENTAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE CONSTRUCTION PERIOD					
	IMPACT					**MITIGATION/ENHANCEMENT**
		High	Med.	Low	N/A	
38	Soil erosion					
39	Water pollution					
40	Drainage issues					
41	Noise pollution					
42	Solid waste generation					
43	Sewage generation (from labour force)					
44	Loss of vegetation cover					
45	Irreversible/irreparable environmental change					

	ENVIRONMENTAL AND SOCIAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE OPERATION PERIOD			
	IMPACT	**MITIGATION/ENHANCEMENT**		
46	Sewerage Disposal (if the building has toilets) ***please also use guideline provided for sanitation**	Simple pit		Other type (specify)
		Septic tank/soakage		
47	Solid Waste Disposal			
48	Waste water from labs			
49	Drinking Water Supply	Common Dug Well	*Yes / No*	Individual dug well	*Yes / No*
		Common Tube Well	*Yes / No*	Town supply – pipe	*Yes / No*
		Spring	*Yes / No*	Town supply – Stand post	*Yes / No*

50	Alteration to storm water drainage pattern	No changes		No major Changes	Major changes	
51	Ownership of Land	Government	Community	Donated	Bought from the market	Acquired using Land Act
52	Any Loss of Access	Yes / No				
53	(If yes to 52) Type of loss	Residences		Businesses	Others (specify)	
54	RAP or Abbreviated RAP required			Yes / No		
55	Any indigenous persons affected			Yes / No		
	OVERALL OBSERVATIONS AND RECOMMENDATIONS					
56	In addition to the above issues, please indicate any additional observations, recommendations if any.					

57	**ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN (please insert more lines if required)**

Please provide information for this section based on the following aspects:
1. Onsite and off site impacts to the Environment
2. Approvals/licenses obtained/required to carry out the civil works (LA, UDA permits, Archeological Department, etc) and resource extraction/purchase (eg: Sand, timber, clay for bricks)
3. Impacts on the Environment during the construction and operation phases.
4. Information from Items 41 – 56, above can be included here

Activity	**Potential Impacts/Issues**	**Mitigation Measures**	**Monitoring Requirements and Indicators**	**Budget for mitigation measures and sources of funds**	**Reporting Procedure (for Mitigation and Monitoring)**

58	Name of the officer completed the form (From the Developer)	
59	Designation and contact Information	
60	List of team members	
61	Overall observation and recommendation	
62	Signature and date	
63	Name and Contact Information of the officer who checked this form	
64	Signature and Date	

****Great Soil Groups of Sri Lanka**

1	RBE	Reddish Brown Earths	4	RYL	Red-Yellow Latosols	7	R	Regosols
2	LHG	Low Humic Gley	5	A	Alluvial Soils	8	G	Grumusols
3	NBS	Noncalcic Brown Soils	6	SS	Solodized Solonetz	9	IBL	Immature Brown Soil

Attachment 1 (b)

Environmental and Social Checklist for Construction Financed under Transforming General Education as the Foundation of a Knowledge Hub Grant SWAp

Construction in NEW SITES

To be filled by an authorized official

(Where choices are given please circle the most appropriate entry or entries. If the space provided for responses is not sufficient, please state the information on another sheet of paper)

Important Note: When filling the checklist consider the project site and its immediate surroundings.

No	Item	Details		
INTRODUCTION				
1	Name of the Site			
2	Province			
3	District			
4	Divisional Secretary Division (s)			
5	Local Authority			
6	Grama Niladari Division (s)			
7	Brief description of the project (Be as brief as possible, confining to main elements only, If Possible, provide a 1:10,000 scaled site map inclusive of area within 500m radius from the project site; if this information cannot be obtained, provide a sketch of the site area drawn to an approximate scale)			
8	Does the site /project require any;			
		Yes	**No**	If yes give the extent (in ha) or numbe of trees to be removed
	Reclamation of land, wetlands			
	Clearing of forest			
	Felling of trees			
9	Distance from coastline (m) (high water mark) is more than 1 Km?			
10	Minimum land area required for the proposed development (based on UDA guidelines) (ha)			
11	Available total land area within the identified location (ha)			
12	Expected construction period			
13	Anticipated Date of Completion			
14	Present Land Ownership	State	Private	Other (specify)

15	Please attach Photograph of Land		
16	Is land free of squatter/informal settlements or other encumbrances? (Please √ appropriate box)	Yes:	No:
17	If Yes, please attach documentation as proof that land is free of above settlements or encumbrances.		
18	If No, please explain current land use		
19	Total approximate Cost of the Project		

DESCRIPTION OF THE ENVIRONMENT						
PHYSICAL						
20	Topography & Landforms (map): Attach an extract from relevant 1: 50,000 topographic sheet/ if detailed maps are available provide them. If this information is unavailable, please describe the location.					
21	Relief (difference in elevation)	Low <20m	Medium 20-40m	High 40-60	>60m	
22	Slope	Low <30%	Medium 30-40 %	High 40-60 %	Very High > 60%	
23	Position on Slope	Bottom	Mid-slope	Upper-slope		
24	Soil Type (Please select from soil groups given below or provide a brief description)					
25	Depth of top soil	Shallow < 20cm	Moderate 20 – 100 cm		Deep >100cm	
26	Soil Erosion (this information will be based on the site and surrounding environment)	Low	Medium		High	
27	Climate	Wet Zone	Intermediate Zone	Dry Zone/ Semi Arid Zone		
28	Annual dry period					
29	Source of fresh Surface Water	Spring/canal	Tank/Reservoi	Perennial	Seasonal	None

			r	Stream	Stream	
30	Surface Water Use (at the site and/or surrounding environment)	Domestic	Washing/Bathing	Irrigation	Animal use	Other
31	Surface Water Quality	Poor	Moderate	Good		
32	Ground Water Availability	Dug Well	Tube Well	Other (specify)		
33	Ground Water Use	Domestic	Washing/Bathing	Irrigation	Animal use	Other
34	Ground Water Quality	Poor	Moderate	Good		
35	Incidence of Natural Disasters	Floods	Prolonged droughts	Cyclones/tidal waves	Other (specify)	
36	Geological Hazards	Landslides	Rock falls	Subsidence	Other (specify)	
ECOLOGICAL						
37	Habitat Types in the Project Site (indicate the approximate % of each habitat type)	Natural forest (%), degraded forest(%), natural scrubland(%), degraded scrubland(%), riverine forest, grassland(%), abandoned agricultural land(%), marsh(%), lagoon(%), estuary(%), coastal scrub(%), mangrove(%), salt marsh(%), home-gardens(%), Other (%) (List)				N/A
38	Habitat types within 500m radius from the site periphery (indicate the approximate % of each habitat type)	Natural forest (%), degraded forest(%), natural scrubland(%), degraded scrubland(%), riverine forest, grassland(%), abandoned agricultural land(%), marsh(%), lagoon(%), estuary(%), coastal scrub(%), mangrove(%), salt marsh(%), home-gardens(%), Other (%) (List)				N/A
39	Are there any environmentally and culturally sensitive areas within the project site and 500 meters from the project boundary?	Protected Areas	Migratory pathways of animals	Archeological sites	Wetlands	Mangroves strands
40	Are there any plants (endemic and threatened species) of conservation importance within the project site and 500 meters from the project boundary? If yes, encouraged to provide a list					
41	Are there any animals (endemic and threatened species) of conservation importance within the project site and 500 meters from the project boundary? If yes, encouraged to provide a list					
	ENVIRONMENTAL SENSITVITY					
42	**Item 38 is Applicable to New Sites Only:** Does the project wholly or partly fall within any of the following areas?					

	Area	Yes	No	Unaware
a	100m from the boundaries of or within any area declared under the National Heritage Wilderness Act No 4 of 1988			
b	100m from the boundaries of or within any area declared under the Forest Ordinance (Chapter 451)			
c	Coastal zone as defined in the Coast Conservation Act No 57 of 1981			
d	Any erodable area declared under the Soil Conservation Act (Chapter 450)			
e	Any Flood Area declared under the Flood Protection Ordinance (Chapter 449)			
f	Any flood protection area declared under the Sri Lanka Land Reclamation and Development Corporation Act 15 of 1968 as amended by Act No 52 of 1982			
g	60 meters from the bank of a public stream as defined in the Crown Lands Ordinance (Chapter 454) and having width of more than 25 meters at any point of its course			
h	Any reservations beyond the full supply level of a reservoir			
i	Any archaeological reserve, ancient or protected monument as defined or declared under the Antiquities Ordinance (Chapter 188).			
j	Any area declared under the Botanic Gardens Ordinance (Chapter 446).			
k	Within 100 meters from the boundaries of, or within, any area declared as a Sanctuary under the Fauna and Flora Protection Ordinance (Chapter 469)			
l	100 meters from the high flood level contour of or within, a public lake as defined in the Crown Lands Ordinance (Chapter 454) including those declared under section 71 of the said Ordinance			
m	*Within a distance of one mile of the boundary of a National Reserve declared under the Fauna and Flora Protection Ordinance*			
43	Does the project wholly or partly fall within any other government reservation not mentioned above (eg: Railways, telecommunication etc)			
44	Are there liquor selling outlets in the vicinity of the School? is yes, provide distance from the site			

	ENVIRONMENTAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE CONSTRUCTION PERIOD								
	IMPACT					**MITIGATION/ENHANCEMENT**			
		High	Med.	Low	N/A				
45	Soil erosion								
46	Water pollution								
47	Noise pollution								
48	Solid waste generation								
49	Sewage generation					Cess Pool		Sewage Pond	
						Septic Tank		Other	

50	Loss of vegetation cover					
51	Habitat loss or fragmentation					
52	General disturbance to animal behaviour					
53	Interference with normal movement of animals					
54	Irreversible/irreparable environmental change					

ENVIRONMENTAL AND SOCIAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE OPERATIONS PERIOD					
	IMPACT	**MITIGATION/ENHANCEMENT**			
55	Sewerage Disposal	Cess Pool		Sewage Pond	
		Septic Tank		Other	
56	Waste Disposal (solid as waste water)				
57	Drinking Water Supply	Common Dug Well	*Yes / No*	Individual dug well	*Yes / No*
		Common Tube Well	*Yes / No*	Town supply – pipe	*Yes / No*
		Spring	*Yes / No*	Town supply – Stand post	*Yes / No*
58	Alteration to storm water drainage pattern	No changes		No major Changes	Major changes

59	Ownership of Land	Government	Community	Donated	Bought from the market	Acquired using Land Act
60	Any Loss of Access			Yes / No		
61	(If yes to 52) Type of loss	Residences		Businesses		Others (specify)
62	RAP or Abbreviated RAP required			Yes / No		
63	Any indigenous persons affected			Yes / No		
64	**OVERALL OBSERVATIONS AND RECOMMENDATIONS**					
(a)	Does this site require an Initial Environmental Examination/Environmental Impact Assessment (IEE/EIA) or any other Environmental Assessments (EA) under the *local regulations (CEA, Provincial Environmental Authority or any other)*; please state the reasons.					

(b)	Although local regulations may not require IEE/EIA at this Site, are there environmental issues which need to be addressed through further environmental investigations and/or EA? If the answer is "Yes" briefly describe the issues and type of investigations that need to be undertaken.	
(c)	Will this site be abandoned after this Analysis; please state the reasons.	
(d)	Does the proposed site meet the urban planning requirements under the UDA and Local Authority regulations? if the answer is "No", what needs to be done to meet these requirements; if the answer is "Yes", has the project site obtained the necessary approvals?	
(e)	In addition to the above issues, please indicate any additional observations, recommendations if any	

65 ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN (please insert more lines if required)

Please provide information for this section based on the following aspects:
1. Onsite and offsite impacts to the Environment
2. Approvals/licenses obtained/required to carry out the civil works (LA, UDA permits, Archaeological Department, ect.) and resource extraction/purchase (eg: Sand, timber, clay for bricks)
3. Impacts on the Environment during the construction and operation phases.
4. Information from Items 41 – 63, above can be included here

Activity	**Potential Impacts/Issues**	**Mitigation Measures**	**Monitoring Requirements and Indicators**	**Budget for mitigation measures and sources of funds**	**Reporting Procedure (for Mitigation and Monitoring)**

61	Name of the officer completed the form (From the Developer)	
62	Designation and contact Information	
63	List of team members	
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67	Signature and Date	

****Great Soil Groups of Sri Lanka**

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2	LHG	Low Humic Gley	5	A	Alluvial Soils	8	G	Grumusols
3	NBS	Noncalcic Brown Soils	6	SS	Solodized Solonetz	9	IBL	Immature Brown Soil

Attachment 2

SAFEGUARDS CONDITIONS FOR INCLUSION IN THE CONTRACTS

General

- The Contractor and his employees shall adhere to the mitigation measures set down and take all other measures required by the School Engineer to prevent harm, and to minimize the impact of his operations on the school environment.
- The Contractor shall avoid the use of heavy or noisy equipment/activities during school hours.
- The contractor, on completion of construction, should take full responsibility in ensuring a clean and safe school premises.

Disposal of solid waste and debris

- All construction debris and residual spoil material including any left earth shall be disposed by the contractor at a location approved by the Local Authority for such a purpose.
- The debris and spoil shall be disposed in such a manner that (i) waterways and drainage paths are not blocked, (ii) the disposed material should not be washed away by floods and (iii) should not be a nuisance to the public.

Protection of Ground Cover and Vegetation

- Contractor shall provide necessary instructions to his workers not to destroy ground vegetation cover unnecessarily.

Soil Erosion

- Contractor shall take all steps necessary to ensure the stability of slopes including those related to temporary works.
- Work that will lead to heavy erosion shall be avoided during the raining season. If such activities need to be continued during rainy season prior approval must be obtained from the Engineer by submitting a proposal on actions that will be undertaken by the contractor to prevent erosion.
- The work, permanent or temporary shall consist of measures as per design or as directed by the Engineer to control soil erosion, sedimentation and water pollution to the satisfaction of the Engineer. Typical measures would include grass cover, slope drains, retaining walls etc.

Labour Camps

- Labour camps shall be provided with adequate and appropriate facilities for disposal of sewerage and solid waste. The sewage systems shall be properly designed, built and operated so that no pollution to ground or adjacent water bodies/watercourses takes place. Garbage bins shall be provided in the camps and regularly emptied. Garbage should be disposed off in a hygienic manner, to the satisfaction of the relevant norms.

- Contractor shall ensure that all camps are kept clean and hygienic. Necessary measures shall be taken to prevent breeding of vectors.
- Contractor shall report any outbreak of infectious disease of importance in a labour camp to the Engineer and the Medical Officer of Health (MOH) or to the Public Health Inspector (PHI) of the area immediately.
- Contractor shall remove the labour camps fully after its need is over, empty septic tanks, if instructed by the engineer shall be closed, remove all garbage, debris and clean and restore the area back to its former condition.

Dust Management

- To prevent dust pollution during the construction period, the Contractor shall carry out regular watering of the construction site and shall cover material stocks onsite to prevent dust and other particles getting airborne.
- All vehicles delivering materials shall be covered to avoid spillage and dust emission.

Health and Safety

- Contractor shall take necessary actions to prevent breeding of mosquitoes at places of work, labour camps, material stores etc. Stagnation of water in all areas including gutters, used and empty cans, containers, tyres, etc shall be prevented.
- Contractor shall keep all places of work, labour camps, plus office and store buildings clean devoid of garbage to prevent breeding of rats and other vectors such as flies.
- Construction vehicles, machinery and equipment shall be used and stationed only in designated areas of the work site and should not pose any danger to school children.
- Material stockpiles shall be located sufficiently away from the areas frequently used by school children.
- Construction sites should be fenced out temporarily in order to avoid any risk posed to school children from construction activities
- The contractor shall enforce vehicle speed limits for construction vehicles in areas near and inside the school premises

Sourcing of Raw Material

- The contractor shall ensure that all raw material such as sand, rubble, metal, timber etc required for the construction of the building are sources from licensed sources. If the contractor himself pans to operate his own quarry/sand pit, all necessary approvals from the relevant authorities shall be obtained. Contractor will need to submit copies of such approvals to the School Engineer.

Attachment 3

GUIDELINES FOR CONSTRUCTION OF LATRINES

1. Selecting the proper location

Effluent passing into the soil from a latrine pit contains large amounts of micro-organisms which may include disease causing bacteria. It also has high nitrates and other salts. There is a possibility for underlying aquifers to be polluted by the effluent infiltrating into the soil from the latrine pits. Hence a number of factors need to be taken into consideration when siting the pit of the latrine in addition to factors such as convenience and privacy of users.

- A latrine pit should be located outside a radius of 15m from a water source such as a well, stream etc.
- It should not be located upstream or up-hill from any water source
- It should not be located in a low-lying area
- Whenever possible a latrine pit should be located at least 4 m from the nearest house or building
- The bottom of the latrine pit should be a minimum of 2 m above the maximum ground water table to minimize the threat of contamination. (this is the groundwater table during peak wet weather)
- The latrine should be oriented in such a way that it receives adequate sunlight

2. Selecting the proper latrine type

Selection of the most appropriate latrine type is equally important as the siting. There are number of factors that are generally considered when selecting the type of sanitation.

- Groundwater situation - The most important consideration here is groundwater pollution. This can particularly be a problem if groundwater is used for drinking purposes and the groundwater table is naturally high.
- The texture of soil, stability, permeability and the general structure of the terrain.
- Affordability
- Cultural acceptance
- Means of disposal of sludge and waste water

See table provided for a general guidelines on the selection of appropriate latrine type.

3. Construction of latrine pits to replace existing latrine pits:

- If new latrine pits are being constructed to replace existing latrine pits then following needs to be followed:
    - Old latrine pits must be demolished and unsuitable debris disposed of in sites assigned by the local authority in a manner that does not cause harm or will spread waterborne diseases.
    - If asbestos roofing has been used, proper removal and disposal of sheets are required. Workers involved in removal, should wear proper masks to minimize inhalation.
    - All material that can be re-used and re-cycled should be done in a manner that is environmentally friendly. Re-use debris, except top soil where ever possible from the approval of engineers for the construction activities.
    - If material is not to be used within a few days, it should be moved to a pre-identified site for storage until needed.

- Debris should not be disposed to water bodies, agricultural lands, marsh lands or any environmentally sensitive areas.
- Pits should be sealed off to prevent the spread of waterborne diseases.
- Once area is cleared of all debris, it is advisable to landscape area.

Attachment 4

ENVIRONMENTAL GUIDELINES FOR THE CONSTRUCTION OF DUG WELLS

Since dug wells take water from the highest water table, they are extremely susceptible to those activities that take place in the immediate vicinity of the well. Hence, selection of the proper location is an important aspect in dug well construction, especially if the water in the well will be used for drinking purposes.

Some basic rules to keep in mind before selecting a location for constructing a drinking water well.

- Survey of any existing DW in the area should be made to find out water availability and quality in the general area (if geo-tech investigations are not done). Any unused DW should be noted and causes found out.
- Well site must be above the flood level of rivers, tanks or other low lying areas that are prone to flood during rain
- Drinking water wells should not be built in paddy fields (pollution by agro-chemicals)
- Areas of peaty soil should be avoided for DW as these cause the water to have an unpleasant taste and smell.
- Distance to the nearest possible source of pollution must not be less than at least 15 meters in the direction of the groundwater flow. Sources of pollution can be latrine pits, cattle sheds, drains, burial grounds, garbage disposal dumps, roads etc

Some tips for hand dug well-construction

- Select technology suited for the ground condition of the area
- Do not embark on well construction during or immediately after a rainy season
- The first 2.5m of wall lining below ground level should compulsorily be water sealed to avert surface water intrusion. The well should be protected with a head wall and an apron around it.
- The required depth of the dug well will depend on the soil and water table conditions. It is better to construct dug well in the dry season, with the objective of achieving about two meters of water in the DW upon completion. This procedure will ensure a sufficient depth of water to remain serviceable year-round.
- DW should be covered to protect it from outside contamination ensuring proper ventilation and sunlight. A wire mesh with a suitable mesh size to protect the water quality to be placed on the head wall is ideal. If a concrete cover is placed, then adequate measures should be taken to ensure aeration.

Water Quality

- Water quality in the new dug well should be tested prior to it being used. The first sample should be taken after the well has been cleaned after construction which will take a few days.
- Water should be tested for bacteriological and chemical properties (the National Water Supply and Drainage Board has a standard test for drinking water sources and can be tested in any of the NWSDB laboratories). The local PHI should be contacted in this regard.
- Chlorination should be carried out if presence of feacal coliform bacteria is determined. It is important not to over-chlorinate. Hence, this should be done by or under the supervision of the PHI.
- Ideally, the water quality of the well should be tested twice a year to ensure no contamination is taking place.

Attachment 5

GUIDELINES & CHECKLIST FOR LABORATORIES

The use of chemicals that are hazardous if not handled according to proper safety standards can cause injury and contaminate the environment. In order to minimize the risk to students and teachers using science laboratories these guidelines provide some tips on safety and prevention. The checklist will assist with types of impacts that a laboratory can create and assist with the design of an appropriate laboratory suited to the needs of the school.

Design of Laboratory:

As set out in the World Bank Group General EHS Guidelines on Occupational Health and Safety: Workspace should be designed and equipped to protect Occupational Health and Safety (OHS) through:

  - Surfaces, structures and installations should be easy to clean and maintain, and not allow for accumulation of hazardous compounds.
  - Buildings should be structurally safe, provide appropriate protection against the climate, and have acceptable light and noise conditions.
  - Fire resistant, noise absorbing materials should, to an extent feasible, be used for cladding on ceilings and walls.
  - Floors should be level, even and non-skid.
  - Heavy oscillating, rotating or alternating equipment should be located in dedicated areas or structurally isolated sections.
- Design layout should have adequate emergency exits. Passages to emergency exists should be unobstructed at all times. Exists should be clearly marked to be visible in total darkness.
- The number and capacity of emergency exits should be sufficient for safe and orderly evacuation of the greatest number of people at any time, and there should be a minimum of two exits located based on design.
- Facilities also should be designed and built taking into account the needs of disabled persons.
- Laboratories should to the degree feasible, receive natural light and be supplemented with sufficient artificial illumination.
- Laboratories should have adequate ventilation and windows that can be opened in case of emergency. Factors to be considered in ventilation design include physical activity, substances in use, and process related emissions.

Fire Precautions:

- The laboratory should be designed to prevent the start of fires through the implementation of fire codes applicable to industrial settings. Other essential measures include:
  - Equipping facilities with fire detectors, alarm systems, and fire fighting equipment. The equipment should be maintained in good working order and be readily accessible. It should be adequate for the dimensions and use of the premises, equipment installed, physical and chemical properties of substances present, and the maximum number of people present.
  - Provision of manual fire fighting equipment that is easily accessible and simple to use. Fire extinguishers should be labelled clearly. Extinguishers based on type of chemicals to be used should be installed.
  - Fire and emergency alarm systems that are both audible and visible.

First Aid:

- First aid stations that are appropriately equipped should be located in easy to access places in the laboratory.

- Teachers using the laboratory to conduct classes should be provided with basic first aid training.
- Conduct regular inspections of safety and first aid equipment as often as requested by the administration.

Laboratory Use:

Labelling of Equipment:

Chemical hazards represent potential for illness or injury due to single acute exposure of chronic repetitive exposure to toxic, corrosive, sensitizing or oxidative substances. They also represent a risk of uncontrolled reaction, including the risk of fire and explosion, if incompatible chemicals are inadvertently mixed[2]. Chemical hazards can most effectively be prevented by the following:

- Replacement of the hazardous substance with a less hazardous substitute,
- All vessels that may contain substances that are hazardous as a result of chemical or toxicological properties, or temperature or pressure, should be labelled as to the contents and hazard, or appropriately colour coded.
- Similarly piping systems that contain hazardous /combustible substances (i.e. LPG) should be labelled with the direction of flow and contents of the pipe, or colour coded whenever the pipe passing through a wall or floor is interrupted by a valve or junction device.

Teacher and Student responsibilities:

- A basic manual on safety rules, procedures and practices for laboratory use should be developed by schools that plan to include a science laboratory.
- Teachers should wear proper protective gear and abide by safety rules, procedures and practices.
- Educate students on the location and use of all safety and emergency equipment prior to laboratory activity.
- Identify safety procedures to follow in the event of an emergency/accident.
- Provide students with verbal and written safety procedures to follow in the event of an emergency/accident.
- Know the location of and how to use the cut-off switches and valves for the water, gas, and electricity in the laboratory.
- Before each activity in the laboratory, weigh the potential risk factors against the educational value.
- Have an understanding of all the potential hazards of the materials, the process, and the equipment involved in every laboratory activity.
- Inspect all equipment/apparatus in the laboratory before use.
- Before entering the laboratory, instruct students on all laboratory procedures that will be conducted.
- Discuss all safety concerns and potential hazards related to the laboratory work that students will be performing before starting the work[3].
- Make sure students are wearing the appropriate personal protective equipment (i.e., chemical splash goggles, laboratory aprons or coats, and gloves).

[2] IFC/ World Bank Group, 2.0 Occupational Health and Safety , General EHS Guidelines. www.ifc.org/ifcext/enviro.nsf/Content/EnvironmentalGuidelines

[3] School Chemistry Lab Safety Guide, U.S. Consumer Product Safety Commission (2006).

- Ensure students follow proper hygiene practices after use of lab.
- Enforce all safety rules and procedures at all times.
- Never leave students unsupervised in the laboratory.
- Never allow unauthorized visitors to enter the laboratory.
- Never allow students to take chemicals out of the laboratory.

CHECKLIST FOR SCHOOL LABORATORY

	Screening Question		**Yes**	**No**	**Remarks**
1	Will the academic work be laboratory based? (If No, then go to question 4)				
2	Does the Laboratory have:				
	i	Environment, health and safety protocol or guidelines?			
	ii	Adequate Fire Safety Provision?			
	iii	Safety provision for gas cylinder handling?			
	iv	Proper waste disposal facilities?			
	V	Adequate liquid waste management facilities?			
	vi	Adequate ventilation?			
	vii	First –Aid facilities?			
	viii	Emergency exit facilities?			
	ix	Trained professional to guide the researchers/students about safety procedures?			
3	Will the laboratory based research work				
	i	Produce hazardous waste materials?			
	ii	Generate infectious waste?			
	iii	Cause significant emissions of gas harmful to health?			
	iv	Generate liquid waste ?			
	v	Cause any major noise?			
4	Will the research work require interventions at field level?				
	i	Located at or near an environmentally sensitive area?			
	ii	Discharge any liquid waste in the environment?			
	iii	Discharge large quantities of waste/used water?			
	iv	Generate hazardous waste?			
	v	Impair downstream water quality?			
	vi	Have any possible degradation in land and ecosystem?			
	vii	Cause local air pollution from any plants/system operation?			
6		Will the project have an indirect impact on environment and ecosystem?			

Attachment 6

GUIDELINES ON ASBESTOS USE IN CONSTRUCTION

Asbestos and Asbestos Based Products:

Asbestos is a group of naturally occurring fibrous silicate minerals. It was used widely in the production of many industrial and household products because of its useful properties, including fire retardation, electrical and thermal insulation, chemical and thermal stability, and high tensile strength[4].

Asbestos based products include Asbestos –Cement (A-C) construction materials such as A-C flat and corrugated sheets, A-C pipe, and A-C water storage tanks. Over 90% of the asbestos fibre produced today is chrysotile which is found in these products[5]. Vehicle brake, clutch pads, roofing and gaskets are some other products that are still being manufactured with asbestos content. Due to international laws banning the use of asbestos, it is hardly used in construction materials other than asbestos –cement products. However, it is still found in older buildings in the form of friable surfacing materials, thermal system insulations, non-friable flooring materials, and other applications[6].

In Sri Lanka, asbestos roofing sheets are widely used as it is the most cost effective and durable material given climate, environment and other factors. Other alternatives to asbestos roofing sheets in Sri Lanka are clay tile , zinc-aluminium, cadjan (matted coconut/Palmyra/palm leaves) and concrete. These alternatives have disadvantages such as:

- Clay tiles are easy to remove, and in areas where there are monkeys it poses a practical problem. Monkeys tend to travel over roofs and either deliberately or accidentally break tiles, thus expenses for replacing is high.
- Zinc-Aluminium – While durable and long lasting, given the tropical climate and monsoon rains, such roofing heats up during the day and during rainy periods the noise makes it impractical especially to use in classrooms.
- Cement – due to the climate in Sri Lanka if not properly treated can result in leaks and damage to the structure. Furthermore, in high temperatures the heat absorption is high thus increasing the temperature in the buildings. In classrooms, it would make it difficult for students and teachers to work. Furthermore, concrete roofs are costly, and will not be affordable, given the large number of school infrastructure requirements that will need to be met through the project.
- Cadjan roofs while environmentally friendly, need to be replaced frequently, causes leaks and will not be acceptable on school buildings.

Ban on Asbestos Use:

As health risks related to exposure to asbestos is widely known, many countries have banned the commercial use of asbestos. The International Labour Organization (ILO) established an Asbestos Convention (C162) in 1986 to promote national laws and regulations for the "prevention and control of, and protection of workers against, health hazards due to occupational exposure to asbestos". As of March 4, 2008, 31 countries had ratified the

[44] Good Practice Note: Asbestos: Occupational and Community Health Issues, World Bank Group, May 2009.
[5] Ibid
[6] Ibid

Convention, 17 of them have banned asbestos use[7]. Sri Lanka, however has not ratified this convention, and the use of asbestos has not been banned.

ILO asbestos convention requirements include:

- Work clothing to be provided by employers,
- Double changing rooms and wash facilities to prevent dust from going home on street clothes,
- Training of workers about the health hazards to themselves and their families,
- Periodic medical examinations of workers,
- Periodic air monitoring of the work environment, with records retained for 30 years,
- Development of a work plan for demolition work, to protect workers and provide for proper waste disposal, and
- Protection from retaliatory and disciplinary measures of workers who remove themselves from work that they are justified in believing presents a serious danger to health.

Health Risks:

Health hazards from breathing asbestos dust include:

- Asbestosis – a lung scarring disease
- Form of cancer such as mesothelioma.

The main risks of exposure from asbestos is where fibres are easily made air borne under little pressure, such as cutting of A-C products that can release fibres. Risks are from construction materials that need to be altered, repaired and disposed of that may release particles into the air, and increase the risk of inhalation. Renovations, repairs and decommission of buildings containing A-C products such as roof sheets can pose a risk.

However, in the case of Asbestos –Cement (AC) corrugated sheets, the fibre is present in the non-friable form which means that fibre is embedded in cement and cannot be easily air-borne. Such materials are known to have little health risk once (a) the roof has been completed and (b) given that material is in good condition and not disturbed[8].

Although the World Bank Group's Good Practice Note on Asbestos , and its Health and Safety Guidelines do not encourage the use of asbestos products in construction, in light of the practical uses for construction of school infrastructure, the costs, its availability in local markets and lack of feasible alternatives, the use of asbestos is the most feasible option. However, to minimize the health risks that asbestos products do pose, the following guidelines adapted from the World Bank's Health and Safety Guidelines and other sources are recommended to be followed. As Sri Lanka has no regulations regarding the use of Asbestos, the use of ILO convention guidelines as stated above are recommended as well.

Construction phase:

- To minimize the risk of damage of A-C sheets for roofing, transportation of material must be done with care. Where possible, sheets should be transported in airtight containers or with dust covers.

[7] http://www.ilo.org/ilolex/cgi-lex/convde.pl?C162
[8] Nadeera Rajapakse Rubaroe, Aide Memoir: Contribution On Environmental Safeguards – NEHRP, May 2010.

- During installation of sheets, ensure that damage is minimized. Use of power tools to drill holes that may release particles needs to be kept to the minimum.
- Use a protective sheet (i.e. insulation foil) between the A-C sheets and the classrooms to reduce the risk of minute particles entering the rooms.
- Workers who are involved in handling and installing A-C sheets should take precautions to minimize exposure by wearing protective masks and showering to minimize spread of dust. Work clothes used during the installation of sheets should be washed and workers change to clean clothes before leaving construction site.
- Workers should be made aware of the risks of A-C sheets, and how to minimize these risks.

De-Commissioning:

- Contractors should dispose of waste containing asbestos in a manner that does not pose a health risk to the workers concerned or the population in the vicinity. Disposal at approved landfills and prompt burial under various levels of material apply to friable asbestos waste. Contractors should consult the Local Authority and Central Environmental Authority to obtain guidance on proper disposal of material.
- Contractor should be encouraged to develop an asbestos management plan that identifies the content (whether it is in friable form and has potential to release fibres), and proper removal procedures.
- During the removal of A-C sheets, workers should wear proper protective gear such as masks and shower to prevent the spread of dust. Clothes worn during this process should be washed and workers should change into clean clothes prior to leaving construction site.
- Workers who are, or have been, exposed to asbestos in their occupational activities should be provided, in accordance with national laws and practices, with such medical examinations as are necessary to supervise their health in relation to the occupational hazard, and to diagnose occupational diseases caused by exposure to asbestos. For the prevention of disease and functional impairment related to exposure to asbestos, all workers assigned to work involving asbestos exposure should be provided with:
    - a pre-assignment medical examination;
    - periodic medical examinations at appropriate intervals (at least every 3 years);
    - other tests and investigations, in particular chest radiographs and lung function test, which may be necessary to supervise their state of health in relation to the occupational hazard and to identify early indicators of disease caused by asbestos;
    - a copy of their medical record[9].

The above requirements will be based on the type of construction and its magnitude. The MoE and Provincial Ministries should apply above guidelines to the extent that is practical, within the context of the specific construction work requirements.

[9] http://www.chrysotile.com/en/sfuse/guide.aspx

Attachment 7

Draft Terms of Reference for the Annual Social Impact Assessment (SIA)

Introduction

In General, Social Impact Assessment (SIA) involves the collection of data related to measurable change in human population, communities, and social relationships resulting from a development project or policy change. Though the SIA is an essential component of physical Infrastructure related interventions, it is recommended for any other projects that may have significant social impacts on the people who are targeted or affected directly or indirectly by the programs and projects. In this case the TESP is aimed at long term social impact to promote social cohesion and imparting knowledge for a multicultural and Multi ethnic Sri Lankan society. Therefore it is recommended to adhere an annual social impact assessment to not only ensure the social safeguard requirements are met but also to understand the positive social impacts and learn lessons for the policy making in future projects.

Objective

The overall objective if the SIA to assess the social impacts (both positive and adverse) of the project interventions on the targeted beneficiaries, in this case student population and teachers in the schools selected under the project. In addition, the SIA will review the process and procedures adopted in sub project implementation compliance with national and the World Bank social safeguard polices and requirements.

Scope of work:

Since there is no significant interventions in land acquisition or infrastructure development, the project is not expected to trigger Bank policies on involuntary resettlement and indigenous people. However the annual SIA may examine whether there any incidence of new land acquisition, impacts on cultural properties and indigenous people due to the project interventions and review the process adopted by the implementing agencies to ensure that the WB operational guidelines are followed in these activities

The project is aimed at supporting a number of activities that will promote mutual understanding and respect for diversity among education communities from different ethnic and religious backgrounds. For example it is expected to develop multicultural textbooks, teacher education training on intercultural diversity, social tolerance, extra curricula activities among students of different ethnic backgrounds, promotion of ethnically integrated schools, popularizing English language as a language of interaction among students of different ethnic groups so on. Thus the SIA should assess the impact of such interventions in promoting of Social Cohesion Among Different Ethnic Groups

Assess the project's impact on gender equity aspects. The project is aimed at promoting not only inter ethnic harmony but also equal access to boys and girls a to access globalised knowledge and avenues for better education at primary, secondary levels. The SIA may examine the outreach of the project in terms of gender equity and coverage

Examine the geographical coverage of the project and to assess the project impact on reducing regional disparities in education. As outlined in the project description, the TESP expect to increase regional equity by providing additional support to the provinces with weaker education outcomes. The SIA needs to review the efforts made by the project in implementing specific measures to ensure the regional equity in each sub project activities.

Based on the findings, the SIA should suggest the actions that may enhance the positive social impacts further and mitigated measures for any of the identified negative social impacts

Suggested Methodology

Gather data on identified variables at least once a year through mobilization of research assistants in this venture.

SIAs must be conducted based on a sample. Selection of a sample can begin with schools that are supported by the project under various components. The sample schools, teacher and student population should represent the program coverage and different types of interventions

It is suggested to use participatory tools in data gathering. In particular, focus group discussions a with the student groups, teachers a Stakeholder consultation with representatives school management board, parents, past students so on.

Expertise required:-

It is recommended that individuals with at least a Master's Degree in social science/education with experience in applied research techniques be recruited as chief researchers.

Several research assistants of different ethnic backgrounds who possess at least BA degrees should be recruited to support the chief researcher.

Deliverable:-

1. Inception Report outlining the annual SIA methodology and the research process after one week of the signing of the agreement
2. Interim reports to be submitted one month after the SIA for comments by Ministry of Education.
3. Final report to be submitted two weeks after receiving comments.

Attachment 8
EMP COMPLIANCE REPORTING TABLE

Name of person filling the table

Date of visit

Name of site and Location Details :

Contractor's name and details

Construction Activity (from EMP)	Mitigation Measures proposed in the EMP (From EMP)	Describe level of compliance	Reasons for non-compliance	Suggestions for improvement	Any other Remarks

Attachment 9

Abbreviated Resettlement Framework,

In compliance of the Bank's Operational Policy 4.12, in case of less than 200 Project Affected People (PAPs) although very unlikely in the TSEP, the following abbreviated Resettlement Framework shall be followed in order to restore housing and issue economic compensation for loss of land and livelihood through a consultative and mutually agreeable process.

Principles

- all land should be surveyed and mapped and agreement reached with government on explicit eligibility cut-off date.
- where land is disputed or land ownership is not clear, the land will be surveyed and a map hereof issued to the affected families. In case of land disputes, attempts should be made to settle disputes prior to project start.
- customary and collective rights, e.g. to grazing land and commons, should be verified and documented through community-level consultations and local authorities. Customary and collective rights are also subject to compensation.
- compensation for land, housing and assets are based on principles of replacement cost and mutually agreeable solutions based on consultative approach with PAPs.
- where affected land provide income, the equivalent to the value of the crop lost will be given in compensation, based on the value of the harvests lost until the replacement crop (e.g. fruit tress) come into full production.
- if land forms basis for other income, the value of the income hereof will be subject to third party assessment
- if PAPs are squatters/informal settlers on the land, they will receive economic/material compensation to re-establish themselves elsewhere (e.g. on government land) without suffering damage to their livelihood or living standard.

Process

1. Survey of land and assets & census of Project Affected Peoples, including squatters and informal settlers:

- the surveyed land and assets should be identified, marked and photographed, and by the defined eligibility cut-off date the areas should be secured against encroachers.
- the Project Affected People should be identified and registered with full data and photographs
- a compensation package should be developed (categories of impacts and appropriate entitlements to formal and informal settlers landholders and squatters), and

- initial consultations should be conducted to identify any salient issues or concerns impacting on affected people. Gender separate consultations should be conducted in order to properly ascertain the views of the women.

2. Calculation of individual entitlements. There should be continued consultations with the affected people regarding the project, land acquisition and compensation package in order to reach mutually agreeable solution to land/asset acquisition and/or shifting of house. In case any PAP refuses to shift, an abbreviated Resettlement Plan, compliant to OP 4.12, should be developed.

3. The compensation package and abbreviated Resettlement Plan should be submitted to the Bank for approval, using the formats included in the Safeguards Framework (Attachment 3 (ii-iv)

4. The acquisition process is only completed with the actual payment of compensation to Project Affected People and settlement of any grievances they may hold.