

**REPUBLIC OF MOZAMBIQUE
MINISTRY OF EDUCATION**

**Education Sector Support Pool Fund (FASE)
(Fundo de Apoio ao Sector de Educação)**

Education Sector Program

ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK

Final Draft

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TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	5
1. INTRODUCTION	11
2. PROJECT DESCRIPTION	12
3. BIOPHYSICAL AND SOCIOECONOMIC ENVIRONMENT OF THE COUNTRY	17
3.1. Biophysical Environment	17
3.2 Environmental potential constraints	19
3.3. Socioeconomic Environment	20
4. ENVIRONMENTAL AND SOCIAL IMPACTS.....	21
4.1. Environmental impacts due to planned rehabilitation activities.....	21
4.2. Social impacts due to planned rehabilitation activities	22
5. LEGAL AND INSTITUTIONAL FRAMEWORK FOR ENVIRONMENTAL MANAGEMENT	27
5.1. International Conventions	27
5.2. National Environmental Management Programme (NEMP)	27
5.3. Social strategies	28
5.4. National Environmental Legislation	28
5.5. Institutional framework	31
5.6. Decentralization – Local Government	33
5.7. Institutional and legal constraints.....	34
6. OVERVIEW OF THE WORLD BANK’S SAFEGUARD POLICIES.....	34
7. OBJECTIVES OF THE ESMF AND METHODOLOGY USED.....	36
7.1. Objectives of the Environmental and Social Management Framework (ESMF)	36
7.2. Methodology used to prepare the ESMF for FTI.....	37
8. THE ENVIRONMENTAL AND SOCIAL SCREENING PROCESS	38
8.1. The Environmental and Social Screening Process.....	38
8.2. The screening steps	39

8.3. Responsibilities for the implementation of the screening process.....	42
9. ENVIRONMENTAL MANAGEMENT PLAN (EMP)	44
9.1. Environmental management for the implementation of activities	44
9.2. Institutions responsible for implementing and monitoring the mitigation measures.....	48
9.3. Capacity building for the environmental and social management of the project	48
10. RECOMMENDATIONS	53
11. ANNEXES.....	56
11.1. Annex 1: Pre-Assessment Form of MICOA (“Ficha de Pre-Avaliacao”)	56
11.2. Annex 2: Environmental and Social Screening Form (ESSF) proposed	58
11.3. Annex 3: Environmental and social checklist.....	62
11.4. Annex 4: Mitigation measures list	63
11.5. Annex 5: Environmental Guidelines for Contractors	65
11.6. Annex 6: Summary of the World Bank Safeguard Policies.....	66
11.7. Annex 7: Draft EA Terms of Reference	70
11.8. Annex 8: References	72

LIST OF ACRONYMS

CP	Cooperating Partners
CF	Catalytic Fund
DIPLAC-CEE	Directorate for Planning and Cooperation – School Constructions and Equipment
DNDR	Directorate of Rural Development
DNFFB	National Directorate of Forestry and Wildlife
DNOT	National Directorate for Land Planning
DPADER	Provincial Directorate of Agriculture and Rural Development
DPAIA	Provincial Directorate of Environmental Impact Assessment
DPCOA	Provincial Directorate for the Coordination of Environmental Affairs
EA	Environmental Assessment
EIA	Environmental Impact Assessment
EFP	Environmental Focal Point
EMP	Environmental Management Plan
ESMF	Environmental and Social management Framework
ESSP	Education Sector Strategic Plan
FASE	Education Sector Support Program
FTI	Fast Track Initiative
GoM	Government of Mozambique
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IDA	
MINAG	Ministry of Agriculture
MEC	Ministry of Education and Culture
MICOA	Ministry for the Coordination of Environmental Affairs
MINED	Ministry of Education
MISAU	Ministry of Health
NCSD	National Commission for Sustainable Development
NEMP	National Environmental Management Programme
NGO	Non governmental organization
PARPA	Action plan for the reduction of absolute poverty
PEPA	Environmental Quality Standards of Mozambique Projects
PRS	Poverty Reduction Strategy
RAP	Resettlement Action Plan
RPF	Resettlement Policy Framework
ToR	Terms of Reference
WB	World Bank

EXECUTIVE SUMMARY

I. Background

The Strategic Plan for Education and Culture (SPEC) 2006-2011/11 was approved in the Council of Ministers. The document is a result of intensive dialogue between government and its partners that started as early as 2002. The approved five-year education strategy provides a credible framework that translates Mozambique's political commitment to education into viable options for implementation. It brings together a number of distinct components of policy and service delivery in a coherent way within the context of current capacity and financial constraints.

Over the last four years, during which the strategic plan was being elaborated, a number of key policy decisions have been taken in the areas that face major inefficiencies and inequalities, particularly in the area of primary education:

- i) Introduction of new basic education curriculum;
- ii) Accelerated school construction at lower costs with community involvement;
- iii) Rationalisation of teacher training (in-service and pre-service);
- iv) Reform of technical and vocational education;
- v) Decentralisation of (financial) management, including direct support to schools.

The first Fast Track Initiative Catalytic Fund (FTI CF) grant contributed to the implementation of the Mozambique Strategic Plan for Education and Culture (2006-2010/11) (SPEC), by reducing its projected financing gap in 2008, 2009, and 2010. The current joint FTI/IDA contribution will contribute to financing the implementation of the sector's plans in 2011-2014. The additional financing FTI- Catalytic Fund (CF) Grant will continue to be channeled through the Mozambique education sector donor funding pool, FASE, and will be implemented by the Ministry of Education (MINED).

II. Project Components

There are no major activity changes from the original FTI-CF program. The FASE annual program can be described in a general fashion below:

Component 1: Improving Access to Education

The proposed FTI Additional Financing, through FASE, will continue to support expanded to education. The project proposes to contribute to annually build approximately 800 new primary education classrooms, 200 rural secondary classrooms, and provide the required furniture. Over the three year period of the project, through FASE, will it is anticipated that approximately 2,400 new classrooms will be built in existing schools on the government owned land, and 600 secondary schools as well as 600 head teachers' houses will be built on the government owned

land. The construction will involve large national or international suppliers, benefiting from economies of scale alongside the use and continued development of local capacity.

Component 2: Improving the Quality of Education

This component will continue to support the government plans to improve the quality of education by: (i) continuing the reform in teacher training which is aimed at providing intense and quality pre-service and in-service training and increasing the number of teachers; (ii) provision of free primary school books;(iii) direct support to schools; and (iv) subsidies for literacy workers.

Component 3: HIV/AIDS Prevention and Mitigation

The project, through FASE, will continue to support HIV/AIDS interventions that aim at t: (i) increasing knowledge on HIV/AIDS with focus on the skills for life approach,(ii) improving the quality of education and retaining orphans and vulnerable children in primary school; (iii) integration of prevention and mitigation activities in key sector program (i.e. school curriculum; textbooks, ADE, teacher training etc.)

Component 4: Strengthening the Management of the Education Administrative System.

The rapid expansion of the sector along with decentralization of responsibilities and financial resources requires continued support for strengthening institutional capacity at all levels of the system's management. The objective of this component is to continue strengthening management capacity within a decentralized education system. Effective decentralization requires institutional capacity. Strengthening institutional capacity requires, but is not limited to, investing in the provision of means (such as transportation, communication, supplies), clear orientation in terms of the role of education sector staff in the implementation and monitoring of activities, clear procedures and regulations, placing people in the right position, strong incentives, and supervision and capacity building.

III. Negative environmental and social impacts

Under FASE, physical environmental impacts will result mainly from the rehabilitation and construction activities. The environmental impacts are expected to be limited to (i) the management of wastes at the rehabilitation /construction sites (waste water, solid waste, rejection and elimination of wastes such as oils and paints, unsafe disposal of asbestos), soil erosion, loss of vegetation, rehabilitation of borrow pits, as well as dust and noise during the works; (ii) issues around the water supply and sanitation in the schools; (iii) high demand of wood for construction, e.g. furniture, windows; (iv) high demand for firewood for cooking; and (v) use of chemical for the control of termites during the construction phase.

The Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) are designed to address potential adverse environmental and social impacts of future investments. FASE has prepared, separately, the Resettlement Policy Framework (RPF), which will outline the principles, policies and procedures to be followed in the event that future

investments involve land acquisition which could lead to a loss of livelihoods among affected persons.

These frameworks will also apply to future investments under the Education Sector Support Program to be financed by FASE as well as future other financial arrangements. Both, the ESMF and the RPF, will be disclosed in Mozambique and at the Bank's Infoshop prior to the signing of the Grant Agreement.

IV. National Environmental legislation

At national level, there are various legal instruments approved in environmental field:

- The National Environmental Management Programme (NEMP);
- The Environmental laws: environmental law n° 20/97, of October 1; The Land Law N°19/97 of 1 October 1997;
- EIA regulations: The decree n°45/2004 of September, 29, related on the process of IEA;
- EIE guidelines: The decree n°32/2003 of august, 12, concerning the Environmental Audit; Environmental quality standard

V. World Bank's Safeguard Policies

FASE has triggered two of the World Bank's Safeguard Policies, namely, OP 4.01 Environmental Assessment and OP 4.12 Involuntary Resettlement. The remaining operational policies are not triggered by FASE. Annex 6 summarizes these safeguards policies.

VI. Objectives of the Environmental and Social Management Framework (ESMF)

The objective of this Environmental and Social Management Framework (ESMF) is to provide an environmental and social screening process to allow for the identification, assessment and mitigation of potential negative environmental and social impacts related to the construction and rehabilitation of schools and special education centers and related water supply and sanitation systems in the schools. It has not been determined which of the schools, training centers and related facilities will be rehabilitated. According to Mozambique Environmental law, specific investment activities require EIAs, whereas there are no clear EIA requirements for activities of a smaller scale, but which might have negative localized impacts that would require appropriate mitigation.

This is the reason why construction funded through the sector pool fund FASE will use the environmental and social screening process outlined in the ESMF. This process will allow the sector/ministry of education to identify, assess and mitigate potential negative environmental and social impacts at the time they are planning rehabilitation activities, and, if necessary, carry out separate EIAs should the screening results indicate the need for such separate EIAs.

VII. Methodology used to prepare the ESMF

The present ESMF was prepared based on existing Environmental and Social Management Framework (ESMF) which has been prepared for Ministry of Education and Culture (MEC), and general literature, among them: the Mozambican Education Policy Framework, Mozambican Environmental Impact Assessment Guidelines, and the World Bank's Safeguard Policies. Besides these documents, a lot of consultations with various stakeholders for the existing ESMF, including communities and the general public, were undertaken.

VIII. The screening process

The different stages of the environmental and social screening process are summarized in the following paragraphs. The scope of the environmental and social measures required for the FASE funded activities will be dependent on the results of the screening process. Thus, the results of this screening process will determine whether (a) no environmental work will be required; (b) the implementation of simple mitigation measures will suffice; or (c) a separate EIA will be required. An Environmental Focal Point (EFP) will be hired to implement the screening process.

Stages	Responsibilities
1. Screening of teaching facilities and related water supply and sanitation systems at each of the sites of these facilities, using the Environmental and Social Screening Form (Annex 2)	Environmental Focal Point located in DIPLAC-CEE.
2. Assigning the appropriate Environmental Categories (A, B, or C)	Environmental Focal Point located in DIPLAC-CEE.
3. Carrying out Environmental Work, i.e. implementing simple mitigation measures (Annex 3), or, carrying out a separate EIA	Environmental Focal Point located in DIPLAC-CEE will make appropriate recommendations to the MICOA Provincial Directorates as to the necessary environmental work.
4. Review and Approval	
4.1 Approval of (i) the screening results ; (ii) the assigned environmental category; and (iii) recommendations of the Environmental Focal Point	MICOA Provincial Directorates
4.2 Selection of the consultant in case of the need for a separate EIA	- The EFP of DIPLAC-CEE will (i) draft EIA terms of reference; (ii) prepare criteria analysis and analyze proposed candidatures; (iii) select the most qualified consultant and submit it to the approval of coordinator of the project coordination unit; (iv) lead the public consultations; and (v) lead the EIA/ESMP authorization procedure by the MICOA departments. - The Director of DIPLAC-CEE approved the

	selection of consultant prepared by the EFP and design agreement to conduct the required EIA.
4.3 Carrying out the Environmental Impact Assessment (EIA)	Consultants
4.4 Approval of environmental assessment	MICOA Provincial Directorates.
5. Public consultations and disclosure	Environmental Focal Point located in DIPLAC-CEE will ensure that the results of (i) the environmental and social screening process; and (ii) the separate EIA report are made accessible to all relevant stakeholders, including potentially affected persons
6. Monitoring	Technical services of municipalities where training facilities will be rehabilitated
7. Environmental and Social Indicators	<ul style="list-style-type: none"> - Environmental Focal Point located in DIPLAC-CEE will ensure that the environmental and social monitoring indicators listed in the ESMF are included in the FASE's program and followed regularly. - Technical services of municipalities ensure the monitoring

IX. Environmental Management Plan (EMP)

An Environmental Management Plan (EMP) for FASE is intended to ensure efficient environmental management of the Project. Thus, the EMP lists (a) the relevant project activities; (b) the potential negative environmental and social impacts; (c) the proposed mitigation measures; (d) those who will be responsible for implementing the mitigation measures; (e) those who will monitor the implementation of the mitigation measures; (f) the frequency of the aforementioned measures; (g) capacity building needs; and (h) the cost estimates for these activities. The costs implementation of the EMP will be funded through FASE..

X. Capacity building

Capacity for environmental management and monitoring will be required at the national and provincial level for: (i) The Environmental Focal Point (EFP) of DIPLAC-CEE will provide on the training for staff of the MOE to strengthen the capacity to implement the ESMF; (ii) for members of the Technical services of those municipalities where training facilities are to be rehabilitated; (iii) as necessary, members of the Technical Review Committee of the Provincial Directorates of MICOA, will receive training with regard to review of screening results and separate EIA reports, and making effective recommendations for the approval/disapproval of construction and rehabilitation activities to the Executive Committee of the Provincial Directorate of MICOA. Training programmes should be carried out by national firms specialized in EIA (such as

IMPACTO, etc.). The budget for the capacity training activities will be included in the annual work plan of the MINED

XI. Institutions responsible for implementing and monitoring the mitigation measures

The main institutions with key roles and responsibilities for environmental and social management are:

XI.I Coordination/supervision

The Environmental Focal Point (EFP) located at DIPLAC-CEE will be responsible for completing the environmental and social screening lists (Annex 2); the environmental and social checklists (Annex 3); and determining the environmental category of the screened activity to be able to identify and mitigate the potential environmental and social impacts of construction and rehabilitation activities. As required, he/she will receive environmental training to be able to carry out this task.

The Environmental Focal Point will ensure the supervision (overseeing) of the implementation of mitigation measures.

XI.II Execution/implementation

Individual consultants or consultancy firm will be responsible for (a) carrying out the EIA studies, and (b) drafting the environmental section of a manual for the maintenance of teaching facilities and related water supply and sanitation systems.

The contractors are responsible for the implementation of the mitigation measures as indicated in the Environmental Guidelines for Contractors (Annex 5), including the borrow pits rehabilitation for material construction.

XI.III Monitoring

The Technical services of municipalities (where training facilities will be rehabilitated) will be responsible for monitoring the implementation of the mitigation measures.

1. INTRODUCTION

Background:

The Strategic Plan for Education and Culture (SPEC) 2006-2011/11 was approved in the Council of Ministers. The document is a result of intensive dialogue between government and its partners that started as early as 2002. The approved five-year education strategy provides a credible framework that translates Mozambique's political commitment to education into viable options for implementation. It brings together a number of distinct components of policy and service delivery in a coherent way within the context of current capacity and financial constraints.

Over the last four years, during which the strategic plan was being elaborated, a number of key policy decisions have been taken in the areas that face major inefficiencies and inequalities, particularly in the area of primary education:

- vi) Introduction of new basic education curriculum;
- vii) Accelerated school construction at lower costs with community involvement;
- viii) Rationalisation of teacher training (in-service and pre-service);
- ix) Reform of technical and vocational education;
- x) Decentralisation of (financial) management, including direct support to schools.

The the first Fast Track Initiative Catalytic Fund (FTI CF) grant contributed to the implementation of the Mozambique Strategic Plan for Education and Culture (2006-2010/11) (SPEC), by reducing its projected financing gap in 2008, 2009, and 2010.

Mozambique prioritises education as an important strategy for economic growth and poverty reduction. The Mozambique second Poverty Reduction Strategy Paper (PRSP) (2006 – 2009) highlights good governance, economic growth and human capital development as three key pillars for growth and poverty reduction. The SPEC translates the general principles of the PRSP into a clear strategic framework that prioritises quality primary education for all within the context of an overall balanced education system that would build the necessary capacity required to further national development.

The additional financing FTI-CF Grant and IDA credit will contribute to financing the sector's programmes in 2011-2014 and will continue to be channeled through the Mozambique education sector donor funding pool, FASE, and will be implemented by the Ministry of Education).

As mentioned above, the project will fund the construction of some physical infrastructure, including water supply and sanitation systems in schools, and other teaching facilities essential for the education process. Maintenance procedures will be introduced in connection with the construction.

It is within this context that this current Environmental and Social Management Framework (ESMF) was prepared to ensure that the environmental and social aspects of future FASE construction activities are correctly taken into account.

2. PROJECT DESCRIPTION

EDUCATION SECTOR SUPPORT PROGRAM (2011-2014)

The Catalytic Fund (CF) grant/IDA credit will be channeled through the pool funding FASE, the description of the program therefore pertains to the entire Education Sector Support Program financed by FASE, rather than the CF grant per se.

Program Development Objectives (PDO)

The Development Objectives of the additional financing remains the same as the original objective which is: to improve the access to and, quality and equity of education. The development objective of the program is to support the implementation of the Strategic Plan for Education and Culture 2006-2010/11 (SPEC) approved by the Council of Ministers, focusing on primary and secondary education while ensuring capacity strengthening of the Ministry of Education and Culture and its provincial and district departments in policy development, administration and implementation, monitoring, and evaluation.

Description of FASE Annual Program Components

There are no major activity changes from the original FTI-CF program. Though details of FASE program will differ from year to year based on the particular needs and gaps of the year and as a result of consultations within the government and with CPs, FASE annual program can be described in a general fashion below:

Component 1: Improving Access to Education

In 2005 the ministry made the decision to expand the opportunities of access to primary education to all children of school age while at the same time improving teaching conditions. This expansion program included implementation of the accelerated classroom construction program for primary education which included provision of furniture and housing for teachers. In 2008 the program was expanded to include secondary schools in rural areas. The current program contributed to a 12 percent increase in the number of classrooms from 44,747 in 2007 to 50,354 in 2009.

To ensure a better start for all children and improve their performance in school, the ministry recognizes the need for a robust pre-primary education program. Currently, the coverage of early childhood education services is only 4 percent, and mainly provided by the Ministry of Women and Social Services, the private sector and local community organizations. There needs to be an integrated framework that considered the development of the child as a whole. The ministry recognizes the importance of early childhood education and will continue to support

access to pre-primary education on a limited basis while, at the same time, exploring different scenarios possible to expand access.

The proposed FTI/IDA Additional Financing, through FASE, will continue to support expanded to education. The project will o contribute to annually build approximately 800 new primary education classrooms, 200 rural secondary classrooms, and provide the required furniture. Over the four year period of the project, through FASE, will it is anticipated that approximately 3,200 new classrooms will be built in existing schools on the government owned land, and 800 secondary classrooms will be built on the government owned land. The construction will involve large national or international suppliers, benefiting from economies of scale alongside the use and continued development of local capacity.

Component 2: Improving the Quality of Education

This component will continue to support the government plans to improve the quality of education by: (i) continuing the reform in teacher training which is aimed at providing intense and quality pre-service and in-service training and increasing the number of teachers; (ii) provision of free primary school books;(iii) direct support to schools; and (iv) subsidies for literacy workers.

Sub-component 2.1. Teacher training for primary education

In 2006 the pupil : teacher ratio was 75:1 due to the rapid expansion in the students attending primary and secondary schools. At the same time the pre-service teacher training curriculum was missing and psycho-pedagogical training. This had a detrimental impact on the quality and efficiency in the system. The ministry reform aimed at, among others, providing intense and quality pre-service training without losing sight of the need to ensure the long-term sustainability of an increasing number of teachers in the system. This led to: (i) reforms in pre-service teacher training by adjusting the teacher training curriculum, improving quality of teacher training; and providing basic training in a shorter period of time (one year); (ii) promotion of a system that fully integrated per-service training and continuous professional development; and (iii) rationalizing the existing system for in-service teacher training by transferring this responsibility to teacher training institutes (IFPs).

Since 2006, the IFPs have increased the number of pre-service graduates from 5,228 in 2006 to 10,033 in 2009. In addition, 5,563 primary school teachers graduates have improved their qualification level through the IAP/IEDA distance education learning courses. Since 2008, the IFPs have conducted continuous training activities for primary school teachers and managers, led by the IFPs trainers and this program benefited greatly from an increase in FASE funding in 2008.

The additional financing will continue to support the pre- and in-service teacher training. The current number of newly graduated teachers should be sufficient to ensure a continued decrease in the pupil : teacher ratio, which is still high. At the same time, the project will continue focus on increasing the capacity of the IFPs to implement the integrated teacher training system (pre-service training and on the job training, distance training and support to new teachers in the workplace.

Subcomponent 2.2: Production and distribution of free primary school books.

The Government of Mozambique has declared free primary school. This means that no child shall be hindered in access to a full primary education cycle of seven years, due to lack of financial means. In order to implement this strategy, the Government agreed to the distribution of free textbooks to all children. Every year, approximately 12 to 14 million books (40 titles) are produced and distributed to primary schools from grades 1-7. The planning is based on a ratio of one textbook per subject per student, using the information gathered at the school level during the annual survey conducted each March. This program has contributed to increased enrollment in primary schools however, it also represents a large portion of the of the sector's budget (in 2009 the production and distribution of textbooks for primary education represented about 15 percent of the 2009 FASE expenditures).

In spite of the success of this program, there are still students without books. This subcomponent will, through FASE, continue to support the distribution of free textbooks as well as assist in the ongoing government efforts to find ways to reduce the cost of production and ensure better coverage. The government's plan to achieve this is to: (i) continue savings by acquiring property rights for more book titles; (ii) rationalize the number of titles particularly in grades 6 and 7; (iii) improve book conservation by improving the quality of the books and improving storage conditions at schools; (iv) increase replacement rates, particularly for key subjects; and (v) implement actions to make textbook distribution more competitive.

Linked to the objective of improving quality of education, the challenge is to continuously improve the capacity of teachers in the use of textbooks in the classroom to achieve better student learning outcomes. This challenge is directly linked to the need for greater focus on this are within teacher training and as a part of regular supervision which is discussed in the teacher training component.

Sub-component 2.3: Curriculum Reform for Primary Education

In 2004, the ministry introduced the new curriculum for primary education with the objective of contributing to improving the quality and relevance of education. The curriculum transformation aims to support efforts to reduce dropout and failure rates, and gender and regional disparities. The curriculum transformation was based on the need to adjust the structure and content of the curriculum to the changing reality of the country and today's world. A curriculum plan for primary education was developed and programs and school manuals were validated and approved. The results achieved with the introduction of the primary education curriculum are demonstrated through the: (i) increase in completion rates for primary education, equity and reduction of repetition and drop-out rates; (ii) perception that the curriculum is innovative, as demonstrated through the introduction of Mozambican languages, local curriculum and new subjects; and (iii) provision of textbooks and teacher manuals that are consistent with the primary education curriculum plan and with the teaching programs, and more attractive and adapted to the Mozambican reality.

The project will continue to support ongoing curriculum reform activities with continued focus on the development of basic skills in speaking, reading, writing and numbers in the first years of school and the consolidation of these skills throughout the next cycles of learning. This goal, which is taken as an indicator of the quality of teaching, should be achieved in parallel to the

reduction of school failure levels and the subsequent increase of completion rates at the appropriate age and with the skills defined in the curriculum.

Subcomponent 2.4: Direct support to school program (ADE)

The direct support to school program (ADE) is a program that transfers funds directly from the central level to schools for the purchase of basic materials to support teaching and learning processes. An evaluation of the program has shown that the program has a positive impact in terms of ensuring funding for the purchase of basic materials (i.e. pens, pencils, notebooks, complementary reading materials etc.) and strengthening the functioning of school councils who are responsible for the management of funds. Currently the program places annually around US\$2.5 per student in all primary schools. In 2006, a pilot program was introduced to provide additional support for orphans and other vulnerable children affected by the HIV/AIDs pandemic in the amount of US\$1.5 per child using the ADE structure.

The project, through FASE, will continue to support the ADE through the direct transfer of funds from the central level to the school level. The integration of the social protection aspect of the program that targets orphans and vulnerable children will also continue to be supported. The ADE should be regarded as the main fund available to primary schools for the purpose of: (i) funding the school's recurrent expenses (i.e. maintenance, electricity and water); (ii) funding basic learning materials aimed at improving the quality of education; and (iii) ensuring the increased participation and retention of vulnerable children.

Subcomponent 2.5: Subsidies for literacy workers

The Government Five Year Plan (PQG) expects a reduction of the illiteracy rate from 48.1 percent in 2009 to 30 percent by 2014. In order to reach this target, one million people will need to develop literacy skills every year. This subcomponent will continue to provide subsidy payments for literacy trainers in the State literacy programs as well as civil society program. An increase of the monthly amount of the subsidy is anticipated from 550 MT to 650 MT (approximately US\$18/month) for 2010. This program is traditionally co-financed by the internal source of funding. The payment of subsidies has been one of the constant elements of the programs financed by FASE, reflecting the commitment of government to reduce the high illiteracy rate in the country, particularly among rural women. In 2003, the payment of trainer subsidies was introduced (550 Meticais per month). Despite a clear commitment and emphasise on adult literacy, progress has been slow.

Component 3: HIV/AIDS Prevention and Mitigation

The results of HIV prevalence obtained through INSIDA 2009 indicate that 11.5 percent of Mozambicans between the ages of 15-49 are infected with HIV. The highest prevalence rates are found among girls aged 15-24. In 2009, the prevalence rate in pregnant women aged 15-19 was 8 percent; and 16 percent for women between the ages of 20-24. The gender difference is serious. Women aged 15-19 are 3 times more prone to contamination than men the same age and 4 times more prone between the ages of 20-24.

In spite of efforts made, there is not yet evidence that the epidemic is decreasing in general terms. In relative terms, there is some stabilization in the north of Mozambique and a decrease in new infections in the centre of the country, excluding Zambézia. In the south, the epidemic is still growing.

However, there has been significant progress over the past five years, namely (i) the mainstreaming of HIV/AIDS as a cross-cutting issue into the sector, through budgeted plans; (ii) the expansion of funding for prevention, care and mitigation at provincial and district levels; (iii) the expansion of antiretroviral treatment to all districts and (iv) the launch of the community counseling and testing initiative.

The sector has formulated its interventions on the basis of its four functions in the combat of the HIV/AIDS pandemic:

- as employer: aiming to develop HIV/AIDS prevention and impact mitigation actions for teachers, school directors and other staff;
- as educator: aiming to develop HIV/AIDS prevention and impact mitigation actions for students, including support to orphans and vulnerable children;
- as system: aiming to develop an effective institutional framework that will allow the sector to provide an adequate response to HIV/AIDS in order to carry out its central education mission in spite of the epidemic's impact;
- as part of the national response: aiming to develop effective relationships with other governmental and non-governmental partners to respond to the epidemic.

The project, through FASE, will continue to support HIV/AIDS will continue to support: (i) increasing knowledge on HIV/AIDS with focus on the skills for life approach,(ii) improving the quality of education and retaining orphans and vulnerable children in primary school; (iii) integration of prevention and mitigation activities in key sector program (i.e. school curriculum; textbooks, ADE, teacher training etc.).

Component 4: Strengthening the Management of the Education Administrative System.

The rapid expansion of the sector along with decentralization of responsibilities and financial resources requires continued support for strengthening institutional capacity at all levels of the system's management. The objective of this component is to continue strengthening management capacity within a decentralized education system. Effective decentralization requires institutional capacity. Strengthening institutional capacity requires, but is not limited to, investing in the provision of means (such as transportation, communication, supplies), clear orientation in terms of the role of education sector staff in the implementation and monitoring of activities, clear procedures and regulations, placing people in the right position, strong incentives, and supervision and capacity building.

Subcomponent 4.1: Continuing the consolidation of the reforms in the area of financial management and procurement as well as planning budgeting and monitoring.

This subcomponent will support an integrated planning and monitoring system that builds on the principle that decentralization requires greater accountability systems to avoid inequities in

the service delivery of educational services. In this context the project will continue to support the following activities:

- Capacity building activities aimed to increase the knowledge of provincial and district officials in strategic planning and budgeting of education;
- Initiation of the process of design of procurement plans at provincial levels and in selected districts where capacity has been strengthened;
- The upgrading of the existing EMIS supported as well by additional resources from UNESCO, the World Bank aimed at strengthening integrated monitoring and evaluation by assisting the directorate of planning through: (1) provision of technical assistance to review and upgrade the existing EMIS system; (2) provision of technical support for the design of an integrated planning and monitoring system that builds on the principle that decentralization requires greater accountability systems to avoid inequities in the service delivery of educational services and (3) provision of technical assistance to conduct the impact evaluation of selected interventions which will serve to support policy and timely decision making.
- Impact evaluation studies of selected interventions to inform policy decision-making.
- Provision of additional financial support to provincial directorates and district services to facilitate their functioning and responsiveness to manage the implementation of the system at decentralized levels. Additional financing to DPECs and SDEJTs in addition to funds made available from the internal component of the budget was introduced in 2008. It is expected that support will remain at the level of executing in 2009.
- Provision of technical assistance in the area of financial management and procurement, and construction.

The Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) are designed to address potential adverse environmental and social impacts of future investments. The Resettlement Policy Framework (RPF) will outline the principles, policies and procedures to be followed in the event that future investments involve land acquisition which could lead to a loss of livelihoods among affected persons.

These frameworks will also apply to future investments under the Education Sector Support Program to be financed by FASE as well as future financing arrangements that support the implementation of the sector programme. Both, the ESMF and the RPF, will be disclosed in Mozambique and at the Bank's Infoshop prior to the signing of the Grant Agreement.

3. BIOPHYSICAL AND SOCIOECONOMIC ENVIRONMENT OF THE COUNTRY

3.1. Biophysical Environment

The republic of Mozambique is located at the sub-east of African Continent. Tanzania borders it at the North; Malawi, Zambia, Zimbabwe and Swaziland at the West; South Africa at the South and Indian Ocean at the East. There are 799,380 km² of national territory including inland bodies of water. The country is relatively flat particularly in the coastal regions. From the coasts to the

interior in an east-west direction, there is a coastal plain (40% of the territory with the highest population density); plateaus with altitudes of 200 to 1000 meters and finally high plateaus and mountains over 1000 meters high. Mozambique's Indian coastline stretches for approximately 2500 km. The proximity of the sea and the richness of the Mozambican River basins favor small scale and industrial fisheries. The country is rich in wildlife and natural resources, such as coal and natural gas.

Soils

The northern and some parts of the central and western areas have red soils of varying texture (from light sandy soils to clay loams). Low fertility red soils occur in Sofala province north of Beira. Alluvial soils occur in the Zambezi river basin. Though prone to salinisation, particularly in delta areas, these soils have a high potential for agriculture. Due to slope, shallowness of soil and high rainfall there is a high potential for soil erosion in these areas.

Climate

There is great variation in mean annual rainfall across the target area. Most of the coastline receives 750 to 1,000 mm of rain per year. The interior of the Zambezi Valley, in Tete province, is semi arid, receiving less than 600 mm average annual rainfall. There are a series of very humid pockets associated with mountains areas e.g., Mt. Binga (Manica Province), Mt. Gorongosa (Sofala Province) and Mt. Namuli (Zambezia Province) which receive more than 2,000mm of rainfall per year. There is a distinct rainy season between November to March followed by a distinct dry season between April and October. Mozambique frequently suffers from floods, cyclones and droughts that sometimes reach disastrous proportions, causing death of people and animals, mass population displacement, negative effects on agricultural production, etc.

Hydrology

Mozambique comprises thirty-nine major rivers which drain into to the Indian Ocean along the country's 2,700 km coastline. The major perennial rivers of Zambezia province are the Licungo(Lugela), Raraga, M'lela, Molocue, Ligonha and Meluli. The most important River in Mozambique is the Zambezi. The Zambezi River enters Mozambique at Zumbo where it immediately swells into the impoundment of Lake Cahora Bassa. The most important tributary of the Zambezi is the Shire River, which drains Lake Mozambique via the Rift Valley.

Vegetation

In Mozambique the main broad vegetation type, based on structure, is savannah woodland. The most common woodland type is "miombo" covering much of Niassa, Cabo Delgado, Nampula, Zambezia, Sofala, Manica and Inhambane provinces. There are several different types of miombo determined by variations in rainfall and soils. The second most extensive woodland is "mopane" woodland occurring in the Limpopo- Save area and in the mid-Zambezi Valley. Together these two types of woodland cover approximately 70% of Mozambique.

Other vegetation types include: Acacia woodland. There are two extensive areas of Acacia woodland, a southern formation (in the area of Moamba, Magude and Guija) and a central formation, running approximately in a north-east direction through Manica and Sofala provinces; lowland palm savannah in coastal areas containing badly drained soils of Sofala province; vegetation on alluviums in the Zambezi Delta. A seasonally-inundated lowland formation (the Gorongosa "tandos") links the Zambezi Valley with the Pungue River in the south

via the Urema trough (Rift Valley); and Mangroves are well developed in coastal Zambezi and Sofala.

Fauna

Mozambique has rich diversity of mammal fauna; 211 terrestrial mammal species and 11 marine mammals have been recorded. Only one mammal species is considered endemic to Mozambique, a white-bellied red squirrel confined to Namuli Mountain (Zambezi province). Approximately 900 species have been recorded for southern Africa; of these 581 have been recorded in Mozambique. There are a number of near endemic and restricted range species, mostly associated with isolated mountain habitats such as Gorongosa (Sofala), Chimanimani (Manica), Chipirone and Namuli (Zambezi) Mountains.

3.2 Environmental potential constraints

Major environmental issues in the country can be classified in relation to either land degradation or the erosion of biodiversity, both of which should be taken into consideration during both the preparation and implementation of the sector programme.

Land degradation

- loss of soil fertility - intrinsically linked to itinerant agriculture and its shifting cultivation system and prevalent across all provinces;
- soil erosion - the area of great risk covers the central provinces of Manica, Tete and Zambezi;
- soil salinisation - a problem common to major river basins e.g. the Zambezi;
- soil acidification - typically a consequence of intensification of agriculture production and/or use of chemical for termites control;
- loss of vegetation cover - the driving forces are: forest clearings for agriculture purposes (itinerant agriculture and its shifting cultivation system for regeneration of soil productivity, were the prime cause of the damages to forest, natural vegetation and ecosystems); uncontrolled forest fires; wood-fuel and building material extractions, and timber harvesting and hand-crafting.

Land productivity symptoms resulting from these situations may be the following:

- Reduced crop yields, because of the lower nutrient and organic matter content;
- Reduced soil depth, salinity, poor structure and aeration, etc;
- Great need for agriculture inputs, e.g. more fertilizers to compensate for nutrients losses;
- Reduced land value, and eventually loss of land due to salinisation, sodification, desertification, etc;
- Increased frequency and seriousness of floods;
- Loss of water resources with consequences to loss of hydropower and fish stocks;
- Effects on health and quality of life caused by soil and water pollution.

Erosion of Biodiversity

Of the country's entire protected areas network, 50% of the national parks, 40% of the game reserves, 77% of the hunting "Coutadas" and all of the forest reserves are situated in the target provinces, along with 75% of the country's areas of outstanding biological value. Loss of biodiversity through a broad spectrum of development related activities remains a critical threat and is of special significance to the target provinces which contain a disproportionate share of the country's flagship areas of conservation significance.

3.3. Socioeconomic Environment

Mozambique's population is approximately 17, 600,000¹ and the natural growth rate is 2.4%. The proportion of children under 15 years old, projected for 2001, is 44.5% of the population and about 75% of the population lives in rural areas, but in the past 10 to 15 years, there has been significant migration to cities due to the war (1976-1992). The groups that formed around the cities and towns have been settled there, causing problems of urban organization, sanitation and waste management. Administratively, the country is divided into 10 provinces and Maputo City, the national capital, which has the status of a province.

The Gross Domestic Product (GDP) per capita in Mozambique was estimated at 230 USD in 2000. Agriculture, manufacturing industry and commerce are the largest areas in the primary, secondary and tertiary sectors. The variables that determine poverty are: (i) slow economic growth until the beginning of the 1990s; (ii) low educational level of economically active household members, particularly women; (iii) high rates of dependency within households; (iv) low family agricultural productivity; (v) lack of work opportunities both within and outside the agricultural sector; (vi) poor development of infrastructure, particularly in rural areas. Some indicators illustrate this situation: the incidence of poverty is 69.4% (72.2% in rural zone and 62% in urban zone); the number of doctors for 100 000 inhabitants is 6 and the prevalence of HIV is rather high.

Mozambique's growth rate has been 9% from 1997 to 2002, well above the African average and among the highest in the world, and is projected at between 7% and 12% annually until 2005. Growth has been driven mainly by mega-projects, foreign investment, and strong agricultural performance. Poverty, however, remains deep and may not have been reduced in the rural areas, where 70% of Mozambicans live. Improved quality of and increased access to safe water in urban and rural areas is among the six priority areas of the Government's poverty reduction strategy, known as PARPA, endorsed by the Board of Directors of the World Bank and the International Monetary Fund in August 2001.

Primary and Secondary Education Sector

In Primary Education, Mozambique has made substantial progress in improving access to primary education. Between 1992 and 2004, Primary Education 1 and 2 enrolment rose from 1.3 million to 3.5 million, and the number of schools grew dramatically from 2,836 to 9,489. The Gross Admission Rate in grade 1 increased from 59% to 123% in the same period. At the EP2 level enrolment has also risen substantially. The secondary education is marked by the following situation: total 2004 enrolment (both was 200,000 in secondary education 1 of which 15% were

in private schools; secondary education 2 enrolment was 28,000 with 31% of these in private schools; roughly 41% at both levels were girls.

4. ENVIRONMENTAL AND SOCIAL IMPACTS

4.1. Environmental impacts due to planned rehabilitation activities

4.1.1 Potential negative environmental impacts

The adverse environmental impacts of the project will mainly come from the rehabilitation and construction works of the additional classrooms, schools and teaching facilities and related water supply and sanitation systems (loss of vegetation, soil and ground water pollution, soil erosion, generation of solid and liquid wastes). Rehabilitation activities will include water proofing of leaking roofs, replacement of broken fittings, repairing of malfunctioning drainage, water and electrical installations, painting, and use of chemical for termites control, etc.

The extraction of construction materials from quarries could constitute a source of adverse impacts on the natural environment in terms of loss of vegetation, but also the degradation of the landscape aesthetics. The temporary quarries will certainly need to be restored after exploitation.

The environmental impacts are expected to be limited to the management of wastes at the construction sites (waste water, solid waste, rejection and elimination of wastes such as oils and paints), asbestos disposal, marginal and safe use of chemical for termite control, as well as dust and noise during the works.

The environmental impacts such as soil erosion, soil and water pollution, vegetation loss, and the impact caused by the increase of solid and liquid wastes can originate from the rehabilitation activities, from the subsequent operation of these teaching facilities and the use of quarries as sources of construction materials. These impacts depend mainly on the scope and scale of the works, but also on the rolling stock to be mobilized, the surface area needs and the surface area availability, the importance of the supply needs, etc. As a whole, the direct and indirect effects are the following ones:

- Various pollutions (uncontrolled discharge of solid and liquid wastes from the rehabilitation sites) and possible negative impacts on public health such as traffic accidents, or exposure to noise and dust.
- The use of machines working with fuel, oils and lubricants on work sites may be a source of groundwater's contamination risks by infiltration, particularly in some communes where the groundwater are shallow.

- Unsafe and uncontrolled usage of chemical for termite control: The laying out of the building structures will in certain areas, especially in the semi-arid zones, require the use of certain types of chemicals for termite control. The unsafe and uncontrolled usage of such chemical products could in certain circumstances result in serious public health issues. The project will not finance the purchase or distribution of any pesticides to treat school construction materials for termites.
- Unsafe disposal of asbestos: the rehabilitation of training facilities will require the disposal of asbestos (from degraded roofs, etc.). Anarchical rejection of this hazardous waste may cause nuisances on public health if any safe system is not taken for their disposal. Proper asbestos disposal will be among the responsibilities of the contractors. Asbestos can be disposed safely in sealed plastic containers to be buried for example in municipal landfills. In order to cope with these adverse impacts, the environmental and social screening process proposed in the ESMF will be conducted in such a way as to ensure that potential negative impacts are mitigated appropriately. It is recommended that Environmental Guidelines for Contractors (Annex 5) are used to ensure that the rehabilitation activities are carried out in compliance with the mitigation measures proposed in the ESMF. These guidelines can be written into contractual agreements and form the basis for monitoring compliance. In addition, ESMF would have to mitigate potential health impacts on the surrounding population such as dust, noise, traffic accidents and an increase in water-related diseases due to standing waters in the borrow pits.

It might be possible that some of the schools and teaching facilities of the FASE programme to be constructed or rehabilitated may fall within protected areas. In that case, the EIA measures shall be enforced and all the necessary permits and clearances have to be obtained from the relevant Ministries, Departments and communities.

The use of (i) firewood for cooking and (ii) use of wood for construction and school equipment may lead to deforestation in certain areas. MINED will select the most appropriate and sustainable options for the selection of construction material and cooking energy. Moreover, all school students are involved in a Government “greening Environment” program that involved tree planting activities as part of their weekly/monthly civic activities,

Construction of facilities could lead to the damage or destruction of cultural property in certain site. In this case existing national procedure and Chance Find Procedures will apply and enforced by the Ministry.

4.2. Social impacts due to planned rehabilitation activities

The main social issues in Mozambique today are:

- **Acute Poverty** - poverty is wide spread in the country, despite its potential and rich resource endowment

- **The Tragedy of HIV/AIDS** - HIV/AIDS affects both education coverage and quality. It dampens the demand for education as affected households have fewer resources to spend on education either because of reduced income due to morbidity of income earners or diversion of source resources for health care.
- **High demand for post-primary education:** – due to progress made in primary education, demand for opportunities to continue education and training is higher than the institutional capacity of the country to offer such opportunities.
- **Gender Issues** -Women are often poorer than men, own less land and livestock and have fewer years of schooling.

4.2.1 Positive Social Impacts

Overall, the FTI/IDA contribution to the implementation of the sector’s strategic plan is likely to contribute positively to the social issues in Mozambique, in the short, medium and long term, for the following reasons:

- a) The FTI/IDA, under the overall objectives of the program will contribute to addressing the following main issues: (i) relevance and quality of education to improve primary completion and enhance transition to post-primary education ; (ii) Inequity of access and throughput among geographical areas, income groups and between genders; (iii); (iii) limited institutional capacity at decentralized levels to improve organization and management of education.
- b) Through increased completion of primary education and enrolment in secondary education, additional opportunities for public health awareness and education for protection and prevention against HIV/AIDS will be available for schools of the general education, especially for the boys and girls at EP2 level and lower secondary education. It is this age group that is particularly vulnerable to this epidemic. Thus, the improvement of the teaching facilities will have major positive effects on the education system in general: increase of the number of schools, particularly at the rural areas; improve of learning conditions; improve of living conditions for the schools with resident students; improve water supply and sanitation, etc.
- c) In existing schools, the rehabilitation of teaching facilities as well as the administration premises and related water supply and sanitation systems are likely to contribute to improvements in the visual aesthetics of the environment including good landscape integration. More specifically, these activities can help improve the dilapidated state as well as the environmental hygiene at these facilities.

Construction and Rehabilitation of school infrastructures:

The rehabilitation or the construction of teaching facilities will facilitate the reintegration of a great number of pupils into the school system, and particularly boost a qualitative and quantitative development of the education system in the concerned areas (increase of school attendance by boys and girls; etc.).

The works will contribute towards recreating a healthy school environments (schools are enclosed and are not used anymore as open sewers, and access is controlled), the strengthening of the quality of learning and work context for respectively pupils and teachers - the tranquility of premises is ensured with the erected fences). This will encourage also many more parents to send their children to school and mainly strengthen proximity teaching in concerned areas. This situation will also help to improve hygiene, reduce begging and the number of children in the streets.

Construction and rehabilitation will also contribute to: the increase of the number of schools (increase of the number of available seats for students including working conditions; the decrease of disparities between girls and boys; access to basic education for the poorest social strata; the improvement of the quality of education, increasing schools attendance rate; improvement of hygiene in the schools; the reduction of begging and the number of children in the streets; the reduction of children working in the crafts industry and home economies; the eradication of illiteracy as well as the reduction of disparities between regions.

Construction and rehabilitation works will also contribute to consolidating and creating jobs in the towns and villages hosting the teaching facilities to be targeted by the project. The work will bring about a high local manpower use and the hiring of skilled workers (masons, carpenters, building workers, plumbers, electricians, etc.), this will increase the incomes of the local populations, improve their living conditions, and contribute significantly to the fight against poverty.

Construction and rehabilitation of the clean water in schools:

The availability of clean water in schools will help pupils to have correct personal hygiene and dietary habits, and reduce the effects of lethal and debilitating diseases. As a whole, the living conditions will be improved because the pupils will no longer use unsanitary water sources. Moreover, the repair of some damaged pipes will allow for a reduction of water leaks and will contribute thus to fighting against the waste of water.

Construction and rehabilitation of sanitary installations in schools:

The absence or the non-operation of sanitary installations (WC) in schools can be a cause for serious nuisances in schools. The building or restoration of sanitary installations will strengthen hygienic conditions prevailing in the concerned areas, avoid them to be areas for the development and proliferation of waterborne diseases and other diseases given by insects, the deterioration of living conditions of school attendants, to avoid the pollution of ground-waters and other water sources by wastewaters, etc... The sanitary installations in schools must be regularly cleaned in order to offer to pupils an environment where it is pleasant to study.

4.2.2 Negative Social Impacts

At the social level, the rehabilitation works can generate the below adverse effects:

- a) During construction/rehabilitation - poor performance of civil works contractors (and their supervisors) leading to unsuccessful incorporation of the proposed mitigation measures.

- b) Poor implementation of the maintenance plan during operational phases of the public service infrastructure/school financed under this project, due to a lack of funds, negligence of staff or failure in the monitoring this stage.
- c) On the human environment, the goings and comings of vehicles transporting the building materials may hold up the traffic and mobility in general, thus adding to the nuisances (noise, dusts) the populations will be exposed to, without forgetting to mention road accidents. The same applies also to the handling of dust materials (cement and sand) that may annoy neighboring inhabitants (dusts).

Impacts on the health of the populations: The different pollution and nuisances associated with the works could have some effects on the health of neighboring populations: dust, noise, road and accidents.

Toilet facilities at schools (including waste management): The Headmasters or Directorates of training facilities will be responsible for overseeing the maintenance of these facilities. .

Sanitary risks associated with quarries: FASE has to take into account potential environmental impacts due to the use of borrow pits as sources of construction materials for the rehabilitation of the teaching facilities. Quarries (mainly temporary ones) for the exploitation of the material necessary for rehabilitation of infrastructures could contribute to the proliferation of disease carrier insects (malaria), they can also be the cause of drowning particularly with children, and contribute to the development of waterborne disease such as bilharzias.

Risk of outbreak of social conflicts: In terms of local employment, the non-use of local resident manpower during the rehabilitation and construction of the infrastructures could cause some frustrations at the local level (and could lead to social conflicts), if we know that unemployment is widespread in the dry season.

Occupation of private lands during works: In the course of the rehabilitation works, it is possible for the works to occupy private lands (installation of building sites bases, storage of equipment, parking of machines etc.). This could lead to the degradation of concerned lands or even be a source of loss of revenue and livelihoods for their owners and users in terms of exploitation or/valorization. In addition, other adverse social impacts are likely to arise from the following:

- a) Absence of a participatory process involving local communities in the preparation of their District and Provincial Schools Development Plans by their Local Governments.
- b) Exclusion of vulnerable groups from participating in and benefiting from project activities, i.e., from barriers to access to enrolment in secondary schools due to stigmatization, harmful cultural practices, acute poverty among vulnerable groups, discrimination, lack of participation in the planning process etc.
- c) The sector will also focus on reducing the spread of HIV/AIDS in schools and their surrounding communities through the following measures, financed with FASE funds: Training of school administrators and teachers in methods of HIV/AIDS control in public institutions, building fences around institutions to avoid unnecessary interaction

between surrounding communities and students, creating awareness among students, communities and staff through the introduction of HIV/AIDS programmes, provision of resources to schools for capacity building in HIV/AIDS and encouraging participation of public and private organizations including NGOs in HIV/AIDS awareness campaign in schools.

- d) Land acquisitions/use resulting in involuntary resettlement or loss of livelihoods – these issues have been addressed in the Resettlement Policy Framework.

According to Social Assessments made during similar programmes, the implementation of the programmes supported by FASE may pose some risks and adverse impacts vis-à-vis the socio-cultural and political contexts of each province. Factors that may hinder the success of the program are of special interest. Among the factors mentioned by stakeholders that constitute potential risks which may contribute to adverse impact are:

- Economic sectors and employers incapable of absorbing all graduates in general education;
- Lack of capacity to increase the salary of workers even after acquiring professional skills;
- Lack of boarding facilities to facilitate access of women to secondary education;
- Insufficient classrooms, which results in a high student-teacher ratio, and low quality of teaching;
- Low involvement of communities in definition of teaching needs graduate profile and course contents;
- Inadequate or insufficient training of teachers and school directors in teaching-learning systems and school management;
- Teachers who are not well paid or who lack incentives to continue in the education system; and
- Misunderstanding or non consideration of the socio-cultural factors that prevent young women from secondary education levels or that force them to drop out of school.

The environmental and social screening form (Annex 2); the environmental and social checklist (Annex 3); the mitigation measures described in Annex 4, and the environmental guidelines for contractors described in Annex 5 are specifically designed to ensure that adverse social impacts from FASE activities are identified and captured in the planning stages and there-in effectively mitigated. Both environmental and social mitigation measures would be verifiable monitored during the various stages of the program implementation.

5. LEGAL AND INSTITUTIONAL FRAMEWORK FOR ENVIRONMENTAL MANAGEMENT

In this section the legal and institutional framework for environmental management in Mozambique is summarised, as well at international as at national level. In the context of the FASE, the key elements of the framework are:

- The international conventions
- The National Environment Management Program
- The Environmental Law
- EIA Regulations
- The Land Policy
- The others natural resources law
- The role of District and Provincial Administrations and MICOA and regarding environmental management in urban areas

5.1. International Conventions

The Republic of Mozambique is a party to many international agreements on Biodiversity, Climate Change, Desertification, Endangered Species, Ozone layer protection, Marine Life, Conservation, etc. Examples are:

- Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal (1989)
- Convention Concerning the Protection of the World Cultural and Natural Heritage, Paris (1972)
- Development, Production and Stockpiling of Bacteriological (Biological) and Toxic Weapons, and their Destruction, London (1972)
- Convention on Biological Diversity (1992)
- Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) (1973)
- Convention on the Ban of the Import into Africa and the Control of Transboundary Movement and Management of Hazardous Wastes Within Africa, Bamako, Mali (1991)
- UN Convention to Combat Desertification in Countries Experiencing Serious Drought and/or Desertification particularly in Africa (1994)
- Lusaka Agreement on Co-operative Enforcement Operations Directed at illegal Trade in W Id Fauna and Flora (1994)
- Montreal Protocol on Substances that Deplete the Ozone Layer (1987)
- Phyto-sanitary Convention for Africa, Kinshasa (1967)
- UN Convention on the Law of the Sea (1982)
- UN Framework Convention on Climate Change (1992)
- Vienna Convention for the Protection of the Ozone Layer.

5.2. National Environmental Management Programme (NEMP)

The National Environmental Management Programme (NEMP), approved by the Council of Ministers in 1995, seeks to promote and implement sound environmental policy. The NEMP represents the culmination of a series of initiatives and activities coordinated by the Ministry for Co-ordination of Environmental Affairs (MICOA). It is the master plan for the environment in Mozambique and contains a National Environment Policy, Framework Environmental Legislation and Environmental Strategy. The NEMP consists of Sectoral Plans, for the medium and long term, which is intended to lead to sustainable development in Mozambique. Three policy areas are defined: Rural, Coastal and Urban. The other environmental strategies existing are:

- The National Strategy and action Plan on Biodiversity Conservation
- The National Strategy on Climate Change
- The National Action Plan to combat Desertification.

5.3. Social strategies

5.3.1 Action Plan for the reduction of absolute poverty (2001-2005) (PARPA)

The Action Plan for the Reduction of Absolute Poverty (PARPA) is the Government's Poverty Reduction Strategy Paper (PRSP). As such it provides the blueprint for economic and social development and reflects the commitments of both the Government and its external partners. It further identifies expansion of access and increased educational opportunity as the first of six priority areas of action, together with health, rural development, rural infrastructure, good governance, and careful macro economic and financial management.

5.3.1 The Education Sector Strategic Plan II

The ESSP II strategy is designed to support the three key objectives of the Government's overall economic and social development policy: (i) Reducing absolute poverty; (ii) Ensuring justice and gender equity; and (iii) Fighting the spread of HIV/AIDS and mitigating its impact. ESSP II supports PARPA through strategic interventions in the education system.

5.4. National Environmental Legislation

At national level, there are various legal instruments approved in environmental field:

5.4.1 The fundamental law

The Mozambican Constitution mentioned that Government must promote initiatives in order to guarantee ecological equilibrium, conservation and preservation of environment, aiming a better quality of life for all citizens.

5.4.2 The National Environmental Management Programme (NEMP), which is the national environmental strategy document. The NEMP puts special emphasis on environmental management, pollutions and nuisances, and the necessity to have a safe well-being for

populations. This recommending needs to be considered during the rehabilitation of training facilities.

5.4.3 Environmental laws

The environmental law n° 20/97, of October 1: The environmental law was approved by the Parliament on October 1st, 1997. The objective of this law is to define some legal basis for a correct use and a viable management of environment and its components, in order to establish a system of sustainable development in Mozambique. This law forbids storing or disposing toxic pollutant products on the ground, the underground, on waters and in the atmosphere. It also recommends that the Government establish environmental quality standards in order to ensure the sustainable use of the Nation's resources. This law contains chapters about environmental pollution and environmental quality standards. It focuses on the necessity of realizing environmental impact assessment (EIA) for projects and programs having negative effects on environment or public health. In this field, the MICOA had elaborated directives for EIA, including the main component of the study and the approval procedure. In this respect, the environmental law is directly relevant to the FASE activities.

The Land Law N°19/97 of 1 October 1997: The law establishes the terms under which the creation, exercise, modification, transfer and termination of the right of land use and benefit operates. It mainly focuses on: ownership of the land and public domain; right of use and benefit of land; exercising of economic activities; powers and responsibilities; authorization process of applications for land use and benefit.

5.4.5. EIA regulations

The decree n°45/2004 of September, 29, related on the process of IEA: This decree focus on the following points: Categorization of projects et sub-projects (A, B, C); Competencies in EIA field; Process of EIA; Initial Assessment; Criteria for Assessment; Technical commission for assessment (members, functioning, etc.); Contains of Terms of references; Public participation process; Modalities of assessment of EIA; Environmental Agreement; Procedures of consultation. **This decree concerns directly the FTI activities**, particularly as regards the classification of activities and the carrying out of the EIAs. In the appendices of the decree governing EIAs dealing with the categorization of activities, there is a nominative list of areas and sectors of activities (for instance: infrastructures, forest exploitation, Agriculture; Industry; Energy; etc.) that have to be taken into consideration in Category A.

As per projects related to category B, the decree appendix does not indicate any specific list or field of activities; it only indicates that these activities do not affect significantly populations and environmental sensitive zones. These projects need only Simplified Environmental Assessment.

Concerning the category C, the decree precise that the environmental negative effects of such activities are minor, neglectable and do not require Environmental Impacts Assessment

5.4.6 EIE guidelines

The decree n°32/2003 of august, 12, concerning the Environmental Audit: This decree defines the main component in the environmental auditing process, for existing infrastructures, equipments or activities such may have negative impact on the environment. This decree does not directly concern the FTI activities.

Environmental quality standard: Since 1997 activities have been developed for the elaboration of environmental quality standards. As a first step the Environmental Quality Standards of Mozambique Projects has been formulated in order to define and prepare adequate standard for the environmental situation in the country and to prepare required regulations. An environmental standard regulation has been prepared and discussed with a broad participation of representatives of relevant bodies. The FTI programme is concerned with the compliance with standards in the field of building, rehabilitation and management of infrastructures and equipments.

5.4.7 The EIA procedure

The EIA process in Mozambique is presented in the decree n°45/2004 of September, 29, prepared by the MICOA. The EIA procedure involves the following:

- a) **Registering a project:** The proponent is required to register the project with the MICOA.
- b) **Screening:** The project is classified to determine the level at which the environmental assessment should be carried out. The screening is realized par the MICOA.
- c) **Conducting an EIA:** This involves the three main stages of the EIA process (scoping, preparing terms of reference and preparing an environmental impact statement). It is at this stage that the decision is made whether to conduct the EIA or not.
- d) **Reviewing the EIA:** A Technical Review Committee established by the MICOA reviews the EIA and decides whether the EIA is acceptable or not.
- e) **Issuing the relevant permits:** If the EIA is approved, the MICOA issues the necessary environmental permit that confirms the EIA has been satisfactorily completed and the project may proceed.
- f) **Decision-making:** A decision is made by MICOA as to whether a proposal is approved or not; a record of decision explains how environmental issues were taken into consideration.
- e) **Monitoring project implementation:** The proponent prepares and executes an appropriate monitoring program (i.e. an environmental management program).
- f) **Extent of Public participation:** Public participation is required during the scoping stages and while fulfilling the terms of reference for the impact assessment of the EIA process. The proponent is responsible for identifying interested and affected parties and ensuring that all parties concerned are given adequate opportunity to participate in the process. A public information program is initiated, and public notices are issued during the scoping and EIA stages.

Whenever a strong public concern over the proposed project is indicated and impacts are extensive and far-reaching, the MICOA services are required to organize a public hearing. The results of the public hearing should be taken into account when a decision is taken whether or not a permit is to be issued.

According to Mozambican EIA Regulations, all development projects are subject to environmental screening. Prior to granting permission to proceed with a project, a proponent is obliged to complete a Pre-evaluation Form ("*Ficha de Pre-Avaliacao*") that has been developed by the Ministry for Coordination of Environmental Affairs (MICOA).

The nature, type and location of the project is described in the environmental screening form with a preliminary indication of potential socio-economic and biophysical impacts (number of people / communities affected, sensitive habitats, threatened species, etc).

Based on the screening exercise MICOA makes a decision on whether an EIA is required or not. In the event of an EIA not being required the proponent is still obliged to describe methods and procedures for proper environmental management (storage of semi-hazardous materials, solid waste disposal, etc).

Apart from the EIA content, the decree on EIA requires a public survey prior to the issuance of any authorization on the basis of the EIA and within a maximum timeframe of three months. The EIA conducted by the consultants at the request of the promoter is submitted for approval to the departments of the Ministry of Environmental Affairs (MICOA), that looks after the procedure for the conduction of EIAs (approval of the TOR, approval of the studies, authorization given to consultants and consultancy firms, etc.). According to the classification level of the project, the conduction of the procedure is monitored at national level (category A projects) by the environmental directorate of MICOA, or at provincial level (category B or C projects) by provincial departments of MICOA. Since the FTI project falls within category B, only the MICOA provincial departments will be called upon, except for Maputo-City where this role is played by the central level.

5.4.8 National needs to improve the national environmental selection process

If the institutional responsibilities are clearly defined during the carrying out, elaboration, and approval of environmental assessments (between the MICOA departments, the project promoters, the consultants and the concerned populations), it remains that in the environmental legislation, some improvement will have to be brought regarding the classification of the activities and the screening of projects. This recommendation is taken into account in the screening process defined in the chapter 8 of this ESMF.

5.5. Institutional framework

Ministry for the Coordination of Environmental Affairs - MICOA

At central level

The Ministry for the Coordination of Environmental Affairs (MICOA) is responsible for implementing the National Environmental Management Programme and associated environmental policy and legislation. The Ministry has, primarily, a coordinating role. All ministries share environmental management and sector policies must incorporate environmental dimensions. The responsibilities of MICOA are: To revise and develop policies and sustainable, inter-sectoral development plans; Promote sectoral legislation; Co-ordinate policy implementation; Educate and promote public awareness; Create regulations. This ministry has elaborated National Environmental Action Programmes and specific strategies on Biodiversity Conservation, Climate Change and Desertification.

MICOA is also responsible for regulating Environmental Impact Assessment (EIA) procedures in Mozambique. In this process, the National Direction of Environmental Impact Assessment is the mainly involved structure. As indicated above, all projects likely to have significant environmental impacts are obliged by the new Environmental Law to carry out an EIA prior to authorization.

Legislation stipulates that it is MICOA's role to coordinate, assess, control and evaluate the utilization of the natural resources of the country, and in doing so, to promote their preservation and rational use. It should also coordinate the activities in the area of environment, in order to ensure the integration of environmental variables in the process of planning and managing socio-economic development.

Due to its role as a coordinating ministry, MICOA's performance depends to a large extent on the degree to which it manages to co-operate with the other ministries and sectors because these sectors remain responsible for the integration of environmental matters in their own sectoral programmes. This means that MICOA has to establish a working relationship with each of the sectors that are dealing with the environment.

In the environmental management of PIREP, the MICOA national department will be responsible for giving the final approval of environmental assessments and certifying the compliance of the proposed activities with Mozambique's EIA legislation, for EIAs that might have to be carried out for rehabilitation activities in Maputo-City.

At provincial level

MICOA has established Provincial Directorates in all the Provincial capitals. The level of organization and capacity varies from province to province. However, MICOA is not represented at the lower levels of government (i.e. district level) in any of the provinces. The provincial structure follows, but does not strictly adhere to, the structure at central level.

In the PIREP, the Technical Review Committees of the MICOA provincial Directorates will be responsible for reviewing the results of the environmental and social screening process, and, as necessary, the separate EIA reports, and the recommending approval/disapproval of these documents to the MICOA provincial Directorates.

Institutional and implementation arrangements of construction activities funded through FASE

Overall responsibility for the implementation of construction activities funded by FASE rests with the “*Direcção de Planificação e Cooperação (DIPLAC)*”, in the Unit of “*Construções e Equipamentos Escolares*” (CEE). The DIPLAC-CEE is the Project Coordination Unit of the Ministry of Education (MINED) which coordinates the overall process of construction and rehabilitation of schools, and the acquisition of equipment and furniture. The Director of DIPLAC-CEE (the coordination unit) is the person responsible for the management of the unit. DIPLAC-CEE is composed of Department of Construction (with Project Units, and project coordinators) and Department of Finance & Procurement. The special programmes unit at the Ministry is responsible for ensuring mainstreaming of HIV/AIDs and gender issues in construction processes.

DIPLAC-CEE will have the institutional responsibility for FASE’s environmental management. The Environmental Focal Point (EFP) will be responsible for supervising the implementation of the Social and Environmental Management Framework (ESMF). In order to fulfill this mandate, the environmental capacities of the MICOA Provincial Directorates will be strengthened.

5.6. Decentralization – Local Government

Since the mid-nineties, Mozambique has embarked upon a gradual process of deconcentration and decentralization. Deconcentration is the process whereby administrative responsibilities are gradually transferred to second (provinces) and third (districts) tiers of central government.

Decentralization started with the creation of 33 autonomous municipalities and is expected to expand, both in terms of numbers as well as fiscal independence. This double process increases the pressure on the local institutions and their human resources to perform better carry more responsibility and be increasingly accountable.

Decentralization will not affect environmental management, however the municipalities and decentralized other Local Communities will be involved in the screening process and implementation of operational activities. These communities will also participate in the supervision of the works that will take place in their area, particularly in urban areas; they can even help in the regulation of the works (regulating diversions).

Municipalities have Technical services which should be involved during the monitoring of mitigation measures, if their capacities are reinforced in environmental issues.

Table 3 Organizational structural of DIPLAC - CEE

(Structure to be included)

5.7. Institutional and legal constraints

Levels of Government

There are several levels (central, provincial and district/municipal) of decision-making involved in environmental protection, land allocation and resource management. Central (national) institutions comprise ministries with their respective national directorates based in Maputo. These agencies have the competence to formulate policies and strategies and to enforce and control their implementation. Other decision-making or consulting bodies include the Council of Ministers and the National Council for Sustainable Development, created under the Environmental Law.

All central level ministries are represented at Provincial level. The provincial government (under a Provincial Governor) comprises a set of Directorates, representative of each Ministry, each with component "Services". Provincial directorates are in charge of the implementation of policies and strategies approved at central level. At the district level the administration falls under a District Administrator. Most sectoral line ministries are represented at this level but not all.

Policy development and implementation

Although the policy and legal framework for environmental management may be considered well advanced, the institutional capacity to implement policies, laws and regulations is weak especially at the lower levels of government. Institutional roles and competencies are not well defined resulting in gaps and overlaps in environmental management especially in coastal and marine management. In addition to weak institutional capacity within sectors there is lack of inter-institutional coordination between higher and lower levels of government. In parallel, the Government of Mozambique is promoting decentralization across sectors to provincial, district and municipal levels.

Local Government

Both horizontal and vertical (mandating more authority to district administrations) processes require further legal interventions. Progress on deconcentration is closely linked to the long awaited approval of the new law on local state bodies. Several versions of this law have been prepared and discussed (internally, not publicly) over the past few years, but it has not yet found its way to the Parliament. It is anticipated that this law will foster a restructuring of provincial and district governments as well as clearly define competencies of the different levels of government responsibilities for the management of sector policies. Furthermore, there is a clear necessity to generalize procedures and working methods, as they both seem to vary from one district to the other. Without approval of the new law and uniformly applied procedures, it is very hard to develop an effective capacity building strategy.

6. OVERVIEW OF THE WORLD BANK'S SAFEGUARD POLICIES

The World Bank's ten safeguard policies are designed to help ensure that projects proposed for Bank financing are environmentally and socially sustainable, and thus improve decision making. These Operational Policies include: OP 4.01 Environmental Assessment; OP 4.04 Natural Habitats; OP 4.09 Pest Management; OP 4.11 Cultural Heritage; OP 4.12 Involuntary Resettlement; OP 4.10 Indigenous People; OP 4.36 Forests; OP 4.37 Safety of Dams; OP 7.50 Projects on International Waterways; OP 7.60 Projects in Disputed Areas. In addition, there is the Bank's Disclosure Policy BP 17.50 which requires that all safeguard documents are disclosed in the respective countries and at the Bank's Infoshop prior to appraisal or for the Fast Track Initiative prior to Signing of the Grant Agreement.

The FTI project has triggered two of the World Bank's Safeguard Policies, namely, OP 4.01 Environmental Assessment and OP 4.12 Involuntary Resettlement. The remaining operational policies are not triggered by the FTI. Annex 6 summarizes these safeguards policies.

OP 4.01 Environmental Assessment: The objective of OP 4.01 is to ensure that projects financed by the Bank are environmentally and socially sustainable, and that the decision making process is improved through an appropriate analysis of the actions including their potential environmental impacts. Environmental Assessment (EA) is a process whose breadth, depth, and type of analysis depend on the nature, scale, and potential environmental impact of the proposed project. EA takes into account the natural environment (air, water, and land); human health and safety; social aspects (involuntary resettlement, indigenous peoples, and cultural property); and transboundary and global environmental aspects. EA considers natural and social aspects in an integrated way. OP 4.01 is triggered if a project is likely to present some risks and potential adverse environmental impacts in its area of influence. Thus, in the case of the FTI program, potential negative environmental and social impacts due to rehabilitation and construction activities are likely to include soil erosion, soil and groundwater pollution, air pollution, loss of vegetation, public health impacts such as traffic hazards, noise, dust, and loss of livelihoods. The ESMF has been designed to address potential impacts at the planning stage of the rehabilitation activities.

OP 4.12 Involuntary Resettlement: The objective of this operational policy is to (i) avoid or minimize involuntary resettlement, where feasible and explore all viable alternative project designs; (ii) assist displaced persons in improving their former living standards, income earning capacity, and production levels, or at least in restoring them; (iii) encourage community participation in planning and implementing resettlement, and (iv) provide assistance to affected people regardless of the legality of land tenure. The policy does not only cover physical relocation, but any loss of land or other assets resulting in: (i) relocation or loss of shelter; (ii) loss of assets or access to assets; and (iii) loss of income sources or means of livelihood, whether or not the affected people must move to another location. This policy also applies to the involuntary restriction of access to legally designated parks and protected areas resulting in adverse impacts on the livelihoods of the displaced persons. In the event of land acquisition PIREP will implement the provisions of the Resettlement Policy Framework (RPF) which has been prepared as a separate document.

7. OBJECTIVES OF THE ESMF AND METHODOLOGY USED

7.1. Objectives of the Environmental and Social Management Framework (ESMF)

The objective of this Environmental and Social Management Framework (ESMF) is to provide an environmental and social screening process to allow for the identification, assessment and mitigation of potential negative environmental and social impacts related to the rehabilitation and construction of additional classrooms, teaching facilities and related water supply and sanitation systems. It has not been determined at this time which of these facilities and schools will be rehabilitated or constructed. The ESMF is intended to be used as a practical tool during project implementation. The ESMF describes the steps involved in identifying and mitigating the potential environmental and social impacts of future rehabilitation activities. It also provides guidance in cases where the screening results indicate that a separate Environmental Impact Assessment (EIA) is required. The ESMF will be applied by a qualified Environmental Focal Point (EFP) located in DIPLAC-CEE. The EFP will coordinate his/her activities with the MICOA Provincial Directorates. To ensure that the screening process is carried out effectively, DIPLAC-CEE will provide support for environmental training, as required.

This ESMF has been prepared in recognition of the fact that Mozambique's regulation on EIA (defined by the law of December 1997 and the decree 45/2000 of September, 29) include a tool only for pre-assessment of sub project related on preliminary environmental information's of the development projects (*Ficha de Informacao Ambiental Preliminar – Annex 1*). The provisions of the national law on EIA are less comprehensive than those of the World Bank's OP.4.01 Environmental Assessment which calls for the environmental screening of all Bank-financed projects, and subsequently the assignment of an environmental category, ranging from category A (significant negative impacts); to category B (impacts less significant than those of category A project, and which can be mitigated effectively); to category C (no significant environmental impacts, and hence, no additional environmental work is required). In comparison, the assessment form of existing projects at the level of MICOA seem very brief and even incomplete in the procedure for the classification of projects likely to have adverse environmental impacts, but also in the conditions for the conduction of related environmental assessments.

To close this gap, an Environmental and Social Screening Form (ESSF, Annex 2) has been designed to assist in the evaluation of planned construction and rehabilitation activities under the FASE program. The form is designed to place information in the hands of implementers and reviewers so that impacts and their mitigation measures, if any, can be identified and/or that requirements for further environmental impact assessment be determined.

According to Mozambique Environmental law, specific investment activities require EIAs, whereas there are no clear EIA requirements for activities of a smaller scale, but which might have negative localized impacts that would require appropriate mitigation. This is the reason why the FASE will use the environmental and social screening process outlined in the ESMF. This process will allow the DIPLAC-CEE to identify, assess and mitigate potential negative environmental and social impacts at the time they are planning rehabilitation activities, and, if

necessary, carry out separate EIAs should the screening results indicate the need for such separate EIAs.

This is the reason why the DIPLAC-CEE will use the environmental and social screening process outlined in the ESMF. This process will allow the DIPLAC-CEE to identify, assess and mitigate potential negative environmental and social impacts at the time they are planning rehabilitation activities, and, if necessary, carry out separate EIAs should the screening results indicate the need for such separate EIAs.

The ESMF contains information that will allow reviewers to determine the characteristics of the prevailing local bio-physical and social environment with the aim to assess the potential impacts of the rehabilitation activities on this environment. The ESSF will also identify potential socioeconomic impacts that will require mitigation measures and/or resettlement and compensation.

As mentioned earlier, any resettlement and/or compensation measures will be implemented in accordance with the RPF, and will be completed before any rehabilitation activities can begin. The ESMF includes an Environmental Management Plan (EMP) for FASE, to facilitate its implementation. The EMP summarizes institutional arrangements for the implementation of mitigation measures, the monitoring of the implementation of mitigation measures, and capacity building needs as well as cost estimates and time horizons for such activities and monitoring indicators.

The proposed screening process would be consistent with the Bank's safeguard policy OP 4.01 Environmental Assessment. This policy requires that all Bank-financed operations are screened for potential environmental and social impacts, and that the required environmental work be carried out on the basis of the screening results. Thus, the screening results may indicate that (i) no additional environmental work would be required; (ii) the application of simple mitigation measures by qualified staff would suffice; or, (iii) a separate environmental impact assessment (EIA) would be required.

Although the potential negative environmental and social impacts of the rehabilitation activities under Component C (3) above are expected to be generally minimal, potentially significant localized impacts may occur, thus requiring appropriate mitigation. Potential environmental impacts such as loss of vegetation, soil erosion, soil and groundwater pollution would be addressed in the context of this ESMF, while potential social impacts due to land acquisition such as loss of livelihoods or loss of access to economic assets would be addressed in the context of the Resettlement Policy Framework (RPF). The RPF has been prepared as a separate document and outlines the policies and procedures to be applied in the event of land acquisition under the FTI program.

7.2. Methodology used to prepare the ESMF for FTI/IDA contribution to FASE

The present ESMF was prepared based on existing Environmental and Social Management Framework (ESMF) of the Ministry of Education and Culture, and on existing general literature, among them: the Mozambican Education Policy Framework, Mozambican Environmental Impact

Assessment Guidelines, the ESMF for PIREP (“Programa Integrado da Reforma da Educação Profissional”) and the World Bank’s Safeguard Policies.

The ESMF for PIREP it’s a very recent document produced by an international consultant, with a wide consultation with various stakeholders concerned with the program, including communities and the general public, in straight collaboration with the Ministries of Education and Culture, and Labor, but also with the Ministry of Environmental Affairs (MICOA) and some NGOs involved in the health sector. The study was conducted using participatory approach on the basis of consultation with different partners in order to allow for a common understanding of the problematic subject, to further discuss the advantages and drawbacks of the different activities of FASE at environmental and social levels. The ESMF document for PIREP was finally approved by the concerned authorities (among others the MICOA) and adopted as a legal instrument on the basis of which the PIREP programme was approved by the World Bank in 2006.

The funding arrangements through FASE has similarities with PIREP. On the basis of these similarities the World Bank and the Ministry of Education and Culture agreed to adapt the PIREP ESMF to sector programmes supported by FASE. A task group of members from DIPLAC-CEE and PIREP was created, and this task group, assisted by two World Bank specialists, was responsible for introducing the necessary alterations to the document which resulted in the draft ESMF for the FTI contribution to FASE.

The adaptation of the documents required the members of the group to look at FASE programme documents, and at other strategic planning documents at national and local levels, including internal organization of the MEC/MINED and DIPLAC-CEE. It also required an analysis of internal practices on environmental and social mitigation measures already put in place by DIPLAC-CEE, on its long experience in implementing similar projects.

The draft document will then be disclosed for discussion with all concerned stakeholders with the FASE, among others MICOA, who will at the end release the final document.

8. THE ENVIRONMENTAL AND SOCIAL SCREENING PROCESS

8.1. The Environmental and Social Screening Process

The sections below illustrate the stages (steps 1-7) of the environmental and social screening process (the screening process) leading towards the review and approval of architectural plans for the rehabilitation of teaching facilities and related water supply and sanitation systems.

The purpose of this screening process is to determine which rehabilitation activities are likely to have negative environmental and social impacts; to determine appropriate mitigation measures for activities with adverse impacts; to incorporate mitigation measures into the architectural designs of the teaching facilities as appropriate; to review and approve the rehabilitation proposals; to monitor environmental parameters during the construction and rehabilitation of the teaching facilities, including the related water supply and sanitation systems.

The extent of environmental work that might be required prior to the commencement of the rehabilitation of the teaching facilities and related water supply and sanitation systems will depend on the outcome of the screening process described below.

8.2. The screening steps

The process of screening can be broken down into the following steps:

Step 1: Screening of Teaching Facilities and Sites

Before visiting the teaching facilities to be rehabilitated, a desk appraisal of the rehabilitation plans and activities, including structural designs, will be carried out by the Environmental Focal Point (EFP), located at the “Construções e Equipamentos Escolares” (CEE) unit of DIPLAC.

Subsequently, the initial screening in the field will be carried out by the EFP of DIPLAC-CEE. The EFP will complete the Environmental and Social Screening Form (Annex 2). Completion of this screening form will facilitate the identification of potential environmental and social impacts, determination of their significance, assignment of the appropriate environmental category, proposal of appropriate environmental mitigation measures, and conduct of an Environmental Impact Assessment (EIA), if necessary.

To ensure that the screening form is completed correctly in the various project locations, environmental and social training will be provided to the EFP appointed in the DIPLAC-CEE. The EFP will travel to the locations at the time the rehabilitation activities are planned.

Step 2: Assigning the appropriate Environmental Categories

The assignment of the appropriate environmental category to a particular rehabilitation activity will be based on the information provided in the environmental and social screening form (Annex2). The EFP will be responsible for categorizing a rehabilitation activity either as A, B, or C.

- Category A: activities requiring an Environmental Impact Assessment
- Category B: activities requiring an Environmental Impact Assessment (EIA) or and EMP
- Category C: activities neither requiring neither an environmental impact statement nor an environmental impact assessment.

The assignment of the appropriate environmental category will be based on the provisions in OP4.01 Environmental Assessment. Consistent with this operational policy, most rehabilitation activities under FASE are likely to be categorized as B, meaning that their potential adverse environmental impacts on human populations or environmentally important areas – including wetlands, forests, grasslands, and other natural habitats – are site-specific, few if any of the impacts are irreversible, and can be mitigated readily.

Some rehabilitation activities such as the water proofing of leaky roofs or painting of classrooms might be categorized as “C” if the environmental and social screening results indicate that such activities will have no significant environmental and social impacts and therefore do not require additional environmental work. Thus, if the screening form has ONLY “No” entries, the proposed activity will not require further environmental work, and EFP will recommend approval of this proposal and implementation can proceed immediately.

Since the FASE project has been classified as a category B project, it will not fund any rehabilitation or construction activities that have been assigned the environmental category A based on the environmental and social screening results.

In the context of FASE activities, the DIPLAC-CEE Environmental Focal Point (an agent of the CEE Unit) will have to fill the environmental and social screening forms of the activities, propose an environmental classification of the planned rehabilitation activities and send the results to the MICOA Provincial Directorates Managers for approval.

Step 3: Carrying out Environmental Work

After analyzing the data contained in the environmental and social screening form and after having identified the right environmental category and thus the scope of the environmental work required, the EFP will make a recommendation to establish whether: (a) no environmental work will be required; (b) the implementation of simple mitigation measures will be enough; or (c) a separate environmental impact assessment EIA will be carried out.

According to the results of the screening process, the following environmental work can be carried out:

(a) Use of the environmental and social check list (Annex 3): The environmental and social check list will be filled by the Environmental Focal Point (EFP) of the project. This activity will be handled in parallel to the preparation of the plans and sketches of the rehabilitation of the teaching facilities and related water supply and sanitation systems. Activities categorized as simple category B activities might benefit from the application of simple mitigation measures outlined in this checklist. In situations where the screening process identifies the need for land acquisition, qualified service providers would prepare a Resettlement Action Plan/Compensation Plan, consistent with OP 4.12.

(b) Carrying out Environmental impact assessment (EIA – Annex 8): In some cases, the results of the environmental and social screening process may indicate that the activities scheduled are more complex and they consequently require conducting a separate EIA; The EIA will be conducted by the consultancy firms authorized/agreed by the EFP in coordination with MICOA. These consultancy firms will be recruited by the EFP, under the supervision of its coordinator and after announcement made of the consultation position in the local newspapers.

The EIA will follow the national procedure established in the framework of the Environmental Framework Law and the decree regulating EIAs and will be consistent with OP 4.01. Draft EIA terms of reference have been provided in Annex 8 of the ESMF, to be adapted as necessary.

Step 4: Review and Approval

Review: The MICOA Provincial Directorate will review the environmental and social screening forms as well as the EIA reports, and will make recommendations as to whether the results of the screening process or the EIA reports are acceptable or not. Thus, this structure at the provincial level will review (i) the results and recommendations presented in the environmental and social screening forms; (ii) the proposed mitigation measures presented in the environmental and social checklists; and (iii) as appropriate, the results of EIAs to ensure that all environmental and social impacts have been identified and effective mitigation measures have been proposed for PIREP's activities.

Recommendation for Approval/Disapproval: Based on the results of the above review process, the Provincial Technical Review Committee will make recommendations to the provincial level of MICOA for approval/disapproval of the review results and proposed mitigation measures.

Approval/Disapproval: The screening results and EIA reports will have to be approved / disapproved by the Provincial MICOA Directorates. If the EIA is approved, the MICOA issues the necessary environmental permit that confirms the EIA has been satisfactorily completed and the project may proceed. A decision is made and a record of decision explains how environmental issues were taken into consideration. Upon approval of the recommendations of the environmental and social screening process, MICOA's Provincial Directorates will inform the EFP, and subsequently, rehabilitation activities can proceed.

Stage 5: Public consultations and disclosure:

Public consultations will also take place during the screening process, and the results will be communicated to the public by the EFP. According to the decree governing the EIA, public information and participation must be ensured during the scoping period and the preparation of the Environmental Impact Assessment, in collaboration with the competent bodies of the administrative constituency and the concerned commune. Public information includes particularly:

- One or several meetings for the presentation of the project gathering local authorities, the populations, the concerned organizations;
- The opening of a register available to all the populations where are kept the appreciations, remarks and suggestions formulated on the project.

Public notices are issued during the scoping and EIA stages. Whenever a strong public concern over the proposed project is indicated and impacts are extensive and far-reaching, the DIPLAC-CEE is required to organize a public hearing. The results of the public hearing should be taken into account when a decision is taken whether or not a permit is to be issued.

These consultations should allow for the identification of the main issues and determine how the concerns of all parties will be tackled in the terms of reference for the EIA. The results of the consultations will be included in the EIA report and made available to the public by DIPLAC-CEE, through its EFP.

In the framework of the FASE, the consultation process will be done in two phases: (i) during the screening and classification of project activities and (ii) during the analysis of environmental and social impacts. Upon receipt of the EIA report, the MICOA Provincial Directorates will also send a copy to the concerned Local Communities in order to get their remarks and comments. The MICOA Provincial Directorates, in collaboration with the DIPLAC-CEE (through the EFP), will involve all relevant stakeholders in the project's public information process; these stakeholders would include: State technical departments, municipal technical departments, NGOs, local associations, etc.

Stage 6: Environmental monitoring and follow up:

Environmental monitoring aims at checking the effectiveness and relevance of the implementation of the proposed mitigation measures.

In coordination with the Project Coordination Unit, monitoring will be done at local levels, by Technical services of municipalities where training facilities should be rehabilitated. However, the capacities of these technical services need to be reinforced in environmental monitoring.

Stage 7: Monitoring indicators:

In order to assess the efficiency of FASE construction activities, we propose to use the below monitoring indicators:

Environmental indicators

- Maintenance of improved sanitation systems at the teaching facilities
- Water quality at the teaching facilities meets local standards
- Compliance with the Environmental Guidelines for Contractors
- Safe disposal of asbestos

Social indicators

- Number of people provided with environmental training to implement the ESMF
- The number of local workers used during of the works

These monitoring indicators will be further developed wit in the first 3 months fo the appointment of the Environmental Focal Point..

8.3. Responsibilities for the implementation of the screening process

The below mentioned table give a summary of the stages and institutional responsibilities for the screening, preparation, assessment, approval and implementation of the rehabilitation activities.

Stages	Responsibilities
1. Screening of teaching facilities and related water supply and sanitation systems at each of the sites of these facilities, using the Environmental and Social Screening Form (Annex 2)	Environmental Focal Point of DIPLAC-CEE
2. Assigning the appropriate Environmental Categories (A, B, or C)	Environmental Focal Point of DIPLAC-CEE
3. Carrying out Environmental Work, i.e. implementing simple mitigation measures (Annex 3), or, carrying out a separate EIA (Annex 8)	Environmental Focal Point of DIPLAC-CEE will make appropriate recommendations to the MICOA Provincial Directorates as to the necessary environmental work
4. Review and Approval	
4.1 Approval of (i) the screening results ; (ii) the assigned environmental category; and (iii) recommendations of the Environmental Focal Point (DIPLAC-CEE)	MICOA Provincial Directorates
4.2 Selection of the consultant in case of the need for a separate EIA	<p>- The EFP of DIPLAC-CEE will (i) draft EIA terms of reference; (ii) prepare criteria analysis and analyse proposed candidatures; (iii) select the most qualified consultant and submit the name to the coordinator of the Project Coordination Unit for approval; (iv) lead the public consultations; and (v) lead the EIA/ESMP authorization procedure by the MICOA departments.</p> <p>- The Project Coordinator of DIPLAC-CEE will approve the selection of consultant prepared by the EFP and design agreement to conduct the required EIA.</p>
4.3 Carrying out the Environmental Impact Assessment (EIA)	Authorized Consultants
4.4 Approval of environmental assessment	MICOA Provincial Directorates.
5. Public consultations and disclosure	Environmental Focal Point of DIPLAC-CEE will ensure that the results of (i) the environmental and social screening process; and (ii) the separate EIA report are made accessible to all relevant stakeholders, including potentially affected persons.
6. Monitoring	Technical services of municipalities where training facilities are rehabilitated
7. Environmental and Social Indicators	<p>- Environmental Focal Point of DIPLAC-CEE will ensure that the environmental and social monitoring indicators listed in the ESMF are included in FTI monitoring program and followed regularly</p> <p>- Technical services of municipalities ensure the monitoring</p>

9. ENVIRONMENTAL and Social MANAGEMENT PLAN (ESMP)

9.1. Environmental management for the implementation of activities

An Environmental and Social Management Plan (ESMP) for FASE is intended to ensure efficient environmental and social management of the Project. Thus, the ESMP lists (a) the relevant project activities; (b) the potential negative environmental and social impacts; (c) the proposed mitigation measures; (d) those who will be responsible for implementing the mitigation measures; (e) those who will monitor the implementation of the mitigation measures; (f) the frequency of the aforementioned measures; (g) capacity building needs; and (h) the cost estimates for these activities.

The costs for implementing the EMP will be included in the annual education sector plan financed by FASE..

Activity of the project	Potential environmental and social Impacts	Mitigation measures	Responsibility		Timing	Cost estimates
			Implementation of measures	Monitoring of the implementation of measures		
Environmental impact and measures						
Construction/ Renovation of school and training infrastructures	Soil degradation uncontrolled storage of product or materials for building	Controlled storage of material and products (on stabilized areas) Rehabilitation of sites after use (cleaning, etc.) See Annex 4, 5	Contractors	Technical Services of municipalities	In progress	Included in the FASE
	Unsafe disposal of asbestos	Safe disposal of asbestos in sealed plastic containers to be buried for in municipal landfills	Contractors	Technical Services of municipalities	In progress	Included in the FASE
	Unsafe use of chemicals for termite control	Project will not finance the purchase or distribution of any pesticide to treat school construction	Contractors	Technical Services of municipalities will do due diligence to ensure these preventive measures	Not part of Contracts	Clause Included in the FASE

		materials for termites.				
	Dust, emissions, noise/vibration Accidents	Controlled operation times, use of appropriate equipment, Installed panels for circulation Security measures See Annex 4, 5	Contractors	Technical Services of municipalities	In progress	Included in the FASE
	Perturbation of education and training session	Works prior during holidays period	Contractors	Technical Services of municipalities School Directorates	In progress	Included in the FASE
	Toilets becoming Dirty	Sensitize the users See Annex 4, 5	School Directorates	Technical Services of municipalities	regularly	
	Septic tanks overflowing and creating health risk	Regular pumping of septic tank See Annex 4, 5	School Directorates	Technical Services of Municipalities	In progress	Included in the FASE
	High demand of firewood for preparation for school meals	Contractor will be instructed not to cut trees for the purpose of construction material or firewood or any other reason when under contract for the project. Borrower will explore other viable and sustainable options and use of alternative energy sources for the different sites Include awareness rising in teacher 's curriculum	Consultant	DIPLAC-CEE	Start of program implementation	2000 US\$
	High demand	Assessing	DIPLC-CEE	DIPLAC-CEE	Start of	Included

	for wood for construction and furniture	sustainable options and alternatives			program implementation	in the FASE
Social Impacts and measures						
	Risk of outbreak of social conflicts (non-use of local resident for employment)	Recruit local employment as far as possible	Contractors	Technical Services of municipalities	In progress	Included in the FASE
	Spread of HIV/AIDS	Strengthen HIV/AIDS Awareness Campaigns in Schools	NGOs	Technical Services of municipalities	In progress	Included in the FASE
Capacity building						
Implementation of programme	Non-compliance with ESMF	Hire an Environmental Focal Point	MINED	DIPLAC-CEE	First year full time. Part time after 1 year	48.000
Studies (EIA)	Adverse environmental impacts	Recruitment of EIA consultants to conduct the EIA	EFP of DIPLAC-CEE	MICOA	In case of need	30 000 US\$
Capacity building	Lack of knowledge of the EIA and environment management of renovation work sites	Organize a national training workshop	National firms specialized in EIA	EFP of DIPLAC-CEE	National workshop	30 000 US\$
		Prepare environmental section of the maintenance Manual	National Consultant	EFP of DIPLAC-CEE	Before starting works	5000 US\$
Monitoring assessment	Non enforcement of the measures	Ensure the EAP measures are complied with	Technical Services of municipalities	EFP of DIPLAC-CEE	Permanent Half mark Final	-
					Total	65 000 \$
Screening Process – Summary -						
Screening of Schools and Sites			EFP of DIPLAC-CEE		Before starting	
Assigning the appropriate Environmental Categories			EFP of DIPLAC-CEE		Before starting	
Carrying out Environmental Work			EFP of DIPLAC-CEE		In case of need	
Review and Approval			MICOA Provincial Directorates		In case of need	
Approval of the classification of the activities			MICOA Provincial Directorates		In case of need	
Selection of the consultant in case of the need to conduct a study			Environmental Focal Point of the Planning and Monitoring Unit		In case of need	

	of DIPLAC-CEE		
Conduction of environmental Impact Assessment	Authorized Consultants	In case of need	
Approval of environmental assessment	MICOA Provincial Directorates	In case of need	
Public consultations and disclosure	EFP of DIPLAC-CEE	In case of need	
Monitoring	Technical services of municipalities	Permanent Half mark Final	
Environmental and Social Indicators	EFP of DIPLAC-CEE Technical services of municipalities	Before and during works	

9.2. Institutions responsible for implementing and monitoring the mitigation measures

Roles and responsibilities regarding environmental planning and approval for rehabilitation activities are outlined and summarised below. The main institutions with key roles and responsibilities for environmental and social management are:

National coordination/supervision

- The Environmental Focal Point (EFP) located in DIPLAC-CEE will be responsible for completing the environmental and social screening lists (Annex 2); the environmental and social checklists (Annex 3); and determining the environmental category of the screened activity to be able to identify and mitigate the potential environmental and social impacts of construction and rehabilitation activities. As required, he/she will receive environmental training to be able to carry out this task.
- The Environmental Focal Point will ensure the supervision (overseeing) of the implementation of mitigation measures which will be executed by private contractors.

Execution/implementation

- Individual consultants or consultancy firm will be responsible for (a) carrying out the EIA studies, and (b) drafting the environmental section of a manual for the maintenance of teaching facilities and related water supply and sanitation systems.
- The contractors are responsible for the implementation of the mitigation measures as indicated in the Environmental Guidelines for Contractors (Annex 5), including the borrow pits rehabilitation for material construction.

Monitoring

- The Technical services of municipalities (where training facilities will be rehabilitated) will be responsible for monitoring of the implementation of the mitigation measures.

9. 3. Capacity building for the environmental and social management of the project

9.3.1 Training needs

Environmental capacity will be needed for technical personnel who are involved with the civil works program of FASE (from DIPLAC-CEE, including the Plan and Monitoring Unit, Technical Services of Municipalities, and Provincial Directorate of MICOA if necessary).

To ensure that screening and FASE activities are carried out in a manner that is environmentally and socially sound, it has been suggested to appoint an Environmental Focal Point (EFP) within the Plan and Monitoring Unit of DIPLAC-CEE. To do his job, particularly in:

- (i) Completing the screening forms; completing the environmental and social checklists; developing the terms of References for EIA to realize; recruitment of consultants; and
- (ii) Submitting the screening results and the EIA to the approval of MICOA, the Focal Point will be trained in environmental and social assessment and on EIA procedures and the implementation of the ESMF to allow them play the role of environmental and social experts during the implementation of FASE activities.

The environmental focal point will be responsible at the level of DIPLAC-CEE for coordination and supervision (overseeing) of the implementation of the ESMF. For this, the EFP should visit all the facilities to be rehabilitated, only one time, at the beginning of the works, in order to complete the screening forms. This expert will take advantage of the support and permanent assistance of the MICOA environmental department services at the provincial levels.

In coordination with the Project Coordination Unit, the day-by-day monitoring activities will be done by the Technical services of municipalities where training facilities are rehabilitated, to follow-up environmental and social indicators and the implementation of corrective measures if necessary.

Capacity for environmental management and monitoring will be required at the national, provincial and municipal level for:

- The EFP of DIPLAC-CEE to strengthen his/her capacity to apply the screening process as outlined in the ESMF;
- Selected members of the Technical services of municipalities, to reinforce their capacities in environmental monitoring; and
- As necessary, members of Provincial Directorates of MICOA, to enable them to assist the EFP in the implementation of the screening process as outlined in the ESMF, including the review and approval of EIAs for projects of category B (see Annex II and III of the decree related to EIA and OP 4.01 Environmental Assessment) as well as the environmental and social screening results of the ESMF.

The Environmental Focal Point within the DIPLAC-CEE will conduct the below activities:

- a) Screening of the teaching facilities and related water supply and sanitation systems at each of the sites of these facilities, using the Environmental and Social Screening Form;
- b) Completion of the Environmental and Social Screening Form (Annex 2) and submission for approval to the MICOA Provincial services;
- c) Carrying out Environmental Work, i.e. recommending simple mitigation measures (Annex 3), or, arranging for the preparation of a separate EIA (Annex 8);
- d) Preparation of the draft TORs for the PIREP activities requiring a separate EIA;
- e) Submission of the ToRs to MICOA departments for approval;
- f) Recruitment of qualified consultancy firms to conduct the EIAs if necessary;
- g) Sending the EIA reports to the appropriate institutions accessible to the public;

Concerning the environmental management of FASE activities, the specific needs in the field of environmental capacity building are the following ones by category of stakeholders.

Concerned stakeholders	Topic of the training
DIPLAC-CEE (Environmental focal Point of the Planning and Monitoring Unit and other agents)	Training in the field of: - Environmental assessment (screening and classification of sub-projects; EIA procedures, etc.) - Impacts identification. - Draft terms of reference for environmental assessments and selection of consultants. - Selection of simplified mitigation measures in the checklists - Hygiene and quality standards including HIV/AIDS aspects - Mozambique's national environmental policies, procedures, and legislation
Technical services of municipalities	- Monitoring the implementation of measures and environmental indicators. - Hygiene and quality standards including HIV/AIDS aspects
Provincial Directorates of MICOA	- EIA procedures - World Bank Safeguards Policies

The following environmental training would be necessary to ensure that FASE activities will be implemented in an environmentally and socially sustainable manner:

Environmental and Social Management process

- Review of Environmental and Social Management Process;
- Assignment of environmental categories;
- Use of Screening form and Checklist;
- Preparation of terms of reference for carrying out EA;
- Design of appropriate mitigation measures;
- How to review and approve EA reports;
- The importance of public consultations in the ESMF process;
- How to monitor project implementation and mitigation measures; and
- How to embed the Environmental and Social Management process into the works.

Environmental and Social policies, procedures and guidelines

- Review and discussion of Mozambique's national environmental policies, procedures, and legislation;
- Review and discussion of the Bank's safeguards policies;
- Strategies for consultation, participation and social inclusion; and
- Collaboration with institutions and stakeholders at all levels (local, provincial, national)

Selected topics on environmental protection

- Hygiene and security during the works;
- Maintenance of school and training infrastructures; and
- Safe disposal of asbestos.

In Mozambique, there are a number of consultant firms specialised in EIA issues. These independent consultants or firms could be contracted to design short courses that are tailored to environmental conditions and problems specific to the scope of work conceptualised for each of the four provinces.

Training Cost Estimates

The Training program is to be implemented by the DIPLAC-CEE in collaboration with MICOA services. The costs estimates, including travel expenses, and training modalities will be prepared by the EFP of DIPLAC-CEE (with the support of MICOA services).

Qualified trainers will be recruited by DIPLAC-CEE. For planning purpose, a national workshop (for 5 days), including the technicians from DIPLAC-CEE (EFP of DIPLAC-CEE and other technical agents); Technical services of municipalities (about 10 agents) and if necessary, the Provincial Directors of MICOA (about 10 agents), should be organized during the implementation of the project. Training activities and capacity building activities will be planned annually and a budget of 30000 US\$ is allocated per year.

9.3.2 Other capacity building activities

The others capacity building activities scheduled for the implementation of the ESMF will concern:

Provision for EIA

EIAs could be required for FASE activities relating to the building/restoration of schools to ensure they are environmentally and socially sound. So, the project should contract with a consultant or firm to carry out EIAs for the teaching facilities requiring an EIA. In this order, the cost could be estimated at 30000 US\$.

Drafting the environmental section of a manual for the maintenance of schools infrastructures

The technical document will help ensure better monitoring of the infrastructures built or restored, in order to guarantee the sustainability of the project. This manual refers to all aspects of building maintenance, including the environmental aspects. This manual will be prepared by national Consultants, and this support is estimated at 50000 US\$.

Monitoring Plan and Monitoring indicators

The objective for monitoring is two fold: (i) to alert project authorities and to provide timely information about the effectiveness of the Environmental and Social Management process outlined in the ESMF in such a manner that changes can be made as required to ensure continuous improvement to the process; (ii) to make a final evaluation in order to determine whether the mitigation measures designed into the training facilities rehabilitation activities have

been successful in such a way that the pre- program environmental and social condition have been restored, improved upon or worst than before and to determine what further mitigation measures may be required.

Potential Social and Environmental Negative Impacts	Mitigation Measures	Monitoring Measures	Phase/Stage	Responsibility
<ul style="list-style-type: none"> -Soil degradation uncontrolled storage of product or materials for building -Unsafe disposal of asbestos -Dust, emissions, noise/vibration -Accidents -Perturbation of education and training session -Toilets becoming dirty -Septic tanks overflowing and creating health risk -Risk of outbreak of social conflicts (non-use of local resident for employment) -Spread of HIV/AIDS 	<p>Fully implement the ESMF, use screening form and checklist in Annex 3 and 4), efficiency use, environmental restoration, regular and suitable maintenance of Infrastructure / equipment / plant, etc.</p>	<p>Periodic monitoring and evaluation of verifiable indicators for all impacts identified in the sub project ESMF and examples of which are contained in this section above</p>	<p>On going throughout the life of the project</p>	<p>The Technical; Services of Municipalities (where training facilities will be rehabilitated); in coordination with the Project Coordination Unit</p>

A number of indicators would be used in order to determine the status of affected environment. Therefore, the projects Environmental and Social Management process will set two major socioeconomic goals by which to evaluate its success: (i) has the pre -project environmental state human and natural environment been maintained or improved upon at training facilities sites, and (ii) the effectiveness of the ESMF technical assistance, review, approval and monitoring process. In order to assess whether these goals are met, the project (EFP of DIPLAC-CEE) will indicate parameters to be monitored and provide necessary supply for technical services of municipalities to carry out the monitoring activities.

The following are some pertinent parameters and verifiable indicators to be used to measure the ESMF process, mitigation plans and performance:

Environmental indicators:

Maintenance of improved sanitation systems at the teaching facilities; Water quality at the teaching facilities meets local standards; Compliance with the Environmental Guidelines for Contractors; Safe disposal of asbestos.

Social indicators:

Number of people provided with environmental training to implement the ESMF; The number of local workers used during of the works.

These monitoring indicators will be included in the FASE Project Monitoring Manual.

10. RECOMMENDATIONS

The pool fund FASE contributes to financing the sector's education programme that aims to improve the education system, with a focus on ensuring universal primary completion. In this respect, it is a social programme, and its beneficial aspects take over compared to adverse effects. According to the World Bank operational policies, the FTI/IDA contribution to FASE has been classified as a category B project because the environmental adverse effects generated by the FASE projects are low. However, the rehabilitation activities of the teaching infrastructures and related water supply and sanitation systems can have moderate adverse impacts, particularly in terms of public and private space occupation, disturbance and nuisances and waste generation during the works. This ESMF takes account of these environmental and social requirements. The aspects relating to the displacement and resettlement of the populations are tackled in a separate document, namely the Resettlement Policy Framework (RPF).

For a better inclusion of the environmental and social requirements in the preparation and implementation of the activities funded through FASE, the following recommendations are necessary before the identification of the sites intended to receive the FASE funding:

- (i) Identify good environmental practice measures (environmental and social clauses) to be included in the terms of references of construction and/or renovation works to be achieved;
- (ii) Organize frequent environmental supervision (overseeing) missions of construction activities funded through FASE and ensure that the mitigation measures of the FASE project recommended by the EIA are complied with. During the project implementation, evaluation missions will include environmental experts (Environment Focal Point of DIPLAC-CEE and municipal technical services) who will produce a report on the implementation of the environmental and social management plan.

More specifically, the project will have to focus on the following recommendations:

- Nomination of an environmental focal point at the level of the Planning and Monitoring Unit of the DIPLAC-CEE;
- Recruitment of national consultants for the drafting of the environmental section of the maintenance manual. (The EFP will prepare of terms of reference and propose the most qualified consultant to the approval of the Project Coordination Unit of DIPLAC-CEE);
- Organization of meetings with the MICOA's national and provincial departments but also with municipal technical services in the areas concerned by the works in order to provide some information on the project and define with them the collaboration conditions in the framework of the implementation monitoring; and
- Require national expertise in EIA (specialized firms in EIA) in environmental training sessions.

In addition, the following recommendations need to be followed:

A. The Proponent (DIPLAC-CEE)

The proponent should undertake to manage operations in a manner that protects the environment and the health and safety of employees, customers, contractors and the public. To this effect, he:

- Has overall responsibility for ensuring that the EMPs for the rehabilitation activities are prepared and implemented, and that they comply with all legislative and contractual requirements;
- Ensures that all EIA activities related to the construction / rehabilitation phase are incorporated in the contractor's and consultant's contracts; this requires the inclusion of these activities (including any guidelines) in the tender documents in order to let aware the contractors and consultants of the need to comply with EIA activities;
- Ensures that non-conformities are corrected;
- Ensures that subcontractors fulfill their environmental obligations;
- Ensure that the RPF is being implemented, as required, by qualified personnel;
- Advises managers, supervisors and employees of safety, health and environmental requirements, and holds them accountable for their performance;
- Monitors, evaluates and reports on performance in safety, health and environmental protection;
- Provides training when needed on topics pertaining to environmental protection; and
- Informs personnel that failure to report incidents and willful non-compliance will result in disciplinary action in accordance with internal disciplinary guidelines.

In addition, the Coordinator of the Project Coordination Unit (DIPLAC-CEE) should recruit EIA Consultants and contractors.

B. The contractor

The Contractor should:

- Comply with the environmental guidelines described in Annex 5;
- Comply with all of the requirements of the EA and EMP and shall, in accordance with accepted standards, employ techniques, practices and methods of construction that will ensure compliance with this standard and, in general, minimise environmental damage, control waste, avoid pollution, prevent loss or damage to natural resources, and minimize effects on surrounding landowners, occupants and the general public;

- Such agreed remedial measures shall be undertaken immediately to prevent further damage and to repair any damage that may have occurred;
- Organise labor, plant, transport and equipment to perform the work in accordance with the environmental requirements; if he is so required, employ specialized firms in EIA issues to plan and monitor all EIA activities during construction;
- Ensure the project is implemented in accordance with the environmental standards specified in the EMP;
- Implement agreed actions resulting from routine monitoring, or inspections;
- In addition the contractor shall implement their own audits to ensure conformance with the requirements of the EMP.

Members of the Technical Services of the relevant municipalities will monitor the compliance with these guidelines, in coordination with the Project Coordination Unit (DIPLAC-CEE).

11. ANNEXES

11.1. Annex 1: Pre-Assessment Form of MICOA (“Ficha de Pre-Avaliacao”)

Environmental information’s for Development Project

1 Name of project:

2 Type of activities:

a) Tourism : -----

b) Industrial : -----

c) Agricultural: -----

d) Other : -----

specify: -----

3 Identification of components: : -----

4 Contact: -----

5 Location of activities:

5.1 Administrative Localization (town, city, district, province, geographical position)

5.2 Insertion: (Urban – Rural)

6 Zoning:

Residential : -----

Industrial : -----

Services : -----

Parks/gardens: -----

7 Description of activities

7.1 Infrastructures and dimensions (attach map, etc.) : -----

7.2 Associated activities:-----

7.3 Short description of technology operation:-----

7.4 Principal and complementary activities:-----

7.5 Type, origin and number of workers: -----

7.6 Type, origin and quantity of primary material: -----

7.7 Chemical product proposed of use -----

7.8 Type, origin and quantity of water and energy resource: -----

7.9 Type, origin and quantity of combustibles and oils proposed to use: primary material: -----

7.10 Other necessary resources : -----

8 Land ownership (legal situation, owners, modality of acquiring, etc.) : -----

9 Alternatives for location of activities: -----

(implementation justification, etc.)

10 Short information on local and regional environmental references:

10.1 Physical Characteristics for implementation of activities:

Plains

Plateau

Valley

Mountains

10.2 Principal Ecosystems:

River

Lake

Sea

Land

10.3 Location/zone:

Costal Zone

Continental Zone

Island

10.4 Type of principal vegetation:

Flora

Savana

Others (specify)

10.5 Land use:

Residential

Industrial

Protected area

Others (specify)

10.6 Principal existing infrastructures in the protect area: -----

11 Complementary Information:

Location map

Other information related to the project activities.

11.2. Annex 2: Environmental and Social Screening Form (ESSF) proposed

The MICOA screening form seems incomplete and doesn't permit to appreciate the adverse effects of projects activities. To complete this gap, the precise Environmental and Social Screening Form has been designed to assist in the evaluation of planned construction and rehabilitation activities under FASE, The form is designed to place information in the hands of implementers and reviewers so that impacts and their mitigation measures, if any, can be identified and/or that requirements for further environmental impact assessment be determined.

The ESSF contains information that will allow reviewers to determine the characterization of the prevailing local bio-physical and social environment with the aim to assess the potential impacts of construction and rehabilitation activities on this environment. The ESSF will also identify potential socioeconomic impacts that will require mitigation measures and/or resettlement and compensation.

Name of sub-project.....

Sector.....

Name of the region/community in which the construction and rehabilitation of training facilities is to take place

Name of Executing Agent.....

Name of the Approving Authority

Name, job title, and contact details of the person responsible for filling out this ESSF:

Name: -----

Job title: -----

Telephone numbers: -----

Fax Number: -----

E-mail address: -----

Date: -----

Signature: -----

PART A: BRIEF DESCRIPTION OF THE PROPOSED ACTIVITIES

Please provide information on the type and scale of the construction/rehabilitation activity (area, required land, approximate size of total building floor area).

Provide information about actions needed during the construction of facilities including support/ancillary structures and activities required to build them, e.g. need to quarry or excavate borrow materials, laying pipes/lines to connect to energy or water source, access road etc.

Describe how the construction/rehabilitation activities will be carried out, including support/activities and resources required to operate it e.g. roads, disposal site, water supply, energy requirement, human resource etc.

PART B: BRIEF DESCRIPTION OF THE ENVIRONMENTAL SITUATION AND IDENTIFICATION OF ENVIRONMENTAL AND SOCIAL IMPACTS

Describe the education facility's location, sitting; surroundings (include a map, even a sketch map)

Describe the land formation, topography, vegetation in/adjacent to the training facility's area

Estimate and indicate where vegetation might need to be cleared.

Environmentally sensitive areas or threatened species

Are there any environmentally sensitive areas or threatened species (specify below) that could be adversely affected by the project?

(i) Intact natural forests: Yes _____ No _____

(ii) Revering Forest: Yes _____ No _____

(iii) Surface water courses, natural springs Yes _____ No _____

(iv) Wetlands (lakes, rivers, swamp, seasonally inundated areas) Yes _____ No _____

(v) How far is the nearest wetland (lakes, rivers, seasonally inundated areas)? _____ km.

(vi) Area of high biodiversity: Yes _____ No _____

(vii) Habitats of endangered/threatened or rare species for which protection is required under the Malawian national law/local law and/or international agreements. Yes _____ No _____

(viii) Others (describe). Yes _____ No _____

Rivers and Lakes Ecology

Is there a possibility that, due to construction and operation of the training facility, the river and lake ecology will be adversely affected? Attention should be paid to water quality and quantity; the nature, productivity and use of aquatic habitats, and variations of these over time.

Yes _____ No _____

Protected areas

Is the education facility (or parts of the facility) located within/adjacent to any protected areas designated

by the government (national park, national reserve, world heritage site etc.).

Yes _____ No _____

If the training facility is outside of, but close to, any protected area, is it likely to adversely affect the ecology within the protected area areas (e.g. interference with the migration routes of mammals or birds).

Yes _____ No _____

Geology and Soils

Based upon visual inspection or available literature, are there areas of possible geologic or soil instability (prone to: soil erosion, landslide, subsidence, earthquake etc)? Yes _____ No _____

Based upon visual inspection or available literature, are there areas that have risks of large scale increase in soil salinity? Yes _____ No _____

Based upon visual inspection or available literature, are there areas prone to floods, poorly drained, lowlying, or in a depression or block run-off water

Yes _____ No _____

Contamination and Pollution Hazards

Is there a possibility that the education facility will be a source of contamination and pollution (from latrines, dumpsites, industrial discharges etc) Yes _____ No _____

Landscape/aesthetics

Is there a possibility that the education facility will adversely affect the aesthetic attractiveness of the local landscape? Yes _____ No _____

Historical, archaeological or cultural heritage site.

Based on available sources, consultation with local authorities, local knowledge and/or observations, could the education facility alter any historical, archaeological, cultural heritage traditional (sacred, ritual area) site or require excavation near same? Yes _____ No _____

Resettlement and/or Land Acquisition

Will involuntary resettlement, land acquisition, relocation of property, or loss, denial or restriction of access to land and other economic resources be a result of the construction/ rehabilitation of training facilities? Yes _____ No _____

If "Yes" OP 4.12 Involuntary Resettlement is triggered. Please refer to the Resettlement Policy Framework (RPF) for appropriate mitigation measures to be taken.

Loss of Crops, Fruit Trees and Household Infrastructure

Will the construction/rehabilitation of the training facility result in the permanent or temporary loss of crops, fruit trees and household infra-structure (such as granaries, outside toilets and kitchens, livestock shed etc)? Yes _____ No _____

Block of access, routes or disruption of normal operations in the general area

Will the training facility interfere with or block access, routes etc (for people, livestock and wildlife) or traffic routing and flows? Yes _____ No _____

Noise and Dust Pollution during Construction and Operation

Will the operating noise level exceed the allowable noise limits? Yes _____ No _____

Will the operation result in emission of copious amounts of dust, hazardous fumes?

Yes _____ No _____

Degradation and/or depletion of resources during construction and operation

Will the operation involve use of considerable amounts of natural resources (construction materials, water spillage, land, energy from biomass etc.) or may lead to their depletion or degradation at points of source?

Yes _____ No _____

Solid or Liquid Wastes

Will the education facility generate solid or liquid wastes? (including human excreta/sewage, asbestos)

Yes _____ No _____

If "Yes", does the architectural plan include provisions for their adequate collection and disposal, particularly asbestos? Yes _____ No _____

Occupational health hazards

Will the construction/rehabilitation of the training facility require large number of staff and laborers; large/long-term construction camp? Yes _____ No _____

Are the construction/rehabilitation activities prone to hazards, risks and could they result in accidents and injuries to workers during construction or operation? Yes _____ No _____

Will the education facility require frequent maintenance and/or repair

Yes _____ No _____

Public Consultations

Has public consultation and participation been sought? Yes _____ No _____

PART C: MITIGATION MEASURES

For all "Yes" responses, describe briefly the measures taken to this effect. Once the Environmental and Social Screening Form is completed it is analysed by the Environmental Focal Point of the DCEE who will classify it into the appropriate category based on a predetermined criteria and the information provided in the form.

11.3. Annex 3: Environmental and social checklist

For each building or renovation activity proposed, fill the corresponding section on the checklist; Annex 4 includes several mitigations measures; that can be amended if necessary.

Sector activity	Questions to be answered	Yes	No	If Yes,
Building and renovation of school and education infrastructures	<ul style="list-style-type: none"> -Are there cultivated or non-cultivated lands, natural resources, structures or other properties, used or non-used for any purpose, and any way? -Will there be any vegetation loss during construction/renovation? -Are there appropriate departments for the collection of scheduled waste during construction/renovation works? -Will the construction/renovation be often cleaned? -Will the refuse generated during works collected? -Will the materials and assistance facilities be available during construction/ renovation works? 			Refer to general Mitigation measures (Annex 4 and 5)
Operation of school and education infrastructures	<ul style="list-style-type: none"> -Are there pollution risks of groundwater by work sites activities? -Are there ecologic and sensitive zones in the neighboring areas of the infrastructure that could be adversely impacted? -Are there impacts on the health of the populations living next to the infrastructure scheduled to be build /renovated? -Are there visual impacts caused by work site installations but also during the transport and discharge of work site wastes -Are there smells coming from the discharge of work site wastes? -Are there human settlements and land uses (such as agriculture, recreational areas) next to the school infrastructures, or sites of cultural, religious or historic importance? 			If yes, see the Plan for the appropriate mitigation and monitoring measures, see also Annex 6

11.4. Annex 4: Mitigation measures list

Table a: general mitigation measures

Potential adverse impacts	Potential Mitigation measures
<ul style="list-style-type: none"> -Visual impact following the turning of work sites discharge areas into waste dumps -Air pollution during the burning of some work site wastes (wheels, papers, etc...) -Risks of accidents during works -Contamination risk by HIV during the transfer of manpower -Disturbance of school and education activities during works -Disturbance of the circulation of goods and persons by the engines, the storage of materials (works done in town) -Involuntary displacement of populations or economic activities -Waste generation during building works -Pollutions et Nuisances; degradation of the living environment -Non use of local manpower -Use of the lands of displaced people -Disruption or destruction of sites of cultural, historic or religious importance <p><u>Exploitation phase</u></p> <ul style="list-style-type: none"> -Lack of maintenance measures -Lack of support measures (equipment; staff; connection to water and electricity network ;) -Non operation because the non execution of the works 	<ul style="list-style-type: none"> -Regular collection and evacuation of work site refuse towards authorized dumps -Involve the Local Communities in the selection of discharge sites -Put in place safety measures -Conduct an awareness raising campaign for the work sites staff and the users of school infrastructures (schoolboys, teachers, etc.) -Conduct awareness raising campaigns on HIV/AIDS -Select work periods (avoiding as much as possible period of classes) -Design traffic deviation plans approved by the concerned administrative authorities -Make careful and motivated selection of installation sites -Conduct an awareness raising campaign before the start of the works -Ensure hygiene and security measures are respected in work sites -Post signaling systems for the works -Hire in priority local man power -Ensure the safety rules are complied with during works -Include in the project support measures (connection to water ad electricity and sanitation networks, equipment ; Upkeep and management programme) -Design an action plan for the resettlement in case of involuntary of populations as per RPF -Avoid to install the facilities in a way that will need resettlement, the displacement of other important soil uses; or the encroachment on historic, cultural or traditional use areas; refer to the Bank's safeguard policies in Annex 6 -Compensation/resettlement according to Resettlement Policy Framework (RPF) <p><u>Exploitation phase</u></p> <ul style="list-style-type: none"> -Closely involve provincial departments in the implementation monitoring -Reclaim the quarries and other sites that have been borrowed -Design a management and maintenance plan of infrastructures -Ensure regular monitoring of works
Impacts on the natural environment	
<ul style="list-style-type: none"> -Impacts on protected areas; critical habitats for rare species or of ecologic or domestic importance; and wills areas. 	<ul style="list-style-type: none"> -Avoid to excavate building materials in natural protected areas -Careful planning and selection of new installation sites -Respect protected areas particularly trees -Refer to the Bank's safeguard policies, Annex 6
Impacts on water quality	
<ul style="list-style-type: none"> -Potential pollution of the quality of surface and groundwater's 	<ul style="list-style-type: none"> -Install work sites far from waterways -Regular collection of work sites refuse towards authorized dumps -Protect water resources putting them away from discharge areas of work sites wastes.

Table b: Specific mitigation measures for Sanitation at Teaching Facilities

Potential Negative Impacts	Possible Mitigation measures
Septic tanks	
Soil and water pollution due to seepage from tanks	Ensure regular emptying; conduct hygiene education campaign to raise awareness of the health risks of exposed sewage; establish and support affordable pump out services
Contamination of water supply sources	Locate latrine at least 30, but preferably 60m away from well, springs and boreholes
Soak pit overflowing and contaminating water surface	Ensure that pits are located in soil where seepage can percolate Establish and support affordable pump out services
Blocked and overflow latrine (health risks)	Establish a routine maintenance and cleaning service
Lack of water for continuous toilet services	Ensure the installation of water supply or water reservoir with enough capacity
Inadequate cleaning and maintenance service, creating unhygienic condition, and as a result students avoid using them	Establish a system to support the employment of a caretaker or routine cleaning and maintenance
Animal vector such flies and rodents carry diseases from the latrines	Ensure regular cleaning Ensure access pathways to decomposing excrements for flies and rodents are blocked
Students defecating in open areas	Design, promote and conduct public hygiene awareness campaigns focusing on adverse health impacts arising as a consequence of open defecation and promote latrine use

11.5. Annex 5: Environmental Guidelines for Contractors

The following guidelines should be included in the contractor's agreements:

- Installation of the work site on areas far enough from water points, houses and sensitive areas.
- Sanitary equipments and installations
- Site regulation (what is allowed and not allowed on work sites)
- Compliance with laws, rules and other permits in vigor.
- Hygiene and security on work sites
- Protect neighboring properties
- Ensure the permanence of the traffic and access of neighboring populations during the works to avoid hindrance to traffic
- Protect staff working on work sites
- Soil, surface and groundwater protection: avoid any wastewater discharge, oil spill and discharge of any type of pollutants on soils, in surface or groundwater, in sewers, drainage ditches or into the sea.
- Protect the environment against exhaust fuels and oils
- Protect the environment against dust and other solid residues
- Waste management: install containers to collect the wastes generated next to the areas of activity.
- Degradation/demolition of private properties: inform and raise the awareness of the populations before any activity of degradation of goods. Compensate beneficiaries before any demolition.
- Use a quarry of materials according to the mining code requirements
- Compensation planting in case of deforestation or tree felling
- No waste slash and burn on site
- Speed limitation of work site engines and cars
- Allow the access of Public and emergency services
- Organize the storage of materials on the public highway
- Parking and displacements of machines
- Footbridges and access of neighbors
- Signaling of works
- Respect of cultural sites
- Dispose safely of asbestos
- Consider impacts such as noise, dust, and safety concerns on the surrounding population and schedule construction activities accordingly;
- Protect soil surfaces during construction and revegetate or physically stabilize erodible surfaces;
- Ensure proper drainage;
- Prevent standing water in open construction pits, quarries or fill areas to avoid potential contamination of the water table and the development of a habitat for disease-carrying insects;
- Select construction materials sustainably, particularly wood;
- Control and clean the construction site daily;
- During construction, control dust by using water or through other means;
- Provide adequate waste disposal and sanitation services at the construction site;
- Dispose of oil and solid waste materials appropriately.
- Preserve natural habitats along streams, steep slopes, and ecologically sensitive areas;
- Develop maintenance and reclamation plans and restore vegetation and habitat.
- Sound use of chemicals for termite control during the construction phase.

11.6. Annex 6: Summary of the World Bank Safeguard Policies

<p>OP 4.01 Environmental assessment</p>	<p>The objective of the policy is to ensure the projects financed by the Bank are sound and sustainable, and decision making be improved through an appropriate analysis of actions and of their potential environmental impacts. This policy is triggered if a project is likely to have environmental risks and impacts (adverse) on its area of influence. OP 4.01 covers the environmental impacts (nature air, water and land); human health and security; physical cultural resources; as well as transboundary and global environmental problems.</p>	<p>Depending on the project, and nature of impacts a range of instruments can be used: EIA, environmental audit, hazard or risk assessment and environmental management plan (EMP).When a project is likely to have sectoral or regional impacts, sectoral or regional EA is required. The EIA is the responsibility of the borrower.</p> <p>In the context of the PIREP and FASE, an Environmental and Social Management Plan was prepared (ESMF), including an Environmental Management Plan (EMP); the ESMF will help assess the impacts of future constructions and rehabilitation activities and orient implementation.</p>
<p>OP 4.04 Natural Habitats</p>	<p>This policy recognizes that the conservation of natural habitats is essential for long-term sustainable development. The Bank, therefore, supports the protection, maintenance, and rehabilitation of natural habitats in its project financing, as well as policy dialogue and analytical work. The Bank supports, and expects the Borrowers to apply, a precautionary approach to natural resource management to ensure opportunities for environmentally sustainable development.</p>	<p>This policy is triggered by any type of project (including any sub project under sectoral investment regime or intermediary funding) that have the potential to cause some important conversion (loss) or degradation of natural habitats, whether directly (by the construction) or indirectly (by human activities triggered by the les project).</p> <p>In the context of the PIREP and FASE, the construction and rehabilitation activities that could have adverse impacts on natural habitats will not be funded.</p>
<p>OP 4.36 Forests</p>	<p>The objective of this policy is to help borrowers exploit the potential of forests in order to curb poverty in a sustainable manner, efficiently integrate forests in sustainable economic development and protect vital local and global environmental services and forests values. Where forest restoration and plantation are needed in order to achieve these objectives, the Bank helps borrowers in forest restoration activities in order to maintain or develop biodiversity and the operation of ecosystems. The Bank help borrowers in the creation of forest plantations appropriate from the</p>	<p>This policy is triggered each time an investment project financed by the Bank: (i) has the potential to cause health impacts and the quality of forests or the rights and the well being of the people and their dependency level with the interaction with forests; or (ii) aims at bringing some change in the uses of natural forests or plantations.</p> <p>In the framework of the PIREP, the building and renovation activities that will adversely affect the quality of the forests or bring in some change in the management will not be financed.</p>

	environmental viewpoint and socially beneficial and economically sound in order to help meet the growing forests' needs and services	
OP 4.09 Pest Management	<p>The objective of this policy is to promote the use of biological or environmental control methods and reduce reliance on synthetic chemical pesticides. In Bank-financed agricultural operations, pest populations are normally controlled through Integrated Pest Management (IPM) approaches. In Bank-financed public health projects, the Bank supports controlling pests primarily through environmental methods.</p> <p>The policy further ensures that health and environmental hazards associated with pesticides are minimized. The procurement of pesticides in a Bank-financed project is contingent on an assessment of the nature and degree of associated risk, taking into account the proposed use and the intended user.</p>	<p>The policy is triggered if procurement of pesticides is envisaged (either directly through the project or indirectly through on-lending); if the project may affect pest management in a way that harm could be done, even though the project is not envisaged to procure pesticides. This includes projects that may lead to substantially increased pesticide use and subsequent increase in health and environmental risks; and projects that may maintain or expand present pest management practices that are unsustainable.</p> <p>In the framework of the PIREP and FASE, the activities requiring the use of pesticides will not be financed.</p>
OP 4.11 Cultural Property	<p>The objective of this policy is the help countries avoid or reduce the adverse impacts of development projects on physical cultural resources. In order to implement such policy, the word "physical cultural resources" means movable and unmovable objects, sites, structures, natural's aspects of landscapes that have an importance form the archeological, paleontologic, historic, architectural, religious, aesthetic or other. Physical cultural resources could be found in urban or rural areas, as well as both in the open air, under the ground and in the sea also.</p>	<p>This policy applies to all projects included in category A or B of the Environmental assessment scheduled in OP4.01.</p> <p>With the FASE, construction and renovation activities that are likely to have adverse impacts on cultural property will not be financed.</p>
OP 4.10 Indigenous populations	<p>The objective of the policy is (i): ensure that the development process encourages full respect of dignity, human rights and cultural features of indigenous people; (ii) ensure they do not suffer from the detrimental effects during the development process; and ensure indigenous</p>	<p>The policy is triggered when the project affects indigenous people (with the characteristics described in OD 4.20 para 5) in the area covered by the project. With the FASE, building and renovation activities that are likely to have adverse impacts on indigenous people will not be financed.</p>

	people reap economic and social advantages compatible with their culture.	
OP 4.12 Involuntary Resettlement	The objective of this policy is to avoid or minimize involuntary resettlement where feasible, exploring all viable alternative project designs. Furthermore, it intends to assist displaced persons in improving their former living standards; it encourages community participation in planning and implementing resettlement; and to provide assistance to affected people, regardless of the legality of title of land.	This policy is triggered not only if physical relocation occurs, but also by any loss of land resulting in: relocation or loss of shelter; loss of assets or access to assets; loss of income sources or means of livelihood, whether or not the affected people must move to another location. Under FASE, a Resettlement Policy Framework (RPF) has been prepared which will serve as guidance for the preparation of a RAP should land acquisition be required.
OP 4.37 Dams security	The objectives of this policy are established as follows: For new dams, ensure the design and supervision are done by experienced and competent professionals; for existing ones, ensure that any dam that can influence the project performance is identified, an assessment of the dam security conducted, and the other required safety measures and corrective measures implemented.	The policy is triggered when the Bank finances (i) a project involving the building of a big dam (15 m of height or more) or a dam presenting great hazard; and (ii) a project depending on another existing dam. For small dams, general safety measures designed by qualified engineers are appropriate. In the framework of the FASE, no funds will be available for the building or renovation of dams
OP 7.50 Projects Implemented on international waterways	The objective of this policy is to operate in such a way as the projects financed by the Bank affecting the international watercourses do not affect: (i) the relationships between the Bank and her borrowers and between States (members or non members of the Bank); and (ii) the international watercourses are used and efficiently protected? The policy applies to the following project types: (a) hydro electric, irrigation, flood control, drainage, water collection, industrial and other projects involving the use or potential pollution of international watercourses, and (b) detailed studies for project design under item (a) above quoted including those carried out by the Bank in her position of implementation agency or	This policy s triggered if (a) a river, a channel, lake or any other watercourse located between two states, or a river or a surface river discharging into a river located in one or two states, be they members of the World Bank or not (b) a river branch which is a component of a watercourse descried under item (a); recognized to be a necessary communication channel between the ocean and the other states, and any river discharging into these waters and (c) a bay, strait, or channel bound by two states or more or flowing in an unknown state. In the framework of the FASE, the building and renovation activities that are likely to have an impact on international waterways will not be financed.

	else.	
OP 7.60 Projects located in contentious zones	The objective of this policy is to operate in such a way as the problems experienced by projects in contentious areas are tackled as early as possible so that: (a) the relationships between the Bank and member countries are not affected; (b) the relationships between the borrower and neighbors are not affected; and either the Bank or concerned countries do not suffer any damage because of this situation.	<p>This policy is triggered if the project proposed is located in a «contentious area» The questions to be asked are particularly the following ones:</p> <p>Is the borrower involved in these conflicts concerning an area? Is the project located on a conflict area? Is a component of the project that was financed or likely to be financed part located in a conflict area?</p> <p>In the framework of the FASE, building and renovation activities will not take place in areas of conflicts</p>

11.7. Annex 7: Draft EA Terms of Reference

1. Introduction and context

This part will be completed at time and will include necessary information related to the context and methodology to carry out the study.

2. Objectives of study

This section will indicate (i) the objectives and the project activities; (ii) the activities that may cause environmental and social negative impacts and needing adequate mitigation measures.

3. Mission /Tasks

The consultant should realize the following:

- Describe the des biophysical characteristics of the environment where the project activities will be realized; and underline the main constraints that need to be taken into account at the field preparation, during the implementation and exploitation/maintenance of equipments.
- Assess the potential environmental and social impacts related to project activities and recommend adequate mitigation measures, including costs estimation..
- Assess the need of solid and liquid waste management and suggest recommendation for their safe disposal, including safe disposal of asbestos
- Review political, legal and institutional framework, at national and international level, related to environmental, identify the constraints and suggest recommendations for reinforcement
- Identify responsibilities and actors for the implementation of proposed mitigation measures
- Assess the capacity available to implement the proposed mitigation measures, and suggest recommendation in terms of training and capacity building, and estimate their costs.
- Develop an Environmental Management Plan (EMP) for the project. The EMP should underline (i) the potential environmental and social impacts resulting from project activities (ii) the proposed mitigation measures; (iii) the institutional responsibilities for implementation; (iv) the monitoring indicators; (v) the institutional responsibilities for monitoring and implementation of mitigation measures; (vi) the costs of activities; and (vii) the calendar of implementation.
- Public consultations. The EIA results and the proposed mitigation measures will be discussed with population, NGOs, local administration and other organisations mainly involved by the project activities. Recommendations from this public consultation will be include in the final EIA report.

4. Plan of the EIA report

- Cover page
- Table of contents
- List of acronyms
- Executive summary
- Introduction
- Description of project activities

- Description of environment in the project area
- Description of political, legal and institutional framework
- Description of methodology and techniques used in assessment and analyse of project impacts.
- Description of environmental and social impacts for project activities
- Environmental Management Plan (EMP) for the project including the proposed mitigation measures; the institutional responsibilities for implementation; the monitoring indicators; the institutional responsibilities for monitoring and implementation of mitigation; Summarized table for EMP
- Recommendations
- References
- List of persons / institutions met

5. Qualification of the consultant

The Consultant will be agreed by the MICOA in carrying out EIA studies.

6. Duration of study

The duration of study will be determined according to the type of activity

7. Production of final report

The consultant will produce the final report one (1) week after receiving comments from MICOA services and FASE project. The final report will include all the comments from these institutions.

8. Supervision of study

The consultancy will be supervised by the EFP of DIPLAC-CEE.

11.8. Annex 8: References

- The World Bank Operational Manual Bank Procedures Environmental Assessment BP 4.01, January 1999
- The World Bank Operational Manual Bank Procedures Environmental Assessment BP 4.01 Annex A, January 1999
- The World Bank Operational Manual Operational Policies OP 4.01 Environmental Assessment, January 1999
- The World Bank Operational Manual Operational Policies OP 4.01 Annex C Environmental Management Plan, January 1999
- The environmental law n° 20/97, of October 1
- The decree n°45/2004 of September, 29, related on the process of IEA
- The decree n°32/2003 of august, 12, concerning the Environmental Audit
- The Land Law N°19/97 of 1 October 1997
- The forestry law, of July 10, 1999, which is relates on protection, conservation and use of fauna and vegetal resources;
- The Water Law, of August 3, 1991, related to water resources (protection, conservation and use); The Mining Law, of June 26, 2002,
- Draft Final of RPF of PIREP, Kent Kafatia, July, 2005
- Draft Final of ESMF of PIREP, Mbaye Mbengue Faye, September, 2005
- MPF 2001. Action Plan for the reduction of absolute poverty (2001-2005) (PARPA).
- Government of Mozambique. Education Sector Strategic Plan II (ESSP II), 2005 -2009. Draft October 2004
- World Bank and Government of Mozambique, 2003. Environmental Analysis (EA) of the Decentralized Planning and Finance Project (DPFP), May 2003
- Ministerio das Obras Publicas/Direcção nationale da Aguas, Progrma Ntacional de sector de Aguas, guioes tecnicos de saneamento rural, abril 2005.