

REPUBLIC OF TAJIKISTAN  
Ministry of Education and Science (MoES)

**Final Environmental and Social Management Framework  
(ESMF)**

**For**

**"LEARNING ENVIRONMENT - FOUNDATION OF  
QUALITY EDUCATION» (LEARN)**

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## LIST OF ABBREVIATIONS AND ACHRONYMS

ACM	Asbestos-containing materials
ADB	Asian Development Bank
AKDN	Aga Khan Development Network
AKF	Aga Khan Foundation
CEP	Committee for Environmental Protection under the Government of the Republic of Tajikistan
CCP	Concept of country partnership
CSOs	Civil society organizations
DEP	Department of Environmental Protection
DRS	Districts of republican subordination
E&S	Environmental and Social and
ECA	Europe and Central Asia
LEARN	Learning Environment – Foundation of Quality Education
EIA	Environmental impact assessment
EHPI	Early Human Potential Index
EHS	Environmental, health and safety
ECDC	Early Childhood Development Centre
EOP	Executive Office of President
ESA	Environmental and social assessment
ESCP	Environmental and Social Commitment Plan
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
EU	European Union
FI	Financial Institution
GBAO	Gorno-Badakhshan Autonomous Oblast
GDP	Gross Domestic Product
GFF	Global Financing Facility
CPHPC	Contact person responsible for handling and processing complaints
GIZ	German Society for International Cooperation
GRT	Government of the Republic of Tajikistan
GPE	Global Partnership for Education

GM	Grievance Mechanism
GRS	Grievance Redress Service
HCI	Human Capital Index
IDA-WB	International Development Association - World Bank
IPD	Institute of Professional Development
IPF	Investment Project Financing
FR	Forced eviction
IDB	Islamic Development Bank
JICA	Japan International Cooperation Agency
LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
M/F	Male / Female
MCNI	Multidimensional Children's Needs Index
MIS	Management Information System
MoES	Ministry of Education and Science
NDS	National Development Strategy
NGOs	Non-governmental organizations
O&M	Operation & Maintenance
RCC	Regional Coordinating Committee
OP	Operational policy (World Bank)
OSI	Open Society Institute
PAP	Project affected
PB	Polychlorinated biphenyls (in the oil of the power transformer)
PCB	Project Coordination Board
TOCH	Tangible objects of cultural heritage
PDG	Project Development Goal
PFI	Participating Financial Institution
PIG	Project Implementation Group
PSC	Project Supervision Consultants
RT	Republic of Tajikistan
SA	Social assessment
CSSBC	Communication in support of social and behavioral changes
SEE	State Environmental Expertise

SEP	Stakeholder Engagement Plan
SP	Series of projects
TA	Technical assistance
Somoni	Tajik Somoni (National Currency of the Republic of Tajikistan)
EMM	Educational and methodical material
TT	Teacher training
TWG	Technical Working Group
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water, sanitation and hygiene
WB	World Bank
WFP	World Food Program

## EXECUTIVE SUMMARY

The Government of Tajikistan (GoT) and the World Bank (WB) are engaged in preparing the Learning Environment—Foundation of Quality Education Project, which aims to enhance the quality and resilience of learning environments in selected general secondary schools of Tajikistan. The project aims to improve the quality of teaching and learning, implement measures for reconstruction and modernization of school infrastructure, including improved access to modern laboratory equipment and information technology in the education process, and strengthen the capacity in education assessment. The project has prepared the Environmental and Social Management Framework (ESMF) for the «Learning Environment – Foundation of Quality Education» project to guide mainstreaming of the environmental and social requirements during renovation and rehabilitation work. The purpose of this document is to summarize the expected environmental and social risks and impacts and to define the measures that will manage negative impacts throughout the project cycle. The document describes the World Bank environmental and social standards (ESS) and the national legislation of the Republic of Tajikistan; identifies the institutional arrangements and capacity for implementation of the Framework Document; describes the stakeholders' engagement; describes the grievance redress mechanism (GRM), and covers the requirements for monitoring and reporting on the Project's environmental and social indicators. The ESMF includes TOR for environmental and social screening to be conducted for the modernization of select schools. The screening report will form the basis for developing environmental and social (E&S) instruments, including the site-specific ESMPs. Additionally, the project will also apply criteria for school selection to make the selection process transparent and inclusive.

The amount of USD 50 million has been allocated for the implementation of the project activities. The estimated implementation period of the project is 2023–2028.

**The project development objective (PDO)** is to enhance the quality and resilience of the learning environment in the selected secondary schools in Tajikistan.

**Main beneficiaries of the project.** The main beneficiaries of the project are the Ministry of Education and Science of the Republic of Tajikistan (MoES) and its subdivisions; the Agency for Supervision of Education and Science under the Government of the Republic of Tajikistan (ASES), and 47500 students, and 1500 teachers at schools of the target project, who will benefit from the improved learning environments as a result of interventions under the Component 2. System-level interventions under the Component 1 are expected to benefit all 2 million students and 124 thousand teachers of general secondary education across the country. Development and implementation of the National Frameworks, as well as capacity-building of inspectors, school managers, and teachers, are expected to improve not only the learning environment but also the learning outcomes of schoolchildren.

### Project Components

The Project comprises of the following three components:

**Component 1.** *Develop National Framework for Teaching and Learning Environment for Better Teaching and Learning Practices.* The purpose of this component is to develop, test and implement a new national framework for learning environment, quality and effectiveness of schools, and improved school monitoring processes supported by training programs for teachers, school leaders and inspectors.

**Component 2.** Improve the quality and resilience of learning environment. The purpose of this component is to introduce a national framework for learning environment in selected schools of Tajikistan. The component will support the reconstruction and capital rehabilitation of schools, including mechanisms to strengthen sustainability; “green” development; energy efficiency and use of sustainable materials; gender equality; accessibility to infrastructure by students with disabilities, and improvement of WASH and menstrual hygiene management (MHM). The component will also support schools with necessary equipment to ensure the modern approaches are in place: equipment will be provided for

information and communication technology (ICT) and STEM (science, technology, engineering and mathematic), taking into account gender factor.

**Component 3. Build Capacity in Education Assessments and Project Management.** The purpose of the Component 3 is to enhance the country's expert and institutional capacity to conduct national and international assessments and to strengthen the government's capacity in project management, monitoring and evaluation.

### Project Area and Targeted Population

The project will cover the entire territory of the Republic of Tajikistan.



### Rationale and objectives of the ESMF

The LEARN project has been classified as "Moderate Risk" project according to the World Bank's environmental and social risk classification guidance. Since, the specific details related to the physical locations, the nature and associated risks and impacts of the proposed sub-projects are not known at the early stages of preparation, the project has therefore adopted a framework approach in the form of developing an Environmental and Social Management Framework (ESMF). The ESMF is a standard instrument that sets out the principles, rules, guidelines and procedures to assess the social and environmental impacts and risks.

The following table provide relevant WB Environmental and Social Standards for this project.

Table 1: Relevant WB Standards

Standard	Relevance
ESS1. Assessment and Management of Environmental and Social Risks and Impacts	Yes
ESS2. Labor and Working Conditions	Yes
ESS3. Resource Efficiency and Pollution Prevention and Management	Yes
ESS4. Community Health and Safety	Yes
ESS5. Land Acquisition, Restriction on Land Use and Involuntary Resettlement	No
ESS6. Biodiversity Conservation and Sustainable Management of Living Natural Resources	No
ESS7. Indigenous Peoples/Sub-Saharan Historically Underserved Traditional Local Communities	No
ESS8. Cultural Heritage	No
ESS9. Financial Intermediaries	No
ESS10. Stakeholder Engagement and Information Disclosure	Yes



### **Potential Environmental and Social Impacts and Risks**

The project's overall environment and social (E&S) risks and impacts are rated moderate given that the project is designed to support the modernization and renovation of select schools. The activities mainly involve rehabilitation of existing buildings, renovation of amenities including IT, and WASH facilities, and equipping buildings with emergency preparedness arrangements and life and fire safety measures to meet the minimum requirements.

Potential environmental risks associated with the civil works would lead to damage to the landscape, creation of noise, dust, and vibration generation, the risk of heavy machinery or vehicle movement through populated areas or neighborhoods, causing a local nuisance, and contributing to temporary access restrictions, and occupational health and safety (OHS) issues for the labor, including exposure to asbestos-containing material (ACM) and weak client capacity throughout the country.

**Potential social risks and impacts** are related to (i) labor and working compliance issues (inadequate accommodation for workers, lack of access to potable water and sanitation facilities, child and forced labor issues, and a lack of functional GM for workers to raise workplace concerns); (ii) the risk of exclusion and nepotism in schools selection; (iii) the risk of community health and safety (CHS) issues, especially those risks arising from labor influx when worker camps are established in the project sites, such as sexual exploitation and abuse and sexual harassment (SEA/SH); and (iv) the spreading of communicable diseases, especially COVID-19. The project activities are also likely to cause personal injuries and fatalities risks. Annex 1 provides examples of potential E&S risks and impacts and mitigation measures.

These foreseeable risks are reversible and can be easily managed by the implementation of proper E&S mitigation measures and plans. Risks related to OHS and community safety will be mitigated by the application of the WB Environmental Health and Safety Guidelines (ESHGs) and Good International Industrial Practices (GIIPs). Aligning with the WB standards, the project has prepared (i) an Environment and Social Commitment Plan (ESCP), (ii) a Stakeholder Engagement Plan (SEP) that includes a Grievance Mechanism (GM) and communication strategy, and (iii) Labor Management Procedures (LMP) as well as measures and actions to mitigate SEA/SH risk mitigation, including the contractor's Code of Conduct (CoC).

### **Mitigation measures**

To address the identified above risks and impacts associated with the civil works under ESS1, ESS2, ESS3, ESS4, and ESS10, it would be necessary to undertake a series of activities and implement mitigation measures, which should be specified in the construction contracts and enforced by the MoES and ASES.

These would include the following:

The site-specific ESMP provisions will form part of the design documents for the project and will be included in construction contracts for selected subprojects, both in specifications and bills of quantities. Respectively, the contractors will be required to include the cost of ESMP requirements in their financial bids and be required to comply with them while implementing the project activities. The bidding documents for selecting the contractors will include specifications that would ensure the effective implementation of environmental, health, and safety performance criteria by the winning bidder.

### **Subprojects Screening**

The Environmental and Social Screening of sub-projects under Component 2, the Renovation and Capital Rehabilitation of Schools, will take place at the feasibility stage to collect baseline information on environmental and social concerns and identify issues for consideration in more detailed assessments at the design stage. There will be surveys conducted during the preparation of the social screening checklists. For each relevant sub-project proposal, the PIG's E&S team will carry out a screening process by completing the Environmental and Social Screening Checklist (Annex 2) and submitting it to the PIG Manager for review as part of the project package. Application of this screening checklist will facilitate the

identification of the potential environmental and social impacts of subprojects, determination of their significance, and assignment of the appropriate environmental and social instruments such as the Environmental and Social Management Plan (ESMP) or EMSP checklist.

### **ESMF Institutional Arrangements**

The Ministry of Education and Science will be responsible for the overall implementation of the ESMF and other relevant E&S instruments. A Project Implementation Group (PIG) will be established under the Ministry of Education and Science. The MoES-PIG will establish and maintain an Environmental and Social Management Unit (ESMU) with qualified staff and resources to support the management of ESHS risks and impacts of the project, including an environment officer and social/GRM officer responsible for ensuring full compliance with the *ESF and relevant instruments*. *The MoES-PIG will also develop a capacity strengthening and training plan for capacity strengthening of the relevant staff:*

*The implementation of E&S measures will be regularly monitored and reported quarterly by the MoES, as stipulated in the ESCP.*

*The contractors will be responsible for carrying out rehabilitation work in accordance with the environmental requirements specified in the Tender Documents and ESMP. The PIG will work closely with the Environmental Protection Committee (EPC), local hukumats, jamoats, and Mahalla Councils of all types.*

### **Labour Management Procedure (LMP)**

*The MoES-PIG has developed a stand-alone Labour Management Procedures (LMP). The LMP is based on the requirements of the ESS2 "Labor and Working Conditions". The LMP sets out how the project workers will be managed. It includes terms and conditions of employment, nondiscrimination and equal opportunity, workers' organization, occupational health and safety, the prohibition of child and forced labor, and a worker's grievance mechanism. The LMP also covers the legal provisions of the Republic of Tajikistan.*

### **Stakeholder Engagement Plan (SEP)**

*A stand-alone SEP document identifies project stakeholders with an approach for public outreach activities (such as consultations and disclosure). Overall, SEP serves the following purposes: i) stakeholder identification and analysis; ii) planning engagement modalities, viz., an effective communication tool for consultations and disclosure; and (iii) enabling platforms for influencing decisions; iv) defining the role and responsibilities of different actors in implementing the plan; and v) grievance redress mechanisms (GRM).*

### **Environmental and Social Reporting**

*Ministry of Education and Science-Project Implementation Group (MoES-PIG) will provide a semi-annual report on environmental and social implementation compliance. The semi-annual report will provide details on the status of preparation and implementation of E&S instruments required under the ESCP, stakeholder engagement activities, and functioning of the grievance mechanism(s), labor compliance management, occupational, health and safety, and community health and safety issues.*

*The monitoring outcomes will be reflected in the semi-annual reports.*

*The contractors and supervising firms provide monthly monitoring reports on ESHS performance in accordance with the metrics specified in the respective bidding documents and contracts and submit such reports to the MoES-PIG.*

### **Grievance Mechanism (GM)**

The LEARN Project will establish two GMs, which are a worker GM and a project GM. If the project GM is not suitable to deal with Sexual Exploitation abuse, and Sexual Harassment (SEA/SH), then a third is required.

**Workers' GM.** The workers' GM consists of a two-tiered system, which is: i) the central level-MoES level, and ii) the local level. Complaints may be submitted against actions or decisions of employers that, in the applicant's opinion, have not been carried out or are being carried out in an unfair manner. Complaints can be filed anonymously, and confidentiality will be ensured in all cases, including when the complainant is known. The Labor Management Procedures (LMP) provides details about workers' GM.

The workers' GM will be established prior to commencement of civil work and thereafter maintained and operated throughout Project implementation.

**Project GM.** The LEARN Project will scale up the existing GRM system of the ongoing "High Education Project" (HEP) (P148291). The current system will be expanded to all sites to be selected under the LEARN Project. This will be done after the selection of eligible secondary schools for support. The existing GRM system comprises i) jamoat/school or local level GRC; ii) district level GRC; and iii) national/HQ level/MOES-PIG level GRC

Different uptake channels are open for project beneficiaries and other stakeholders to register their grievances, with different platforms for grievance resolution. The Stakeholder Engagement Plan (SEP) provides a detailed GRM system that will be used for this project.

The grievance mechanism will be equipped to receive, register, and facilitate the resolution of SEA/SH complaints, including through the referral of survivors to relevant gender-based violence service providers, all in a safe, confidential, and survivor-centered manner.

The Project GM will be established within one month after Project effectiveness, and thereafter maintained and operated the mechanism throughout Project implementation.

### **Consultation and Disclosure**

Consultations on the draft ESMF and SEP were conducted both at the central level in Dushanbe on August 12, 2022. The consultation meetings targeted about 56 people, including line ministries, civil society organizations (CSOs), academia, Jamoat, schools, district and provincial representatives, and MoES-PIG. Draft and printed copies of the ESMF (and the translated version of the Executive Summary (ES)) were shared among the participants, and their views and feedback were incorporated into the final ESMF. Detailed information on stakeholder consultation is available under Section 8 (Public consultation and information disclosure) and stakeholders' views and feedback in Annex 6 (record of stakeholder consultation).

Once approved, the final ESMF will be made public on the Implementing Agency (IA) and the World Bank (WB) websites.

### **ESMF Budget**

The ESMF budget is mainly allocated for capacity building of the PIG staff and other stakeholders, including district and provincial authorities and relevant agencies, who will be engaged in the subproject preparation and implementation process and managing environmental and social impacts at the subproject level. Other costs include monitoring, evaluation, and evaluation of an audit of the E&S activities, as well as printing and publishing brochures and pamphlets. The total cost for ESMF implementation is USD 112,000.

## 1. INTRODUCTION

To achieve a common goal, the Government of the Republic of Tajikistan under the financial support of the World Bank is designing the Project «Learning Environment – Foundation of Quality Education», aimed at improving quality and sustainability of learning environment in the selected secondary schools of Tajikistan. The project aims to improve quality of teaching and learning, carrying out measures on reconstruction and modernization of school infrastructure, including improving access to modern laboratory equipment and information technologies in educational process, and strengthening capacity in the sphere of educational assessment.

Globally, Tajikistan is among 25 percent of countries with the fastest growing populations. Children under the age of six make up 17 percent of population, and today every third in Tajikistan is under the age of 15. With a rate of 30 births per 1,000 people in 2019, Tajikistan has the highest birth rate in the ECA Region. Such demographic profile indicates that Tajikistan can contribute to economic growth by investing in its young population, but at the same time there are problems in meeting the needs of young people. Human Capital Index (HCI) of Tajikistan before the pandemic of 0.50 reflects the urgent need for investment in human capital development. This means that a child born today in Tajikistan, will only be 50% more productive than he could be if he had grown up with full education and health. Tajikistan is below the ECA average, which is 0,69, and this indicator has decreased compared to the HCI indicator of 2018, which is 0,53. Low learning outcomes are one of the main factors contributing to the low HCI rate in Tajikistan.

Tajikistan has low scores on the Human Capital Index, which reflects low learning outcomes. Despite relatively high level of access to general secondary education, Tajikistan ranks last in HCI indicators among the ECA countries. According to the 2020 Human Capital Index, a child in Tajikistan born in 2020 can be expected to attend 10.9 years of schooling by the 18th birthday. However, with a harmonized learning outcome (HLO) score of 391 (where 625 represents advanced attainment and 300 represents minimum attainment), the learning-adjusted years of schooling drops to 6.8 years. These figures represent a drop from 2018, when Tajikistan's HLO score was 444 and learning adjusted years of schooling was 7.7, noting the 2020 figures are based on pre-pandemic data. The goal of the National Strategy for Education Development (NSED) for the period up to 2030 is to develop students' fundamental skills, i.e., basic literacy, numeracy and transferable skills, which are the basis for learning during lifetime.

As the Strategy specifies, "...the Goal of the reform is to create a high-quality education system with the access to all throughout the lifetime, providing the country's economy with competent workers and appropriate infrastructure based on modern and innovative technologies". The Strategy also emphasizes that "education system should be economically sustainable and meet the standards of the world's leading educational systems and international quality assessment mechanisms... and ensure preservation and development of cultural identity, as well as the maintenance of national identity and cultural diversity."

Therefore, NSED prioritizes improving performance assessment, including Tajikistan's participation in international assessments of learning outcomes. Strong position of the Ministry of Education and Science of Tajikistan (MoES) and extensive collaboration with a network of donors encouraged the country's participation in Program for International Student Assessment (PISA) 2025, held by the Organization for Economic Cooperation and Development (OECD). Although the financing of the country's participation in PISA 2025 will be supported by the EU, the country requires capacity building to strengthen the infrastructure for conducting tests, to know the experience of other countries which recently joined PISA, as well as to prepare activities for schools and necessary methodological networks. It is also important to strengthen the capacity of the National Testing Center and the newly established Quality Education Department under the Ministry of Education and Science in preparing for international tests, as well as to bring national assessments and grades in the classroom in line with the competence system. In Tajikistan, 88 percent of school building exteriors and 56 percent of school interiors need major repairs. In average, one toilet is shared by 339 students. Many schools do not have the necessary amenities, such as lighting, heating, water, sewage, and toilets. At the same time, according to the National Strategy for Education Development (NSED), less than half of all schools reported that their

annual water needs were fully met. During the 2016 School Water, Sanitation and Hygiene (WASH) Survey, 55 percent of schools reported an on-site piped water source as the main source of drinking water, with large disparities between urban and rural schools (74 percent for urban schools, 50 percent for rural schools). On average, one toilet is shared by 339 students. While most schools (83 percent nationally) reported separate sanitation facilities for boys and girls, only 1 percent of schools had covered bins for disposal of menstrual hygiene waste, while only 2 percent of schools had water available in girls' cubicles for menstrual hygiene management. Based on global evidence, this is likely impacting girls' attendance at school, particularly in the higher grades, leading to poorer learning outcomes and increased drop out of girls. Moreover, only 3 percent of schools have separate toilets for students with disabilities (11 percent in urban areas and 2 percent in rural areas)".

### **1.1. Project Development Objective**

The proposed Project Development Objective (PDO) is to enhance quality of teaching and learning environments in selected general secondary schools.

### **1.2. PROJECT COMPONENTS**

**The project comprises of the following three components:**

**Component 1. Develop National Framework of Teaching and Learning Environments for Better Teaching and Learning Practice.** The objectives of this component are to develop and implement a new national framework for teaching and learning environments and improve teaching practices in the classroom. It is comprised of two sub-components as described below.

**Sub-component 1.1 Develop a New National Framework for Teaching and Learning Environment.** The objective of sub-component 1.1 is to support the government and key stakeholders to develop a new national framework for teaching and learning environment that is informed by international best practices and tailored to the local context with broad stakeholder buy in.

A new national framework for teaching and learning environment will be institutionalized through periodic evaluations of teaching and learning environments and a wide range of consultations with stakeholders.

The development of the national framework for teaching and learning will include improvements of designs for schools in Tajikistan. These improvements will include the physical characteristics such as better ventilation (active and passive), better natural and artificial lighting, and improved heating systems, all featuring energy-efficient technologies. The framework will also define the new design of schools taking into account most recent evidence of what works for better teaching and learning, multifunctional and flexible use of spaces, and allowing to deliver diverse teaching and learning in such schools (i.e., central space design, amphitheaters, foldable walls between classrooms, shared STEM laboratories, and flexible furniture solutions). The framework will inform existing regulations to ensure that these designs are possible to implement. The framework will also propose solutions for modernization of existing learning spaces in schools to allow for school modifications and renovations.

**Sub-component 1.2 Strengthen Teaching Practices in the Classroom.** The objective of this sub-component is to enhance the quality of teaching in the classroom through in-service teacher training and monitoring its effectiveness.

**Component 2. Improve the Quality and Resilience of Teaching and Learning Environments.**

The objective of this component is to improve teaching and learning environments in line with the new national framework in selected schools of Tajikistan, developed under Component 1. It would assist selected schools in: (i) rehabilitation or replacement of buildings to meet minimum standards, (ii)

modernization of teaching and learning environments to accelerate quality improvement of teaching and learning, including in collaboration with other donors, and (iii) expansion of the number of classrooms to reduce shifts, thus increasing teaching and learning time, and providing opportunities for tutoring poor performing students and provision of extracurricular activities. The component will also support the equipping of project schools with the necessary scientific materials and information technology to provide a modern teaching and learning environment<sup>1</sup>.

Additionally, this component will support the gender-specific requirements for girls' menstrual health and provision of clean water to schools. The support includes, but is not limited to, improvement of toilets and hygiene facilities, especially for girls, strengthening of the school ventilation systems, and creation of better circulating areas for safe social distancing that adhere to COVID-19 protocols for safer teaching and learning. Considering the immense need to provide girls in higher grades with access to Menstrual Hygiene Management (MHM) facilities in schools, which impacts retention of girls in education, the project will provide improved WASH facilities (separated for girls and boys) that include MHM facilities. The project will build on and collaborate with the World Bank-supported Rural Water Supply and Sanitation Project (RWSSP)<sup>2</sup>, which is working with the MoES in rural schools in Khatlon district, and other donors working in the space, such as UNICEF. Accessibility of schools for students and teachers with disabilities will also be supported. Global evidence suggests that improvements of schools in terms of WASH interventions and providing better ventilation/air filtering are efficient measures for resiliency (including COVID-19). This component addresses the MoES's priority that has centered on the resilience of the school teaching and learning environments, particularly against the ongoing pandemic. The support includes, but is not limited to, strengthening of the school ventilation systems, improvement of toilets and hygiene facilities, especially for girls, and creation of better circulating areas for safe social distancing that adhere to COVID-19 protocols for safer teaching and learning.

This component will also improve access to and use of modern laboratory equipment and information technologies in the education process. The MoES, in consultation with local authorities, would decide which schools will receive which type of laboratory equipment (physics, chemistry, biology, information technology) in line with local needs. Additionally, teachers would receive training focused on effective use of laboratory, Science, Technology, Engineering, Mathematics (STEM), and Information Communications Technology (ICT) equipment in the educational process, ensuring that Tajikistan's students have the modern skills essential in the 21st century. To this end, this subcomponent would support the provision of subject laboratories (physics, chemistry, biology, STEM, and information technology) to the selected schools. Appropriate training for effective use of STEM and ICT equipment in the educational process would be provided to teachers who will use laboratory equipment through the existing system of teacher training in Tajikistan under sub-component 1.3. The project will also provide schools with the necessary equipment for diverse teaching and learning, as well as laboratories for STEM subjects. The package of equipment for each project school will include a set of information technology items (computers, laptops, tablets, and accessories) with internet connectivity (ensuring at least the DSL speed levels) to support remote learning or hybrid modalities and access digital platforms<sup>3</sup>.

The component will also generate significant climate mitigation co-benefits from better construction technology, improved energy efficiency, less landfill, and reduced negative impacts from civil works. Energy efficiency considerations would include improved lighting, heating, ventilation and air-quality, windows and insulation, and appliances for all renovated schools. The component will ensure to decrease the carbon footprint and increase the energy efficiency of each school. Further, climate adaptation measures will be supported through the adaptation of the curriculum and preparation of teachers for utilization of the potential of modernized schools. Such examples as green schools<sup>4</sup> will inform the

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<sup>1</sup> WASH is part of the teaching and learning environment definition.

<sup>2</sup> <https://projects.worldbank.org/en/projects-operations/project-detail/P162637>

<sup>3</sup> To ensure the sustainability of internet access the project will support the review of the per capita financing (PCF) normative to support the stable and sustainable internet connectivity (in Component 1).

<sup>4</sup> <https://olc.worldbank.org/content/schools-go-green-gujarat-india>

pedagogical approaches that will be included in the strategy of the school development in Tajikistan. Annex 3 provides further details on the project's climate adaptation and mitigation measures.

### **Component 3: Build Capacity in Education Assessments and Project Management (US\$5.0 million)**

The objective of Component 3 is to enhance the country's expert and institutional capabilities in carrying out national and international assessments, and build the government's capacity in project management, monitoring and evaluation. It is comprised of two sub-components as described below.

- ***Sub-Component 3.1 Learning assessments and technical support for participation in PISA***
- ***Sub-Component 3.2 Project Management and Monitoring and Evaluation***

**The Project will be implemented by the MoES.** The subcomponent will strengthen the MoES's overall capacity in the projects' management and implementation, through technical support, trainings, workshops etc. To manage project implementation, the MoES will need support in the following areas: procurement, financial management (FM), project monitoring and evaluation (M&E), technical aspects of the project (institutional reforms, architecture, engineering, educational assessments), and translation services. For that, the MoES will hire consultants, including fiduciary specialists, engineering specialists, an M&E specialist, and a secretary – Translator. The MoES will also hire local consultants to support it in environmental and social (E&S) risk management and ensure compliance with the World Bank's Environmental and Social Framework (ESF) and other related E&S documents.

#### **1.3. Project Areas and Targeted Population**

The project will cover the entire territory of the Republic of Tajikistan. School selection will be based on a clear and transparent targeting mechanism. The selection criteria will consider access, equity, quality and financial sustainability. They could include: (i) bottom 40 percent of socio-economic characteristics of the district (based on the available data on average nominal salaries per district (rayon) – predominantly rural areas); (ii) schools located in temporary buildings or locations; (iii) schools in emergency condition or needing capital repairs; (iv) schools that have not received support for the modernization of infrastructure from any source over the past 10 years, with the exception of those schools that were damaged due to natural disasters; (v) three-shift schools; (vi) commitment of local executive bodies<sup>5</sup> to contribute to schools' improvement (e.g., connection to electricity and water supply systems) and ensure the schools' maintenance after completion of the civil works; (vii) population in the school's catchment is rapidly increasing; and (viii) availability of a land plot on the territory of the school for an additional extension of the educational block. Based on the existing renovation projects in Tajikistan and expected level of intervention in each selected school, the estimated number of schools benefiting under this sub-component will be approximately 90 schools<sup>6</sup>. They would be considered as model schools, and the MoES would expand them to other schools, if proved effective after the project duration.

#### **1.4. Need for the Environmental and Social Management Framework (ESMF)**

While the broader geographic areas for project interventions have been pre-identified, the exact physical locations and the nature and associated impacts and risks of the proposed subprojects are not known at this stage. Therefore, the project has adopted a framework approach. The preparation of an Environmental and Social Management Framework (ESMF) ensures that the proposed project has procedures and processes in place to avoid, minimize, and/or mitigate potentially adverse environmental and social impacts. It examines the potential actual and anticipated environmental and social risks and impacts of the project and/or series of subprojects, when the environmental and social impacts cannot be determined until the program or subproject details have been identified at provincial, district and at

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<sup>5</sup> Municipal self-management bodies.

<sup>6</sup> 150 schools will benefit from access to improved WASH facilities, which includes the 90 schools receiving rehabilitations, modernizations, and expansions under Component 2, plus an additional 60 schools.

community levels. This ESMF builds on the Early Childhood Development Services Improvement (P169168)-ECDP ESMF which is being funded by the WB.

ESMF defines procedures and screening list to ensure that timely measures are in place in order to:

- Avoid or minimize any harm to human health
- Avoid, reduce, mitigate or compensate any loss of livelihood
- Avoid, minimize, mitigate or compensate for any environmental degradation as a result of the interventions by projects
- Enhance positive environmental and social outcomes
- Ensure compliance with Republic of Tajikistan legislations as well as with the World Bank's Environmental and Social Framework (ESF) and the World Bank Group General Environmental, Health and Safety Guidelines (EHSG)

The ESMF is complemented by the following ESF instruments:

- Stakeholder Engagement Plan (SEP)
- Labor Management Procedures (LMP)
- Environmental and Social Commitment Plan (ESCP)

The ESMF includes a generic ESMP (annex 4) which will be followed for sub-projects. This ESMF along with ESMP are legally binding documents to be included in the Financing Agreement of the LEARN project.

### **1.5. ESMF Preparation Process**

Following are key steps in ESMF preparation.

- Reviewed project documents and meeting/discussions with various stakeholders including World Bank
- Stakeholder identification and analysis (SEP)
- Reviewed policy and regulatory requirements
- Collection and analysis of baseline environmental and social data, with the help of primary data collection and secondary literature review.
- Consultations with the stakeholders including beneficiary and developing the consultation process
- Review the potential risks and impacts of the LEARN activities and subprojects and mitigation measures to address potential adverse risks and impacts.
- Outline the detailed procedures to be followed to comply with the WB and the Republic of Tajikistan rules and regulations including preparation of various Environmental and Social (E&S) documents, monitoring mechanism, stakeholder engagement, disclosure requirement, grievance mechanism and institutional arrangement.
- Brief description of content and organization of ESMF.



## 2. Environmental and Social Baseline Conditions

### 2.1. Physical environment

Tajikistan has a population of 9.5 million<sup>7</sup>, of which 72 percent live in rural areas<sup>8</sup>, and is largely dependent on agriculture and remittances. Tajikistan's pre-pandemic Gross Domestic Product (GDP) per capita of US\$874 in 2019 was the lowest in the Europe and Central Asia (ECA) region. Rural and remote areas are significantly poorer than urban on average, and face highly volatile incomes compounded by strong seasonality – the national poverty rate rises as much as 8 percentage points during the winter and spring months. The majority of general secondary schools are located in rural areas – 70 percent compared to 30 percent in urban settings. Service delivery is challenged by mountainous terrain, which accounts for 93 percent of the country's land area.

The Republic of Tajikistan is a landlocked country located in the mountainous part of Central Asia between latitudes of 36°40'N-41°05'N and 67°31'E-75°14'E. The area of the Republic of Tajikistan is 143.1 thousand km<sup>2</sup>. In the north and west, the Republic of Tajikistan borders with Uzbekistan and Kyrgyzstan, in the south - with Afghanistan and in the east - with China. The length of the country's borders is 3 000 km.



P. 1. Map of Tajikistan

**Khatlon region** is located in the south-west part of the Republic of Tajikistan and is the most densely populated among the four administrative entities of the first level. The region is located to southwest between the Hissar Range to the north and the Panj River to the south with its southeast borders with Afghanistan and western borders with Uzbekistan. The administrative center is the city of Bokhtar, former Kurgan-Tyube. During the Soviet period, Khatlon Region was divided into Kurgan-Tyube Region (western part of Khatlon Region) and Kulyab region (eastern part of Khatlon Region). In 1992, both regions were merged

<sup>7</sup> Agency on Statistics under President of the Republic of Tajikistan. 2021. <https://www.stat.tj/en/>

<sup>8</sup> World Bank. 2021. [World Development Indicators](https://data.worldbank.org/)

into the current Khatlon Region. The Region covers an area of 24,800<sup>km<sup>2</sup></sup> and consists of 24 districts – 14 are located in the western part of Khatlon Region and 10 in the eastern part of Khatlon Region. The project covers 7 districts of Khatlon Oblast.

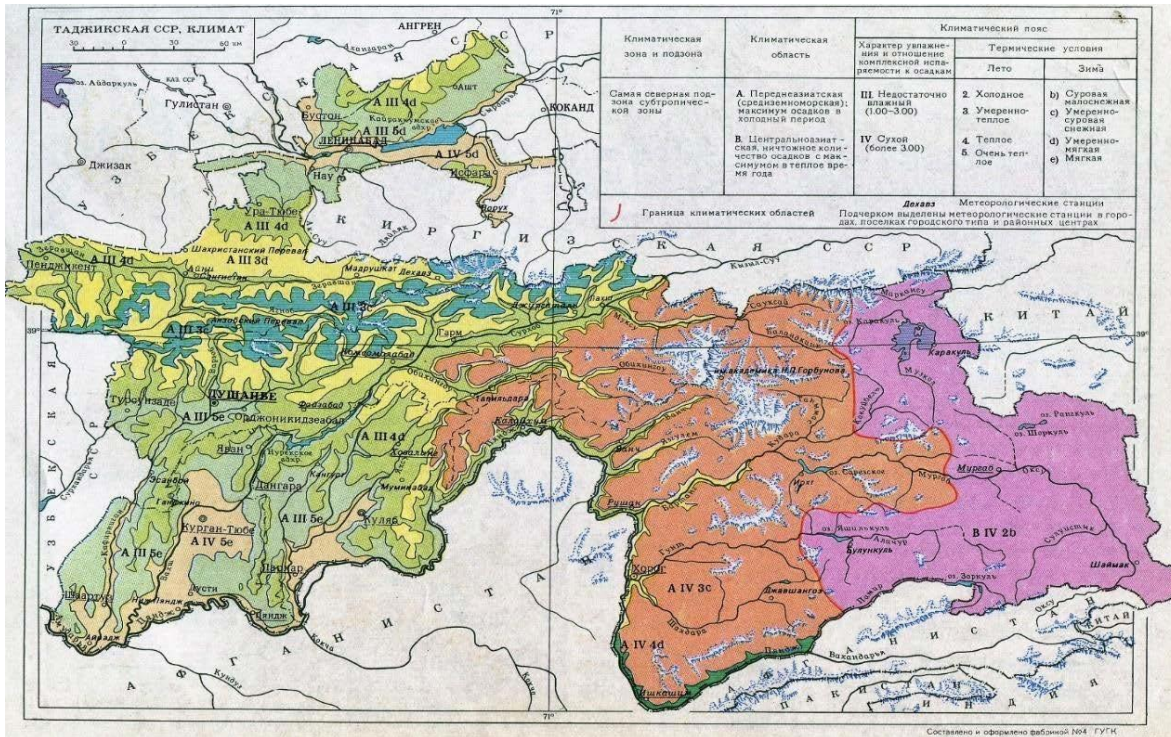
**Sughd region** located in the northwestern part of the country and covers an area of 25,400<sup>km<sup>2</sup></sup>, bordering Jizzakh, Namangan, Samarkand and Fergana regions of Uzbekistan, and with Osh and Batken Regions of Kyrgyzstan. It is separated from another part of Tajikistan by the Hissar Range. The southern part of the Region is the east-western valley of the upper reaches of the River of Zeravshan. To the north, in addition to the Turkestan Range, there is the Valley of Fergana. The Region includes 30% of population of the Republic of Tajikistan and a third of all arable lands. The region consists of 14 districts, and the project will cover only the Gorno-Matchinsky district, which is located in the south of the Sughd region in the basin of the Zeravshan tributary. The physical environment is characterized by a long glacial valley formed by the Zeravshan Glacier.

**Districts of Republican Subordination (DRS)** are the areas of direct administration directly reporting to the central government. Previously, they were known as Karategin Bekdome (Bekstvo). Of these, 13 districts are located in the central part of the country. Their plateau is crossed by the Vakhsh River [https://en.wikipedia.org/wiki/Vakhsh\\_River](https://en.wikipedia.org/wiki/Vakhsh_River), which is the right tributary of Amu Darya River. The [https://en.wikipedia.org/wiki/Gissar\\_Range](https://en.wikipedia.org/wiki/Gissar_Range) Hissar [https://en.wikipedia.org/wiki/Gissar\\_Range](https://en.wikipedia.org/wiki/Gissar_Range) and [https://en.wikipedia.org/wiki/Zeravshan\\_Mountains](https://en.wikipedia.org/wiki/Zeravshan_Mountains) Zeravshan [https://en.wikipedia.org/wiki/Zeravshan\\_Mountains](https://en.wikipedia.org/wiki/Zeravshan_Mountains) ranges are located to the north of the border and the Darvaz Range is to the south covering 7,600 meters [https://en.wikipedia.org/wiki/Darvaz\\_Range](https://en.wikipedia.org/wiki/Darvaz_Range) [https://en.wikipedia.org/wiki/Darvaz\\_Range](https://en.wikipedia.org/wiki/Darvaz_Range).

**Gorno-Badakhshan Autonomous Oblast (GBAO)** is located to the east of the Republic of Tajikistan, covers an area of about 64,1 km<sup>2</sup> or 44,9% of the total territory of the country with the number of populations approximately 223,6 thousand (Estimated in 2018), **which is only about 3% of the total population of the country. GBAO is a rural region; only 13.8% of urban population lives in the administrative center, the city of Khorog.**

## 2.2. Air and climate

The climate of the Republic of Tajikistan is characterized by the interaction of the main climatic factors (geographical location, atmospheric circulation and solar radiation), which determine the basic properties of its climate: aridity, excess heat and light, significant interannual and annual variability of almost all climatic elements. A relatively cold winters, rainy springs, dry summers, and lack of precipitation for several months. The peculiarities of Tajikistan climate are determined by its remoteness from the oceans (low humidity), its location in relatively low latitudes (the strength of the radiation balance) and topographic features that affect the processes of atmospheric circulation. According to its climate conditions, Tajikistan is divided into several zones (Picture 2). The project sites, located in deep valleys, mainly belong to the zones with a West Asian insufficiently humid climate.



Picture 2. Map of climate zones of the Republic of Tajikistan

Air quality in all project regions is good due to the absence of industrial pollution and relatively low vehicle use.

Air quality in **Khatlon Region** is generally good and free of contamination. The climate is characterized by moderately cold winters and hot summers. Temperatures can reach 45°C in summer and drop to -20°C in winter. The project area in Khatlon Region covers arid and semi-arid zones with low rainfall, hot dry summers and moderate and relatively dry winters. This climatic feature affects use of agricultural lands, number of which is very limited and depends on watering and fertilization of soil. Rainfall from November to March is between 200 and 400 mm on a major part of the territory (in the plains) and can reach 400 mm and above in more hilly areas.

Precipitation mainly includes rains and sleet. The thickness of snow cover rarely exceeds 10 cm, it melts very quickly and does not accumulate. The driest period is from June to October. Snowfall falls mainly between mid-December and mid-February; rainfall falls from March to mid-May.

The climate in the southeastern part is variable with moderately cold winters and hot summers. The summer months are very hot with the temperatures ranging from +35°C to +45°C and above. The average temperature in July exceeds +30°C. Temperatures in the winter are relatively low, the average temperature in January is above 0°C, however it can drop to -20°C.

The climate in **Sughd Region** is changeable with moderately cold winters and hot summers. Summers are very hot, and temperatures can reach more than +45°C. The average temperature in July exceeds +30°C. Winters are relatively cold and the average temperature in January is around -3°C, however it can drop to -28°C. The climate in the Zeravshan Valley is characterized as continental, semi-arid, and with warm temperatures. Precipitation falls according to the annual established scheme, with the maximum amount observed in late

autumn and spring, and their annual amount is 400-700 mm. The microclimate in major part of Gorno-Matchinsky district is determined by its surroundings with high mountains exceeding 5,000 meters<sup>9</sup>

**Districts of Republican Subordination** have a mild climate which is typical for central Tajikistan. Summers are cool, and the maximum amount fall in autumns and winters. The winter climate is harsh; snow begins to fall in October and thaws only in May. The average annual air temperature in Gissar district is from +14 to +17°C, with precipitation from 800 to 1500 mm. per year.

The surrounding mountainous areas of the Western Pamirs in GBAO form the belt with a dry climate, moderately warm summers and moderately harsh winters. The most precipitation in the valleys are rains and snows in the winter-spring period. The total annual rainfall in the valley of Vanch river depends on the altitude and varies from 800-1200 mm in the area of Medvezhiy Glacier; 180-200 mm per year in the area of the Hamrogi weather station, down the valley of confluence of rivers Vanch and Panj. In the proposed areas of GBAO, located in the valley of the Vanch River, the annual rainfall reaches 450-500 mm. At an altitude of more than 2000 m above the sea level, the snow cover remains on the ground up to 90 days a year. The minimum winter temperature can drop to -30 ° C, while the maximum summer temperature reaches +40 ° C. For 12 years of observation (2005-2017) the maximum temperature in the area of Vanch Weather Station was in July 2013 (+36,6°C), and the minimum was in January 2012 (-20,5°C) (www.gr5.ru).

### 2.3. Water resources

The hydrographic network of the Republic of Tajikistan includes more than 25 thousand rivers with a total length of 69 200 km. Of this number, 947 rivers have a length of 10 -100 km, 16 rivers – 100 - 500 km, and 4 rivers – more than 500 km. River systems are divided into four river basins: 1) Syr Darya River basin (with the basin of Zeravshan River as a tributary basin); 2) Kafirnigan River Basin (Kafirnigan river system and the tributaries of Ilyak, Sorbo and Varzob, with a tributary basin of Karatag River); 3) the basin of Vakhsh River and all its tributaries; 4) Pyanj River basin with the River of Pyanch and its tributaries. Thus, there are four tributary basins of Zeravshan, Surkhob, Kafirnigan and Karatag rivers.

The largest rivers in the area of the Project “Learning Environment – Foundation for Quality Education” are: Vakhsh, Kafirnigan, Zeravshan and Karatag. All of them form the Amu Darya River basin. The characteristics of these rivers are shown in Table 2.

**Table 2. Characteristics of the main rivers’ basins in the project area**

Rivers	Length (km)	Catchment area In Tajikistan (thous. km <sup>10</sup> )	Average annual river flow (billions m <sup>11</sup> /g)	Months of maximum river flows <sup>2</sup>
Vakhsh	524	31,2	19,6	July-August
Kafirnigan	387	11,6	5,2	April-May
Karatag	112	13,5	65,8	June-August
Zeravshan	310	14,3	59,5	July-August
Pyanj	521	114	33,4	July-August

<sup>9</sup> Andreas Mandler, Knowledge and management mechanisms in agricultural production:

<sup>10</sup> [http://tajikwater.net/docs/tajik\\_rivers\\_080620.htm](http://tajikwater.net/docs/tajik_rivers_080620.htm)

<sup>11</sup> Andreas Mandler, Knowledge and management mechanisms in agricultural production:

Source: Review of environmental performance, Republic of Tajikistan.  
UN, 2014, 2017

Glacial-snow-fed rivers. The flood lasts up to seven months a year, the largest volumes of water can be in July and August. It relates to almost all main rivers of the country, especially rivers of Vanch, Panj, Zeravshan, etc.

Snow-glacial-fed rivers. Examples include Karatag and Kafirnigan rivers with their tributaries, Varzob River, on the banks of which is the capital of the country. The largest volume of water is in May-June.

Snow-fed rivers. Flooding period lasts four to six months, and April or May have the largest volumes of water.

The rivers are Kafirnigan, - Luchob (a tributary of Varzob), Kharangon and other.

#### **2.4. Flora and fauna**

The vegetation in Kuhistoni Mastchoh district of Sughd Province is represented by mountain forests and light forests, mountain-steppes, tugais, and semideserts. The animal world is rich in birds, reptiles, and mammals. The Zarafshon glaciation knot is located in the high-mountain area of the district. The vegetation is dominated by juniper forests and light forests, high grass semisavannas, and mountain steppes. The animal world mainly consists of high-mountain steppe species – snow leopard (*Uncia uncia*), Siberian ibex (*Capra sibirica*), wild boar (*Sus scrofa*), marmot (*Marmota*), and birds.<sup>3</sup>

DRS area. Significant impact on the foothill vegetation is observed in the natural ecosystems of the area. The investigation was deeper on the undeveloped sites and among the cereal's fields. The project sites are mostly affected by human impact and therefore its vegetation is anthropogenic in its nature. The valley is fairly well developed and there is developed an agro-industrial complex with typical rural settlements and practically widespread agricultural lands. Here, mainly cotton is cultivated, as well as cereals, melons and vegetable crops, fruit orchards and wastelands are located here and there. In general, the eastern slope of the mountain ranges is of little value in relation to vegetation, and therefore no natural reserve is established there.

The GBAO area has long history of human settlement and agricultural development. Due to the lack of land suitable for agriculture, most of forested areas have been converted to agricultural lands. The remained natural vegetation cover at the project area belongs to sub-alpine type (up to 3500m msl). Tugai are mainly shrub communities that occur along riversides and around springs at the altitudes up to 3500m. In the past the tugai forest of Vanj river flood plains was included in the list of Natural Heritage Sights of Western Pamir. Currently only scarce remaining fragments of tugai forests grow on the flood plains of Vanj and Yazgulem rivers. The dominant species are birch (*Betula Pamirica*), pulpous (*Populus Pamirica*). Within flood plains of Vanj River, there are stands of common sea buckthorn (*Hipophae rhamnoides*) and *Beberis integerrima* are preserved. Most of natural forest has been cut by the local population in 1990-s to provide fuel wood due to lack of a reliable power supply during the severe winters. The rare archa (*Juniper*) trees grow on the steep, rocky slopes of the Vanj and Yazgulem ranges.

In Khatlon Region biodiversity is generally low because of water shortage, minimal rainfall and poor soil. The ecosystem type is desert-ephemeral, characterized mostly by dwarf shrubs and very few trees. Mulberry, plane tree and poplar are the most important tree species. Mid-low mountain semi-savanna landscapes are widespread. The main valuable communities of this type are high-grass and forbs-shrub communities. Vast areas (70%) of the southern Tajikistan semi-savannoids are strongly degraded due to the inadequate agricultural practices. Foothill semidesert and desert communities occupy high terraces and form a typical landscape of the plains in the lower reaches of large rivers: Pyandj, Vakhsh, Kofarnihon. In southern Tajikistan nearly 30 thousand hectares of these landscapes belong to the nearprotected areas of the Tigrovaya Balka Reserve. Considerable areas of the sand-desert ecosystems are cultivated for cotton growing.

There is one IBA that occur within Dusti district of Khatlon: IBA site—Tigrovaya Balka Natural Reserve (68 o 26.52' E 37 o 19.16' N) spans 49786 ha. This reserve is known to contain resident Saker Falcon (*Falco cherrug*) listed as vulnerable and a species known to be susceptible to electrocutions, and passage populations of Common (Eurasian) Crane (*Grus grus*), a species susceptible to collisions<sup>16</sup>, winter populations of Red-crested Pochard (*Netta rufina*), Pygmy Cormorant (*Phalacrocorax pygmeus*) and breeding populations of Pallid Scops-owl (*Otus brucei*) all classified as of least concern.

There is a Ramsar site—1084, at the Lower part of Panj River (68o 30'8.107 E 37o 10' 30' .436 N). It is a wetland area valuable for its birdlife and tugai vegetation. This Ramsar site is right on the border with Afghanistan and has overlapping habitat with Imam Sahib IBA within the Afghanistan side.

The Tajik National Park in GBAO's Pamir Mountains (a UNESCO World Heritage Site, occupies area of 26,000 km<sup>2</sup> or 18% of the area of Tajikistan and located within GBAO as well as Jirgital and Sangvor Districts of Republican Subordination (DRS). In surroundings of project areas, the National Park includes watershed areas of Vanj and Yazgulom mountain ranges and wedges in upper part of Vanj valley approximately in 40 km from the project sites. It is unlikely that the project activities will directly affect any habitat or species within the park.

## 2.5. Cultural, archaeological, ritual and historical resources

The following objects of cultural heritage are located within the selected districts:

**Table 3. Objects of cultural heritage within the boundaries of the project implementation area**

<b>Districts of republican subordination</b>	
Rudaki district	1. Kafirnigan Kualaa settlement • Mavlono Yakubi Charkhi Mosque
Gissar district	• Hissar Fortress (local castle) • Madrassah-Kuhna (madrasah building) • Sangin (stone mosque) • Caravanserai (yard with buildings) • Madrassah Nav (madrasah building)
<b>Khatlon Region</b>	
Kushoniyeon District	• Ancient settlement Khalkajar (period of the Kushan kingdom, II-VI century) • Central Museum of Kurgan-Tyube • Ancient Buddhist temple (vicinity of Kurgan-Tyube)
Vakhsh district	• Ajina Tepe (Buddhist monastery) • Chorgulteppa
Voseysky district	• Hulbuk Castle
Kushoniyeon District	• Ancient city of Takhti Sangin
<b>Sughd Province</b>	
Gornaya Matcha	• Soiyi Saboh
<b>GBAO</b>	
Ishkoshim district	• Yamchun Fortress

According to UNESCO, there is a number of places of cultural heritage relating to the Silk Road, a trading route that connected Asia and Europe. These objects are listed in the following table.

**Table 4. Cultural sites related to the silk road**

	Object	District		Area (ha)	Approximate coordinates
1	Hissor Fortress	Hissor District		20	N38°29'01.42   E68°35'37.00
2	Buddhist Monastery Ajina Tepe	Vakhsh District		1,3	N37°51'51.58   E68°56'30.65

Source: whc.unesco.org

## 2.6. Socio-economic characteristics

### 2.6.1. Population

The Republic of Tajikistan belongs to the countries with a rapidly growing population; in 2019 it reached 9,1 million people (of them 49% - women, 40,6% - children up under 18 years and 66% young people under 30 years). The average resident population in Tajikistan has increased from 6,1 mln. people (2000) to 9,1 mln. people (2019), i.e., by 49 percent. About 74 percent of population lives in rural area. The population of Tajikistan is very young; Over the past 70 years, the population has increased 6 times. Annual population growth in the country fluctuates within 2,1 - 2,5 percent. According to the latest estimates, the average age of the population is 25 years.

**Table 5: Population of Tajikistan regions based on census outcomes and the latest official estimates**

Name	Capital	Area A (km <sup>2</sup> )	Population Census (C) 1979-01-12	Population Census (C) 1989-01-12	Population Census (C) 2000-01-20	Population Census (C) 2010-09-21	Population Approximately (C) 2019-01-01 <sup>12</sup>
<b>Tajikistan</b>	Dushanbe	<b>141,400</b>	<b>3,801,357</b>	<b>5,109,000</b>	<b>6,127,493</b>	<b>7,564,502</b>	<b>9,126,600</b>
Khatlon	Bokhtar	24,700	1,220,949	1,701,380	2,150,136	2,677,251	3,274,900
Dushanbe	Dushanbe	100	500,966	605,135	561,895	724,844	846,400
Gorno Badakhshan	Khorog	62,900	126,783	160,860	206,004	205,949	226,900

<sup>12</sup> <https://www.citypopulation.de/en/tajikistan/>

DRS		28,500	757,976	1,083,043	1,337,479	1,722,908	2,120,000
Sughd	Khujand	25,200	1,194,683	1,558,158	1,871,979	2,233,550	2,658,400

### 2.6.2. Employment

Majority of population in these areas rely on self-sufficient farms, labor migration and shuttle trade to survive. People are trying to find different ways of income generation working in villages or other places as a driver, daily worker, shopkeeper, tailor, obstetrician, shepherd, etc. The labor market at the local and district level is very limited, and earnings from temporary work is very low. Therefore, the most significant way to generate income is labor migration to Russia. Migration since independence has created both: difficulties and opportunities for women. According to interviews, wives of migrant workers take over the role of head of household and make decisions themselves. From numerous individual examples, migration has also led to an increase of abandoned or divorced women in Tajikistan. The right to make individual decisions in households regarding, for example, agricultural production, remains with men, and it is granted based on age, merit, and experience. In Gornaya Matcha district a significant number of households headed by women (about 10 percent), and the reason for that is permanent or temporary absence of men. However, decision-making in such households by women is often impossible due to intervention of relatives or husbands from abroad. Women carry out lion portion of domestic and agricultural work in rural areas experiencing migratory outflows among men.<sup>13</sup> Average share of officially registered labor migrants is 5 percent in the districts of Khatlon Region and over 10 percent in the target areas of GBAO.

There is a different level of migration in the villages, making about 10 percent of their working-age population. Mostly local people leave for Russian Federation. Most migrants (over 90 percent) are men who go abroad for seasonal work. There are also people leaving for several years, or, as they are often called, long-term migrants. Even though only 10-15 percent from total population of villages leave the country, they send a relatively high income to their households. The level of labor migration and its growth is caused by unemployment, reaching 60 percent of the total working-age population of the community.<sup>7</sup>

By the age of 25, 70% women become economically inactive, meaning they do unpaid work at home. For men it is 20% by age 25 getting economically inactive. Over 43% of Tajik women do unpaid housework, garden work or care for other family members, compared to 9% of men.<sup>14</sup> The proportion of households run by women is increasing, often caused by labour migration.<sup>15</sup> A third of men between 20 and 39 leave for the period of one year or even more, and about 41% of men divorce their Tajik wives after leaving the country.<sup>16</sup> According to the results of divorce processes, about 80% of Tajik women are denied property rights and aliments. Women are forced to cope with these harsh conditions by implementing not only their usual job, like caring for children and older family members, but also traditionally men's job, such as maintaining household, working on fields and with animals. These additional responsibilities limit their participation in

<sup>13</sup> Knowledge and management mechanisms in agricultural production: Discussion of access to

<sup>14</sup> Agency on Statistics under the President of the Republic of Tajikistan, Labour Force Survey (2016).

<sup>15</sup> Asian Development Bank, Country gender assessment (2016).

<sup>16</sup> State Agency for Social Protection, Employment and Migration of the Republic of Tajikistan (2009 r.).



education and income-generating activities. In addition, women's paid employment is hampered by a significant decline in number of pre-school educational institutions, especially in rural areas.<sup>17</sup>

### 3. LEGAL AND REGULATORY FRAMEWORK

#### 3.1. National Legal Framework

**Table 6. List of relevant national laws and regulations**

Law on Environment Protection (2011, amended 2017)
Water Code of the Republic of Tajikistan (2000, amended in 2012)
Land Code of the Republic of Tajikistan (1996, amended in 2016)
Law on Land Administration (2008, amended in 2016)
Law on Sanitary and Epidemiological Safety of Population (2003, amended in 2011)
EA National Legal Framework Law on Ecological Expertise (2012)
Law on Environmental Impact Assessment (2012)
Law on State Environmental Expertise (2012)
Law on Dehkan Farms (2016)
Law on Land Valuation (2001)
Regulation № 641 "“Order of compensation for losses of land users and damage of the agricultural production process”, approved by the Resolution of the Government of the Republic of Tajikistan (2011)
Law on Appeals of Individuals and Legal Entities (2016)
Law on Freedom of Information
Law on Public Associations (amended in 2015 and 2018)
Law on Public Meetings, Demonstrations and Rallies (2014)
Law on Self-Government Bodies in Towns and Villages (1994, amended 2009 and 2017)
Labor Code (1997) (includes Chapter 35 on Occupational Safety)
National Strategy for Education Development of the Republic of Tajikistan 2012–2020 (2012)
National Concept on Inclusive Education for Children with Disabilities in the Republic of Tajikistan for 2011–2015 (2011)
Program for Development of Private Preschool and General secondary educational institutions (2014)
State Standard for Preschool Education in the Republic of Tajikistan (2014)
Early Child Learning and Development Standards (2010)
Government Resolution ‘On State Standard for Preschool Education of the Republic of Tajikistan (2014)
"Design norms" (1988) and "Hygienic requirements in pre-school institutions" (SANPIN; 2014)
Regulations on pre-school educational institutions (2015)
Government Resolution on Transition of state preschool educational institutions to normative (per capita) financing (2015)
Law on Parents Responsibility for Children’s Upbringing and Education
Government Resolution on payments for maintenance of children in state preschool educational institutions (2016)
Law of the Republic of Tajikistan on Food Safety (2010)
Law on Protection of Breastfeeding for Children (2006)
Law on Salt Iodization (2002)
National Health Strategy for the period of 2010-2020

<sup>17</sup> Asian Development Bank, Country gender assessment (2016); International Labour Organization, *Maternal health and childcare systems in Central Asia: national studies in Kazakhstan and Tajikistan (MOT: MOT, 2014)*.

Nutrition and Food Safety Strategy for 2013-2020
Nutrition and Physical Activity Strategy for 2015-2024
Food Security Program for 2015-2020
Government Resolution № 597 On State Surveillance Service of Health Care and Social Protection of Population (2017)
Law on sanitary and epidemiological safety of population (2003)
Public Health Code (2017)
Law on Family Medicine (2010)
National Reproductive Health Strategy (2014)
Child and Adolescent Health Program (2015)
Safe Motherhood Action Plan (2015)

Along with the national legislation and regulations on environmental and social issues, Tajikistan is also a party to several international treaties aimed at addressing environmental and social issues.<sup>18</sup>

**Table 7. List of international treaties and conventions ratified by Tajikistan**

Rotterdam Convention on the Prior Informed Consent (PIC) Procedure for Certain Hazardous Chemicals and Pesticides in International Trade (1998)
Signatory of the Stockholm Convention on Persistent Organic Pollutants (2002)
Convention on Biological Diversity (1997) and its Cartagena Protocol on Biosafety (2004)
Convention On Protection of the World Cultural and Natural Heritage (1992)
United Nations Convention to Combat Desertification (1997)
United Nations Framework Convention on Climate Change (1998)
(Ramsar) Convention on Wetlands of International Importance, Especially as Waterfowl Habitat (2000)
Convention on the Conservation of Migratory Species of Wild Animals (2001)
Convention on International Trade in Endangered Species of Wild Fauna and Flora (2016)
Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal (2016)
Convention for the Safeguarding of the Intangible Cultural Heritage (2006)
International Covenant on Economic, Social and Cultural Rights
Convention on the Elimination of All Forms of Discrimination against Women
Convention on Minimum Age for Admission to Employment (1993)
Convention on Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (2005)
Convention on the Abolition of Forced Labour (1999)
Employment Policy Convention (1993)
Labour Inspection Convention (2009)
Tripartite Consultations Convention (International Labour Standards), (2014)

<sup>18</sup> ILO Information System on International Labour Standards, verified on 06.11.2019.

### **3.1.1. Review of the main provisions of national legislation on Environmental Protection**

**Law of the Republic of Tajikistan "On environmental protection"** (2011, amended in 2017) provides that the policy of Tajikistan in the sphere of environmental protection should give priority to environmental measures, based on scientifically proven principles, and apply a balanced approach when considering economic and other activities that may have an impact on environment, with measures for nature protection and rational use of resources. To ensure public and individual right to a safe and healthy environment, the Law requires an environmental impact assessment of any activity that may have a negative impact on the environment. The law also establishes the definition of environmental emergencies and environmental disasters and prescribes the procedure for dealing with such situations, including the obligations of officials and institutions to prevent and eliminate negative consequences, as well as the liability of persons or organizations that have caused damage to the environment or otherwise violated the Law. The law also establishes governmental, departmental, industrial and public control over compliance with legislation in the sphere of environmental protection, which is entrusted to the Committee on Environmental Protection, State Sanitary and Epidemiological Supervision Service (Department of Sanitary and Epidemiological Safety, Emergency Situations and Emergency Medical Care) under the Ministries of Health and Social Protection of Population, Industrial Safety Inspectorate and Mining Inspectorate. Public control is carried out by public organizations or unions and can be carried out in relation to any state body, enterprise, organization or individual.

Article 12 of the Law on Environmental Protection proclaims the right to live in a favourable environment and to protect the environment from negative impacts. Citizens also have the right to environmental information (Article 13), as well as to participate in development, adoption and implementation of decisions concerning the impact on the environment. (Article 13). The latter is ensured by public discussion of drafts of environmentally important decisions and public environmental expertise. Representative bodies of state power are obliged to take into account the comments and proposals of citizens.

Water Code of the Republic of Tajikistan (2000, amended in 2012) defines policies for water resources management' issuing of permits; dispute resolution, and keeping of water cadastre. The Code regulates the rational use and protection of water resources by all users and defines types of water use rights, powers and functions of regional and local public authorities to distribute water to different users, collect water use fees, plan water use, regulate water use rights and resolve disputes.

Land Code of the Republic of Tajikistan (1996, with latest amendments in 2016) defines the types of land use rights, the powers, and functions of regional and local public authorities in the allocation of land, collection of land tax, land use planning, pledge of the right to land use and settlement of land disputes. The law defines the rights of land users and tenants of land and prescribes the use of a special land fund for the purposes of land privatization and restructuring of farms. The law does not provide for the acquisition or sale of allotted land. The Land Code regulates land relations and is aimed at rational "use and protection of land and increasing soil fertility.... 19 ." Land can only be used in a rational manner, and the Code allows local public authorities to decide what forms the "rational" land use. It also includes mechanisms to terminate the right of farmers to use land, including in situations where land use leads to land degradation. This decision is made by the district administration.

Law of the Republic of Tajikistan "About land management» (2008, amended in 2016) obliges competent authorities to carry out mapping and monitoring of land quality, including soil pollution and erosion and deforestation.

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<sup>19</sup> Land Code of the Republic of Tajikistan (1992)

Law of the Republic of Tajikistan "On sanitary and epidemiological safety of population" (2003, amended in 2011) the concept of sanitary-epidemiological expertise has been introduced, which establishes the compliance of project documentation and economic activities with state sanitary and epidemiological norms and rules and provisions on sanitary-hygienic, anti-epidemic and information measures have been strengthened.

The National Law of the Republic of Tajikistan "On Environmental Assessment" (2012) establishes that the mandatory intersectoral nature of the state environmental "expertise" (SEE) must be scientifically based, comprehensive and objective and lead to conclusions in accordance with the law. The SEE anticipates decision-making on activities that may have a negative impact on the environment. Financing of programs and projects is allowed only after receiving a positive conclusion or the SEE outcomes. The following list of activities is subject to the State environmental expertise: a) Programs implemented as State programs; pre-planning, pre-project and project documentation in the sphere of economic development; b) regional and sectoral development programs; c) territorial and urban planning, development and design; d) environmental programs and projects; e) construction and reconstruction of various types of objects regardless of the form of ownership; f) drafts of environmental quality standards and other normative, technical and methodological documentation regulating economic activity; g) existing enterprises and economic entities, etc. The Law also provides for the mandatory implementation of all economic and other activities in accordance with the existing environmental standards and norms; adoption of the appropriate environmental protection and mitigation measures in order to prevent pollution, as well as to improve the quality of environment. ES studies, which analyse short- and long-term environmental, genetic, economic and demographic impacts, should be evaluated before decisions on the selection of sites, construction or reconstruction of facilities, regardless of their forms of ownership are made. In case of violation of these requirements, construction must be stopped until necessary corrections are carried out, prescribed by the Committee for Environmental Protection and / or other authorized regulatory bodies, such as sanitary, geological and public safety services.

Law of the Republic of Tajikistan "On environmental impact assessment" was adopted in 2012, and subsequently, the Government of the Republic of Tajikistan adopted the following acts in pursuance of this Law:

Procedure for organizing and conducting environmental impact assessment (approved by the Resolution of the Government of the Republic of Tajikistan of 01August 2014, №509) contains provisions on the composition, procedure for the development, coordination and approval of design and estimate documentation for the construction of facilities, buildings and structures and sections of the EIA, documentation on strategic environmental assessment and feasibility study; • List of facilities and activities for which the development of environmental impact assessment documentation is mandatory (approved by the Resolution of the Government of the Republic of Tajikistan dated August 1, 2014, №509). This extensive list contains 180 activities, which are grouped into four categories of environmental impact (from (I) "high risk" to (IV) "local impact"). If the facility is not listed, no EIA or SEE is required.

### **3.1.2. Review of the main provisions of national legislation on social aspects.**

This section contains a description/extract from the current legislation relating to citizens' access to and forming of information:

**Law of the Republic of Tajikistan "On Freedom of information"** is based on the Article25 of The Constitution, which states that state bodies, public associations and officials are obliged to provide everyone with the opportunity to receive and familiarize themselves with documents relating to people's rights and interests, except in cases provided for by law. The Law applies to access to information contained in official documents and not included in the information of restricted access in the interests of ensuring national security in

accordance with the legislation on the state secrets and other regulatory legal acts regulating relations in the sphere of protection of national security.

**The Law of the Republic of Tajikistan “On appeals of individuals and legal entities “(2016)** contains legal provisions on established information channels through which citizens can submit complaints and inquiries. Article 14 of the Law establishes the time limits for the consideration of grievances/complaints: 15 days from the date of submission that do not require additional study and research, and 30 days for applications requiring additional study. These legal provisions will be taken into account in the project complaint mechanism.

**The Law «On local public authorities» (2004)** grants the chairman of district or city administration powers in the field of natural resources management, construction and reconstruction of environmental facilities, supervision of local structures in the field of waste management, sanitary and epidemiological supervision, health care and social protection of the population within the boundaries of the administrative-territorial unit. Holding public meetings is allowed only if the local authority is notified in advance (District hukumats).

**Article 13 of the Law on Environmental Protection Proclaims** the right of citizens to environmental information, as well as to participate in the development, adoption and implementation of decisions concerning any impact on environment. The latter is ensured by public discussion of drafts of environmentally important decisions and conduction of public environmental expertise. Representative bodies of state power are obliged to take into account the comments and proposals of citizens.

**The Land Code of the Republic of Tajikistan** contains basic provisions on the allocation of land for public and state needs. The Code allows the State to seize land from land users for the needs of projects carried out in the interests of the State and on a national scale, and describes the methods, system and procedure for protecting the rights and interests of people whose land is subject to seizure for the purposes of the project, and also provides for a set of compensatory measures to compensate for the losses to land users. The procedure for compensation of losses to land users and compensation for damage to agricultural production, approved by the Decree of the Government of the Republic of Tajikistan No. 641 of December 30, 2011, establishes a specific and detailed procedure for compensating losses to land users.

**The Civil Code** determines the procedure for exercising the property rights and other property rights, rights to the outcomes/results of intellectual activity, and regulates contractual and other obligations, as well as other property and related to them personal non-property relations based on equality, independence of will and property independence of their participants. Family, labor, natural resource and environmental protection relations are regulated by civil law, unless otherwise provided by the laws on the family, labor, land and other special legislation.

**Article 41 of the Constitution of Tajikistan, adopted in 1994, states:** Everyone has the right to education. General basic education is compulsory. The State guarantees general basic compulsory free education in public educational establishments. Everyone, within the framework specified by the Law, can receive free general secondary, primary, vocational, secondary vocational and higher vocational education in state educational institutions (as amended by the Law of the Republic of Tajikistan of 22.06.2003). Other forms of education shall be determined by law.

**Law of the Republic of Tajikistan "On Education"** guarantees citizens of the Republic of Tajikistan, irrespective of nationality, race, sex, language, religion, political beliefs, social or property status, the right to education, free compulsory general basic education in State educational institutions (Article 6.)

**National Strategy for Education Development of the Republic of Tajikistan till 2030.** Strategy goal is to develop pupils' fundamental skills, i.e., basic literacy, numeracy and transferable skills, which are the basis for people's lifetime. As stated in the strategy, *"the aim of the reforms is to create a system of high-quality education and accessible to all throughout the lifetime, providing the country's economy with competent workers, appropriate infrastructure and based on modern and innovative technologies"*. The strategy also emphasizes that the education system should be economically sustainable and meet the standards of the world's leading educational systems and international quality assessment systems... and to ensure the preservation and development of cultural identity, as well as the maintenance of national identity and cultural diversity.

**The Law of the Republic of Tajikistan "On responsibility of parents for education and upbringing of children"** regulates the responsibility of parents, guardians and individuals acting as parents in relation to children. Article 7 of the Law states that the parent:

- Ensures that children have access to education and do not deprive them from completing secondary education
- Provides all the necessary conditions and means for education and development of children
- Treats children equally regardless of gender, age and physical and mental development
- Provides children with disabilities with the necessary conditions for education and future employment. If parents are unable to support a child, they should contact the appropriate governmental/council agencies
- Must know about the conditions children are kept in boarding schools and other institutions of special care, visit them and cooperate with the institution to monitor the education of their children
- Provide conditions for children under 6 years of age in obtaining fundamental knowledge and education
- Must not involve children in heavy and dangerous work that may be harmful to health, as well as other types of work that are harmful to the physical and mental development of the child
- Must not involve children under 15 years of age in entrepreneurship or commerce, except for cases provided for by the legislation of the Republic of Tajikistan.
- Must provide children with school clothes at all stages of education.

**Code of Health of the Republic of Tajikistan** regulates the relations in the field of health care and is aimed at the implementation of constitutional rights and protection of citizens' health. Chapter 17 of the Code establishes sanitary and epidemiological safety.

**The Resolution of the Government of the Republic of Tajikistan № 547 "On the State Supervision Service for Health and Social Protection of Population"**, the Sanitary and Epidemiological Service is entrusted with the following tasks of carrying out the prevention, monitoring and control of infectious diseases, occupational health, food safety and environmental health.

List of international treaties and conventions on social issues ratified by Tajikistan:

- Convention for the Safeguarding of the Intangible Cultural Heritage (2006)
- International Covenant on Economic, social and cultural rights

- Convention on the Elimination of all forms of discrimination against women
- Convention On Minimum age for admission to employment (1993)
- Convention On the worst forms of child labour (2005)
- Convention on the Abolition of forced labour (1999)
- Convention on Employment Policy (1993)
- Convention on labour inspection (2009)
- UN Convention On the rights of the child (1993)
- Convention on Tripartite consultations (international labour standards) (2014)
- Occupational Safety and Health Convention (2009)

### **3.2. Institutional framework for environmental and social assessment**

Responsibility for conducting the Environmental Impact Assessment (EIA). Responsibility for conducting the EIA study lies with the Project organizer. The EIA procedure (Resolution by the Government of the Republic of Tajikistan No. 509, 2014) establishes general requirements for the content of the EIA documentation. Responsibility for conducting the state environmental expertise on all investment projects lies with the Committee for Environmental Protection under the Government of the Republic of Tajikistan (CEP) and its regional offices. In addition, according to the Law of the Republic of Tajikistan "On State Environmental Expertise" of 2012, all construction works, including reconstruction, are subject to assessment for their impact on the environment, and the proposed mitigation measures are subject to review and control by the Committee for Environmental Protection (CEP).

Assessment categories. The Laws on Environmental Protection and Environmental Expertise stipulate that the Government must approve the list of activities subject to the compulsory EIA. The current guidelines for the environmental impact assessment do not provide for any preliminary assessment of the project in order to make a conclusion if EIA is necessary or to determine the nature of this EIA. This is due to the fact that the list of sites and activities for which the development of EIA materials is required is already very detailed. Therefore, although Community Support Program (CSP) are not obliged to prepare EIA under the existing legislation, once approved, it will be necessary to coordinate it with the CEP experts for further guidance on compliance with the State Environmental Expertise (SEE) requirements.

The Law on Environmental Expertise provides for the rights of citizens to conduct public environmental expertise (Article 7). Tajikistan is also a party to the 1998 Aarhus Convention (17 July 2001), which contains provisions on public environmental expertise. The EIA Procedure (Instruction) of 2014 also describes the procedure for community/public participation. Public participation is provided for all categories of projects, although in practice it mainly applies to the projects under the Category I. The procedure (Instruction) of EIA of 2014 has changed the focus and timing of public consultations. Compared to EIA Procedure for 2006, which allowed for public participation at the stage of determining the scope of work in while developing the terms of reference, the Procedure of the 2014 version provides an opportunity for public consultation only after the client has prepared a draft EIA report.

Implementation of legislation in the sphere of environmental protection. A number of legal acts establish liability for violation of environmental legislation, which can be imposed by several state bodies. In particular, the Code of the Republic of Tajikistan on Administrative Offenses of 2010 establishes administrative liability of organizations, their officials and individuals for a number of violations, including negligent handling of land, violation of rules of water use or water protection or failure to comply with the requirements of the SEE. Administrative penalties for violations of environmental legislation can be applied by administrative commissions of khukumats, courts, CEP inspectors, veterinary inspectors of the Ministry of Agriculture and the State Committee for Land Management and Geodesy. The most common form of administrative penalty is a fine of up to 10 minimum monthly salaries for individuals and up to 15 minimum monthly salaries for

employees of organizations. The Criminal Code of the Republic of Tajikistan of 1998 also covers crimes against environmental safety and the environment, such as violation of environmental safety at work, illegal hunting and damage to land, as well as violation of the rules for the protection and use of underground resources. The maximum fine is up to 2,000 times of minimum monthly salary and the maximum penalty is up to eight years in prison.

### 3.3. The World Bank Environmental and Social Framework (ESF)

The World Bank will support Borrowers in designing and implementing projects that are environmentally and socially sustainable and will empower Borrowers' environmental and social structures to assess and manage environmental and social risks and project impacts. To this end, the Bank has defined environmental and social standards (ESSs) that are established to prevent, minimize, reduce, or mitigate adverse environmental and social risks and project impacts.

**The following ESSs are relevant to the LEARN project:** ESS 1: Environmental and social risks and impacts assessment and management, ESS 2: Labour and working conditions, ESS 3: Efficient use of resources and pollution prevention and management, ESS 4: Community Health and Safety, and ESS 10: Stakeholder Engagement and Disclosure.

The requirements of the ESSs and their applicability under the current project are presented in the table below.

**Table 8: RELEVANT WORLD BANK ENVIRONMENTAL & SOCIAL STANDARDS**

WB ESSs	Relevance	Explanations
<u>ESS1: Assessment and management of environmental and social risks and impacts</u>	Yes	This standard is relevant as the activities under Component 2, "Improve the Quality and Resilience of Learning Environments," could have potential adverse social and environmental risks and impacts. The proposed project would assist selected schools in (i) rehabilitation or replacement of buildings to meet minimum standards, (ii) modernization of learning environments to accelerate the quality improvement of teaching and learning, and (iii) expansion of the number of classrooms to reduce shifts.
<u>ESS2. Labor and working conditions</u>	Yes	This ESS is relevant to the proposed project. The project footprint is relatively small and does not entail a significant amount of labor as the project rehabilitation and expansion work falls under Component 2, which will be small-scale. Project workers will include direct workers to be engaged by MoES-PIG and contracted workers to be engaged



WB ESSs	Relevance	Explanations
		through third parties (consultancies and contractors/subcontracted workers).
<u>ESS3 Resource Efficiency and Pollution Prevention and Management</u>	Yes	<p>This ESS is relevant; however, further assessments are required to determine the use of different resources containing reduction of the use of natural resources, including firewood and other wood material that causes deforestation. Excessive rehabilitation and school extension may also lead to topsoil exploitation and accelerated erosion. The project modernization concept would also lead to excessive electrical energy for lighting, water supply, and sanitation.</p>
<u>ESS4 Community Health and Safety</u>	Yes	<p>ESS4 is relevant to the project. Since the project's civil works will mainly be undertaken in or around schools, maintaining the health and safety of students, teachers, school staff, vendors, visitors, and nearby communities throughout the construction phase is critical. The movement of heavy goods vehicles can lead to incidents. Construction on such premises can also disrupt the learning process through dust emissions, noise, increased generation of solid waste, etc. Potential threats to people and communities may be posed by uncovered or not-barricaded signage spots such as excavated sites, trenches, open holes, open electric cables, etc.</p> <p>The project will ensure the safety of students, staff, and other visitors during the rehabilitation and expansion works by identifying relevant measures in ESMF and adopting adequate OHS protocols following WBG EHS Guidelines. Those will be reflected in site-specific ESMPs or ESMP checklists.</p>
<u>ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</u>	No	<p>ESS5 is not relevant to the project. The project activities are unlikely to cause physical or economic displacement, as the rehabilitation and expansion of select schools will be carried out on existing land plots for the schools.</p>
<u>ESS6 Biodiversity</u>	No	<p>ESS6 is not relevant. The project is not anticipated to have activities with an impact on biodiversity or living</p>

WB ESSs	Relevance	Explanations
Conservation and Sustainable Management of Living Natural Resources		natural resources. The project implementation sites will be within the existing school boundaries. However, the ESMF includes specific measures to avoid or minimize these negative impacts.
ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	No	The standard is not relevant because no Indigenous People are known to reside in Tajikistan.
ESS 8. Cultural heritage	No	Although no impacts to cultural heritage are anticipated, the project ESMF will incorporate “chance find” procedures in the ESMF when physical cultural resources are encountered during construction. At this stage, ESS 8 is not relevant
ESS 9. Financial intermediaries	No	The standard is not relevant because no Financial Intermediaries are involved in the project activities.
ESS10 Stakeholder Engagement and Information Disclosure	Yes	ESS 10 is relevant for the Project. MoES has developed and will implement detailed stakeholder analysis, mapping, and engagement strategies, presented through a Stakeholder Engagement Plan (SEP). The SEP includes a Grievance Redress Mechanism (GRM) through which project affected persons and interested parties can lodge complaints and provide feedback related to Project activities.

## 4. Potential Environmental & Social Risks and Impacts with Guidelines for Mitigation

### 4.1. Introduction

The project's overall environmental and social (E&S) risks and impacts are moderate given that the project is designed to support the modernization and renovation of select schools. The activities mainly involve rehabilitation of existing buildings, renovation of amenities including IT, and WASH facilities, and equipping buildings with emergency preparedness arrangements and life and fire safety measures to meet the minimum requirements.

### 4.2. Potential environmental impacts and risks

As a result of project implementation, the potential environmental risks associated with the project activities would lead to damage to the landscape, loss of topsoil and greenery, creation of noise, dust, and vibration, and the risk of heavy machinery or vehicle movement through populated areas or neighborhoods, which could cause local nuisance and contribute to temporary access restrictions. The civil works will also lead to occupational health and safety (OHS) for the laborers, including exposure to asbestos-containing material (ACM). Any pre-existing ACM rehabilitation waste will be collected, transported, and finally disposed of by applying special protective measures following hazardous waste handling standards and using procedures, as given in the World Bank Group, EHS (Environmental Health and Safety) Guidelines, similarly the ADB Good Practice Note of May 2009 and ADB guidance on ACM Management 2022 shall be referred for improved risk management. However, these impacts are moderate, temporary, and reversible in nature and scope.

Following are other key adverse environmental risks that may arise from project activities.

**Water pollution:** As a result of leakage of fuel and lubricants (fuels and lubricants) from construction equipment and stored waste, petroleum products, and chemicals can contaminate the soil and groundwater or drain into surface water bodies. Maintenance and cleaning of construction machinery near naturally flowing water bodies can lead to water pollution. If temporary construction camps are to be organized on the construction site, environmental pollution can be caused by sanitary facilities in villages.

**Noise, vibration, and air pollution:** Dust will be generated as a result of construction work, the transportation of building materials and waste, and the movement of trucks. A strong increase in the noise level is expected in construction, the transportation of materials, the work of construction equipment, in particular, earthworks, pneumatic drilling, and the operation of construction cranes. Noise and vibration will cause concern to local residents if the work is carried out in proximity to residential areas.

**Materials and construction waste:** The following types of waste will be generated during the construction under Component 2: (i) construction waste, transportation, material handling, compressor units, jackhammers, and other construction equipment, surplus soil and stones; felled trees and bushes, household waste, obsolete equipment and materials; (ii) hazardous waste—construction waste containing asbestos plaster, asbestos slate, mineral wool, and roofing material; worn-out tires, filters, and oils from construction equipment and transformer substations.

**Occupational Health and Safety:** Direct impact on the safety and health of people in construction work can be caused by various factors, for example, high-altitude work; the operation of cranes and bulldozers; welding and sanitary conditions; electric shock, etc. Potential impacts on workers' safety and health can also be caused by work-related injuries during construction (falling structures, etc.) or contaminated drinking water or food.

**Electrical injuries:** Electro-trauma can be caused by contact with an electrical circuit with sources of voltage and/or current that can cause the flow of electric current through the part of the body. Usually, the sensitive current for a person is greater than 1 mA. In addition, when working with high-voltage installations, electric shock is possible without contact with conductive elements, and as a result of current leakage or violation of air gap with the formation of an electric arc. Due to the high electrical resistance of human tissues, they warm up quite quickly, which can lead to injuries. Even a relatively low voltage, about 110-230 V, with short-term contact with the chest can lead to disruption of the heart muscle (60 mA in the case of alternating current, 300-500 mA in the case of direct current). An electric shock can

cause disruption of the nervous system, such as accidental muscle contraction. Repeated electric shocks can cause neuropathy. Acute electric shock can be the cause of growing asystole. With an electric shock to the head, passing out is possible. At the high voltage and current strength, a so-called "arc" can occur, which can lead to serious burns (injuries). During construction work and the operation of equipment, measures should be taken to ensure safe work in production. Personal protective equipment must be used in the operation of electrical installations. During construction activities, construction sites should be fenced with protective tape. Outsiders should be strictly prohibited from accessing construction sites. Only workers who have been trained in electrical equipment and safety when working with electrical installations should be allowed to enter the construction site.

**Traffic restrictions:** Necessary measures should be taken to minimize the time spent on construction machinery and trucks on the roads to prevent any incidents or damage to property. Drivers should be warned to drive with caution. Speed limits in work areas and traffic with heavy machinery should also be regulated. Proper traffic management should also prevent negative traffic impacts, as far as possible.

**historical and cultural heritage:** Provisions governing action in the event of accidental finds are included in ESMF. The list of cultural and historical sites in the target areas is defined in the basic environmental analysis. Minor construction work will be carried out within existing sites and will not affect these heritage sites.

Overall, most of the identified risks and impacts are expected to be from small-scale construction and rehabilitation works that will be reversible, temporary by nature, and site-specific and can be easily mitigated by applying best construction practices and relevant mitigation measures.

### **Occupational Health and Safety (OHS) Issues**

OHS issues must be covered in all supervision and monitoring activities. That means specifically asking whether there have been any incidents, checking logs, and assessing the availability and use of protective and preventative equipment. Respectively, the safeguards sections of all progress reports include statements indicating that the PIG has checked occupational health and safety issues, and existing procedures in this regard, and asked if there have been any serious incidents or fatalities. Similarly, the PIG will ensure that the project launch workshop and the operational manual contain adequate provisions for occupational health and safety.

### **The World Bank Environment and Social Incident Response Toolkit (ESIRT)**

ESIRT helps to manage incidents consistently by providing clear guidance on how to classify the incident's severity, how to provide a proportional response according to severity, and clarifying roles and responsibilities. ESIRT also requires a root cause analysis to be done by the borrower when there is a severe incident.

"Incident" is defined as an accident, incident, or negative event resulting from failure to comply with identified environmental and social mitigation measures OR conditions that occur because of unexpected or unforeseen environmental and social risks or impacts during project implementation. Examples of incidents include fatalities, serious accidents, and injuries; social impacts from labor influx; sexual exploitation and abuse (SEA) or other forms of GBV; major environmental contamination; child labor; forced labor; risks and adverse impacts from temporary project-induced labor influx; loss of biodiversity or critical habitat; loss of physical cultural resources; and loss of access to community resources. In most cases, an incident is an accident or a negative impact arising if the contractor does not comply with the WB security policy or if unforeseen events occur during the project's implementation.

The WB ESIRT does not replace the monitoring procedures and implementation of regular monitoring of the implementation of the project safeguard provisions. The document includes the following six stages of the incident management and reporting process:

Stage 1. Informing the PIG, local authorities, the WB, and the public, providing urgent health care, and providing the necessary safety measures for workers. All measures must be taken immediately. In parallel, all necessary data about the incident is collected: its scope, degree of danger to public health and the environment, location, cause of the occurrence, duration, what decisions are taken by the PIG, what actions should be taken next, etc.

Stage 2. Assess the severity of the incident. The PIG should promptly provide information to the WB about the incident and its degree of danger.

Stage 3. Notification. The PIG is preparing an incident notification for the WB. Submission of a notification in the event of an incident should be determined when signing a contract with the contractor. Stage 4. In the investigation of the incident, The PIG provides any information requested by the WB and does not prevent visiting the incident scene. The PIG is also obliged, with the assistance of the contractor, to analyze the causes of the incident and document the information received. The PIG may need to involve external experts in the investigation of the incident. The term of the investigation should not exceed 10 days after the incident. The findings of the investigation should be used by the PIG and the contractor to develop corrective actions and draw up a corrective action plan (CAP) to avoid any future repetition of what happened. Besides, the conclusions should be submitted to the WB.

Stage 5. Corrective Action Plan. The PIG develops a CAP with specific actions, responsibilities, implementation dates, and monitoring programs and discusses it with the WB. In cases of serious incidents, the WB and the PIG agree on a set of measures to eliminate the major causes and sources of such incidents. The CAP indicates actions, duties, and terms that should be performed by the PIG and the contractor. The PIG is responsible for the implementation of the CAP. The CAP may include the development or modernization of technical measures to protect the environment and prevent further pollution, conduct training, on issues of emergency health care, and compensate for insurance claims of injury or death. If the WB considers that the CAP measures are not effective and/or the PIG has shown unwillingness or inability to take corrective measures, the WB may consider a decision on a complete or partial suspension of the loan payments until such actions are taken, or in some cases, it may consider a question of cancellation of the whole or part of the project after its suspension.

Stage 6: Monitoring the execution of the CAP. The PIG performs the CAP, monitors the execution of individual CAP items, and provides a report on implementation to the WB.

#### **4.2.1. Potential Social Risks and Impacts**

The social risk rating at this stage is classified as **moderate (M)**. Potential social risks and impacts are related: (i) to labor and working compliance issues (inadequate accommodation for workers, lack of access to potable water and sanitation facilities, child and forced labor issues, and a lack of functional GM for workers to raise workplace concerns); (ii) to health and safety issues.

the risk of exclusion and nepotism in schools' selection; (iii) the risk of community health and safety (CHS) issues, especially those risks arising from labor influx when workers camps are established in the project sites such as sexual exploitation, abuse, and abuse and sexual harassment (SEA/SH); and (iv) the risk of spreading communicable diseases, especially COVID-19. The project activities are also likely to cause personal injuries and fatalities.

Annex 1 provides examples of potential E&S risks and impacts and mitigation measures.

#### **4.2.2. E&S risk mitigations**

These foreseeable risks are reversible and can be easily managed by the implementation of proper E&S mitigation measures and plans. Align with the WB standards, the project has prepared (i) Environment and Social Commitment Plan (ESCP), (ii) Stakeholder Engagement Plan (SEP) that includes a Grievance Mechanism (GM) and communication strategy, and (iii) Labor Management Procedures (LMP) as well as measures and actions to mitigate SEA/SH risk mitigation, including the contractor's Codes of Conduct (CoC). Additionally, the Project will also apply criteria for school selection to make the selection process transparent and inclusive.

The MoES will form a team of qualified staff and provide resources to manage the day-to-day implementation of the Project, including staff directly responsible for ensuring E&S compliance as detailed in the project ESCP and other relevant instruments. The MoES staff will include one environmental officer and one social /GM officer. The project will facilitate and allocate adequate resources for training and capacity building of their employees on E&S mainstreaming and preparation

of reports. The implementation of E&S measures will be regularly monitored and reported quarterly by the MoES, as stipulated in the ESCP.

Environment and Social Management Plan (ESMP) identify viable and cost-effective measures that will reduce potentially significant negative environmental and social impacts to acceptable levels. The ESMP divides the project cycle into three phases: construction, operation and decommissioning. At each stage, the project team identifies any significant environmental and social impacts. For each impact, mitigation measures should be identified and listed. Cost estimates under mitigation actions divided into estimates of installation (investment costs) and operation (operating costs) have been made. The ESMP formats (under Annex 4) also provides for definition of institutional responsibility for "installation" and operation of mitigation devices and methods. A Monitoring Plan will be applied to track the requirements, responsibilities, and costs for monitoring the implementation of the ESMP.

The ESMF also contains general checklists of the ESMP for each type of small-scale construction envisaged by the Project, namely the repair and reconstruction of rural schools and other investments that contribute to the improvement of social infrastructure on the ground.

**Table 9: Environmental and Social Impacts Mitigation Plan**

Potential Environmental and Social Impacts	Description of Impact	Proposed Mitigation Measures	Monitoring and Supervision Requirements	Means of insurance and compliance	Institutional Responsibility	Cost Estimate for Mitigation
Air Pollution and Dust due to civil work	Construction activities will generate air-emission and dust.	<ul style="list-style-type: none"> <li>○ Use personal protective clothing like dust masks on construction crew.</li> <li>○ Construction sites to be water-sprayed on regularly up to three times a day, especially if these sites are in sensitive receptors, such as residential areas or institutions (hospitals, schools etc.).</li> <li>○ All the vehicles and construction machinery should be operated in compliance with relevant vehicle emission standards and manufacturer’s specification to minimize air pollution. Use non-mechanized (motorized) equipment as much as possible</li> </ul>	PIG will conduct regular monitoring to ensure E&S compliance.	Monthly/Quarterly Progress Reports/ GRM data base	MoES-PIG	To be covered as sub-project design and construction cost
Noise Pollution due to usage of machinery	The impacts associated with noise and is low in nature, as the project works are not expected	<ul style="list-style-type: none"> <li>○ Where possible, ensure non-mechanized construction to reduce the use of machinery</li> <li>○ Avoid nighttime construction when noise is loudest.</li> <li>○ Avoid night-time construction using heavy machinery, from 6:00</li> </ul>	MoES will conduct regular monitoring through field staff and PIG to ensure E&S compliance.	Monthly/Quarterly Reports/GRM data base	MoES-PIG	To be covered as sub-project design and

	to use heavy motorized equipment.	<p>in the morning to 7:00 in the evening near residential areas.</p> <ul style="list-style-type: none"> <li>○ No discretionary use of noisy machinery within 50m of residential areas and near institutions, manual labor can be used at this point.</li> <li>○ Good maintenance and proper operation of construction machinery to minimize noise generation.</li> <li>○ Undertake regular maintenance of generator</li> </ul>				construction cost
Health and labor safety (Occupational hazards)	The ACM containing Material have mostly human health related issues leading to lungs malfunctioning if the dust is constantly inhaled.	For dismantling of asbestos containing materials (ACM) (for roofing), workers will follow all relevant safety practices and wear PPE disposable respirators and wear protective clothing to prevent health risks for the health of workers.	The Environmental Specialist will closely monitor the existing ACM material and make necessary arrangement for proper disposal.	Monthly/Quarterly Report	MoES-PIG	
General Construction Waste Impacts	General construction wastes will be generated including among others cement bags, used wrapping materials, wood, glass etc. If improperly disposed, general wastes could result in	<ul style="list-style-type: none"> <li>○ Integrate measures for construction wastes</li> <li>○ Provide waste disposal receptors on site (bins)</li> <li>○ Provide training and orientation to workers on waste management.</li> <li>○ Reduce-Re-use and Recycle wastes whenever possible</li> </ul>	MoES will conduct regular monitoring through field staff and PIG to ensure E&S compliance.	Monthly/Quarterly Reports/GRM data base	MoES-PIG	To be covered as sub-project design and construction cost



	<p>pollution of water bodies, soil and impact on flora and fauna.</p> <p>Construction in the existing schools can also disrupt the learning process through dust emission, noise, increased generation of solid waste, etc.</p>					
spread of infectious diseases such as COVID-19	<p>Given that the contractors will engage the workforce in construction, there is potential for the spread of infectious diseases such as COVID-19 during the construction phase.</p>	<ul style="list-style-type: none"> <li>○ The project will exercise appropriate precautions against introducing the infection to local communities. The site-specific ESMP and ESMP checklist will include measures based on the World Bank safeguards interim note for COVID-19 considerations in construction/civil works projects to guide safe planning and implementation of construction work</li> </ul>	<p>MoES will conduct regular monitoring through field staff and PIUs to ensure E&amp;S compliance.</p>	<p>Monthly/Quarterly Reports/GRM data base</p>	<p>MoES-PIG</p>	<p>To be covered as sub-project design and construction cost</p>
Sexual Exploitation and Abuse /Sexual Harassment (SEA/SH)	<p>The project activities can cause SEA/SH risk</p>	<ul style="list-style-type: none"> <li>○ Ensure all workers sign code of conduct</li> <li>○ Training on GBV and SEA Awareness raising about access to GRM</li> <li>○ Incorporate SEA/SH measures in the site-specific instruments.</li> </ul>	<p>MoES will conduct regular monitoring through field staff and PIUs to ensure E&amp;S compliance.</p>	<p>Monthly/Quarterly Reports/GRM data base</p>	<p>MoES-PIG</p>	<p>To be covered as sub-project design and construction cost</p>

Labor Influx Risks and Impacts	The Project is expected to stimulate minimal immigration, where most of the work will be done by the local communities itself involving local labors and there are no labor camps expected.	<ul style="list-style-type: none"> <li>○ Implementation of the Labor Management Procedure</li> <li>○ Acknowledgement of Code of Conduct by each labor prior to their engagement</li> </ul>	MoES will conduct regular monitoring through field staff and PIUs to ensure E&S compliance.	Monthly/Quarterly Reports/GRM data base	MoES-PIG	To be covered as sub-project design and construction cost
Child labor and child work	The civil work cause child labor issues	<ul style="list-style-type: none"> <li>○ The project will apply age verification procedure children below 15 years of age will not be allowed to do normal work.</li> <li>○ Minimum age for hazardous work is required to be 18 years</li> </ul>	MoES will conduct regular monitoring through field staff and PIUs to ensure E&S compliance.	Monthly/Quarterly Reports/GRM data base	MoES-PIG	To be covered as sub-project design and construction cost
Incidents and accidents	Anticipated incidents and accidents during civil work	<ul style="list-style-type: none"> <li>○ Project specific ESMPs includes guidelines and OHS rules to reduce labor related accidents</li> <li>○ Ensure each labor understand and signed code of conduct</li> <li>○ In case of incidents/accident report to WB within 48 hours of occurrence</li> </ul>	MoES will conduct regular monitoring through field staff and PIUs to ensure E&S compliance.	Monthly/Quarterly Reports/GRM data base	MoES-PIG	To be covered as sub-project design and construction cost

## **5. SUBPROJECT ENVIRONMENTAL AND SOCIAL SCREENING**

### **5.1. Introduction**

The Environmental and Social screening of sub-projects under component 2, the renovation and capital rehabilitation of schools will take place at feasibility stage to collect baseline information on environmental and social concerns and identify issues for consideration in more detailed assessments at the design stage. There will be surveys conducted during the preparation of the social screening checklists. For each relevant sub-project proposal, the PIG's E&S team will carry out a screening process by completing the Environmental and Social Screening checklist (**Error! Reference source not found. 2**) and submit to the PIG Manager for review as part of the project package. Application of this screening checklist will facilitate the identification of the potential environmental and social impacts of subprojects, determination of their significance, assignment of the appropriate environmental and social instruments such as Environmental and Social Management Plan (ESMP) or EMSP-checklist.

#### **5.1.1. Sub-projects Identification and Selection**

The Project will apply criteria for school selection to make the selection process transparent and inclusive. The project will ensure broad stakeholder engagement when setting up criteria for school selection and make the selection process as transparent as possible. The risk of exclusion and nepotism will be addressed by applying clear and transparent criteria and inclusive and participatory decision-making, involving local governments and local communities in school-related decision-making processes.

Activities under Components 2 will focus on reconstruction, supply of equipment and materials, as well as staff training of selected educational institutions, improving the level of support for teachers, and improving access to education. Based on the agreed site survey in the project districts aimed to determine physical infrastructure needs, educational facilities will be renovated to improve the access to water and sanitation, the quality and safety of existing infrastructure, resistance to geophysical hazards, and energy efficiency, as well as establishment of the sanitary and hygienic rooms. Many schools require reconstruction, and, in a few cases, there may be a need to support the new buildings, and construction of additional classrooms (where possible). The Project will support the renovation and provision of equipment to about 350 educational institutions in the selected locations.

#### **5.1.2. Screening of the subprojects for environmental and social risks and impacts**

##### **5.1.2.1 The List of ineligible activities under the subproject**

The initial eligibility screening of subprojects will be based on the list of ineligible activities that are not permitted by the WB. Thus, subproject proposals containing these activities will not be considered for funding.

Ineligible activities under Component 2 subprojects are listed.

Table 10. List of ineligible activities under the LEARN subprojects

Requirement for physical relocation or resettlement
Negative impact on income/livelihood
Involvement in any type of forced eviction of people
Negative impact on assets of individuals or households
Inconsistence with the required technical and quality features
Irreversible negative environmental or social impacts, creating cumulative impacts and/or consequences that cannot be adequately mitigated;
Exclusion of the poor/marginalized population or other vulnerable groups;
Failure to provide equal pay for equal work for females and males;
Funding or planning for funding by the state or other development partners;
Inclusion of compensation for loss of land or property from World Bank funding proceeds or other government sources;
Funding for construction of any new dams or rehabilitation of existing dams, including structural and/or operational changes;
Funding of the private goods, public institutions, or religious buildings;
Engagement in activities where forced/child labor is used
Engagement in activities that cause or result in child abuse, exploitation of child labor, or human trafficking; No child under the age of 15 shall work in the construction, repair, or maintenance of a subproject.
Activities that lead to the purchase or use of drugs, military equipment, or other potentially hazardous materials and equipment, including chainsaws, pesticides; insecticides; herbicides; asbestos (including asbestos-containing materials); or other investments that damage livelihoods, including cultural resources;
Construction of new settlements or expansion of the existing settlements in critical habitats, protected areas, or areas proposed for certain levels of national protection (e.g., protected forests).

### 5.1.2.2. Subproject screening procedures

Once confirmed, that the subproject is not on the list of prohibited activities, MoES PIG with the support of the District Project Coordinators, and in collaboration with the communities, will conduct a rapid assessment of likely environmental impacts and involuntary resettlement aspects. This rapid assessment will be based on the requirements of the national legislation and WB ESSs. For that, the verification form provided in Annex 2 will be completed. Subproject activities will also be screened for compliance with

the WB criteria for high-risk projects. For this purpose, it is also necessary to complete the environmental and social screening Checklist (see Annex 2).

This allows for identifying the type and scope of potential environmental impacts and determining which risk category the subproject should be assigned to. As a rule, the significance of impacts and risks affecting the resulting ESA categorization will depend on the type and scope of the subproject, its location, the sensitivity of environmental issues, and the nature and magnitude of potential risks and impacts. Chart 2 refer to step by step E&S management and tools identification.

Type and scope of projects. Subprojects that are deemed to have “significant” risks and impacts will be classified as “High-Risk Subprojects.” This categorization entails the following impacts (a) a significant impact on people, including settlements and local communities (b) changes in environmentally important areas including wetlands, natural forests, pastures, and other “critical” natural habitats and ecosystems; (c) direct discharge of pollutants that are large enough to cause degradation of air, water or other ecosystems; (d) large-scale physical disturbance of the site and/or its surroundings; (e) extraction, consumption, or conversion of a significant volume of forests and other important natural habitats, including above-ground and underground, and aquatic ecosystems; (f) measurable changes in the hydrologic cycle; (g) hazardous materials in quantities greater than incidental; and (h) involuntary resettlement of people and other serious social unrests. For ECDP, high-risk subprojects with the impacts described above will not be supported.

Location. Several locations should be considered when deciding whether a project should be categorized as “High Risk”: (a) locations that are in or near the sensitive and valuable ecosystems and “critical” habitats - juniper forests, wetlands, wild lands, fragile soils, and special habitats of rare and endemic endangered species; (b) locations that are in or near the archeological and/or historic sites or existing cultural and social institutions; (c) densely populated areas where relocation may be required or potential pollution impacts and other disturbances may significantly affect communities; (d) regions where development activities are active or where there are conflicts over the allocation of natural resources; along watercourses, aquifer replenishment areas, or in watersheds used for drinking water supply; and on lands or waters containing valuable resources (such as fisheries, minerals, medical plants, best agricultural soils). Subprojects located near such areas would be classified as high-risk projects and would not be considered for ECDP support.

**Sensitivity.** Sensitive issues may include (but are not limited to) the following: wetland conversion, potential adverse impacts on endangered species and habitats and protected areas or sites, involuntary resettlement, impact on international waterways, and other transboundary issues, and toxic waste disposal.

**Scale.** There are several ways to measure the scale, such as the absolute volume of the resource or ecosystem affected, the volume of the impacted site/object in relation to the existing stock of the resource or ecosystem, the intensity of the impact, and its timing and duration. In addition, it may be necessary to consider the likelihood of a particular impact and the cumulative impact of the proposed action and other planned or ongoing actions. Given the scale of the proposed subprojects, it is expected

that the scale of their environmental impacts will be low. Consequently, these subprojects will be classified under the “Substantial risk” category, which may be considered for ECDP support. Annex 2 provides recommendations on different types of activities that can be proposed for ECDP subprojects, as well as recommendations for different environmental categories and proposed EE tools for each.

The screening results will be reflected in the screening form provided in Annex 2 and will include the following:

- a) high-risk projects and those included in the national Categories I and II will be excluded from funding
- b) subprojects with significant risk (subject to WB “no objection”) - a E&S SCREENING CHECKLIST and/or simple ESMP will be required, see below.
- c) moderate and low-risk subprojects, no additional EIA actions will be required, but ESMP Checklists and a universal ESMP template have to be developed and implemented.

*Table 11. Development of safeguards instruments for investments in ECD social infrastructure*

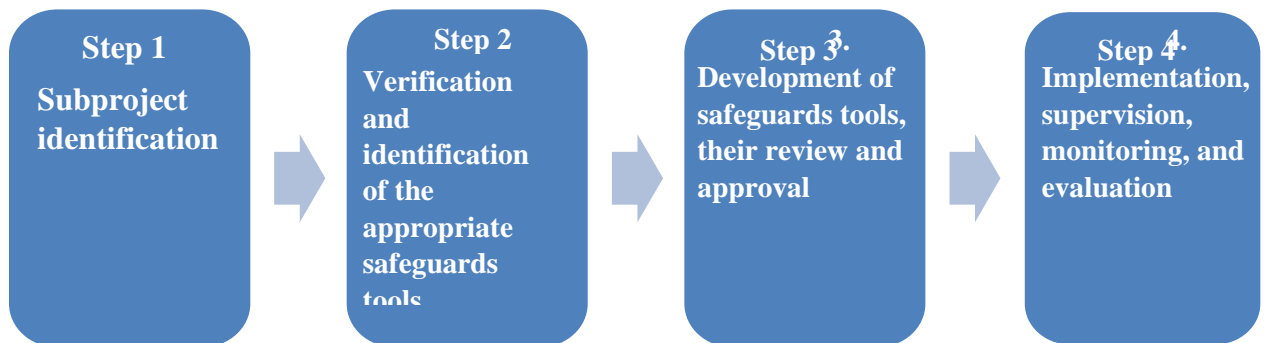
Step 1	<ol style="list-style-type: none"> <li>a) MoES PIG with the support of Project Coordinators (PCs) screens the subproject for prohibited/banned activities</li> <li>b) If a subproject passes the screening for prohibited/banned activities, then PCs with the assistance of Project Committee members, complete Section 1 of the Environmental Screening Table</li> <li>c) The environmental category and type of EA to be conducted are determined based on the Environmental and social Screening Checklist (either partial site-specific E&amp;S SCREENING CHECKLIST or an ESMP)- seen annex 2- Environmental and Social Screening. And annex 3 provide guidance on ENVIRONMENTAL AND SOCIAL IMPACT ASSESSMENT REPORT</li> <li>d) Screening results, including potential adverse impacts and possible mitigation measures, are presented to community representatives during the subproject prioritization meetings conducted by PCs at the jamoat or district level</li> </ol>
Step 2	<ol style="list-style-type: none"> <li>a) If a subproject requires a full E&amp;S SCREENING CHECKLIST and ESMP, it should be referred to the MoES PIG for further action</li> <li>b) For subprojects with significant and moderate risk, PIG with the support of PCs determines the potential environmental risks and indicates how they will be avoided/mitigated in the Environmental Screening Table</li> </ol>
Step 3	<p>If the subproject is approved for financing, PIG with the support of NGOs/firms/TA consultants will prepare the E&amp;S SCREENING CHECKLIST and ESMP or ESMP checklist.</p> <p>Note: In the case of small-scale construction and reconstruction works involving significant risk, it is required to apply the World Bank EMP Checklist to address potential environmental impacts.</p>
Step 4	<p>PIG with the support of PCs, will organize the public disclosure of the part of the E&amp;S SCREENING CHECKLIST draft or ESMP Checklist and organizes public consultations with the participation of NGOs, community representatives, affected groups, etc. Formal protocols will be prepared to record proposals submitted by participants.</p>
Step 5	<p>PIG may proceed with implementation after a partial E&amp;S SCREENING CHECKLIST, ESMP, or ESMP Checklist would be completed and updated based on the public consultation.</p>
Step 6	<ol style="list-style-type: none"> <li>a) PCs will submit a complete set of environmental documents for review and further funding decisions</li> <li>b) Once sub-projects are approved, PIG will complete the subproject assessment and proceed to sign a financing agreement with the relevant contractor of construction works.</li> </ol>
Step 7	<p>mahalla conduct periodic supervision, monitoring, and reporting following the agreed monitoring plan.</p>

### 5.1.3. ESMP Preparation process

As explained above, a site-specific assessment will be conducted in line with the WB Environmental and Social Framework (ESF). A site-specific ESCP will be prepared based on this assessment. This will be the responsibility of the MoES PIG with the support of the Data Processing Center. The ESMP Checklist should form an appendix to the bidding documents for construction activities. Labor management procedures will also be part of the bidding documents. Implementation of the site-specific ESMP will be part of the contractor's task, but in the event of any noncompliance, the Data Processing Center will inform the MoES PIG, which is expected to take corrective action as the primary responsible party. The division of responsibility among all parties involved in the project is shown in Table 19.

It is expected that the ESMP preparation and implementation will cost only a small portion of the design and construction costs because the majority of mitigation measures will be very generic, off-the-shelf, and implementable without specialized skills, experience, or equipment. In addition, it is assumed that a major part of the value is covered by bids. MoES PIG will submit a site-specific ESCP to the WB for preliminary review. When the WB confirms that the MoES PIG has demonstrated that the process is correct, WB will move this preliminary review to a follow-up review.

### 5.2 ESMF flowchart at the subproject level



*Pic 4. EMSF implementation cycle at the subproject level*

## **6. IMPLEMENTATION Arrangements**

### **6.1. Responsible Ministry**

The Project will be implemented by the Ministry of Education and Science (MoES), which is responsible for the implementation of the ongoing “High Education Project-HEP (P148291) and the Early Childhood Development Project-ECDP (P169168). MoES has implemented three Bank projects (under the World Bank’s Operational Policies (OPs) with large civil works. These projects are being implemented without a PIU, yet a team of local expertise have been engaged for environmental and social management. The local team has gained good experiences and expertise in implementation of safeguards management. The current performance of the HEP is Satisfactory (S) according to the latest ISR. The Environmental and Social Safeguards ratings for HEP have been consistently rated Satisfactory in recent years. The ECDP became effective in June 2021.

MoES has gained experience in the implementation of environmental and social (E&S) instruments, such as Environmental and Social Management Frameworks (ESMFs), Environmental Assessments/Social Assessments (EAs/SAs), Environmental and Social Management Plans (ESMPs) and Resettlement Action Plans (RAPs). The MoES has also gained experience in the preparation and implementation of the ESF documents, such as Stakeholder Engagement Plan (SEP), Labor Management Procedures (LMP), as the ECDP is under ESF. Furthermore, the ministry staff has participated in the Environmental and Social Framework (ESF) training provided by the World Bank. However, the Ministry does not have qualified and dedicated environmental and social specialists in place to manage the E&S risks of their projects. The MoES will prioritize hiring one Environmental Officer, one Social / GRM Officer dedicated to this project, within 30 days of project effectiveness and thereafter maintain these positions throughout Project implementation. The Environment and Social Commitment Plan (ESCP) includes a capacity support program for ESMU, MoES staff, Project Implementation Group (PIG), Grievance Redress Committees (GRCs), and Project workers which will be delivered during the implementation stage. The capacity training will be started within two months after Project effectiveness and to be provided throughout project implementation as needed.

### **6.2. Project Implementation by Components**

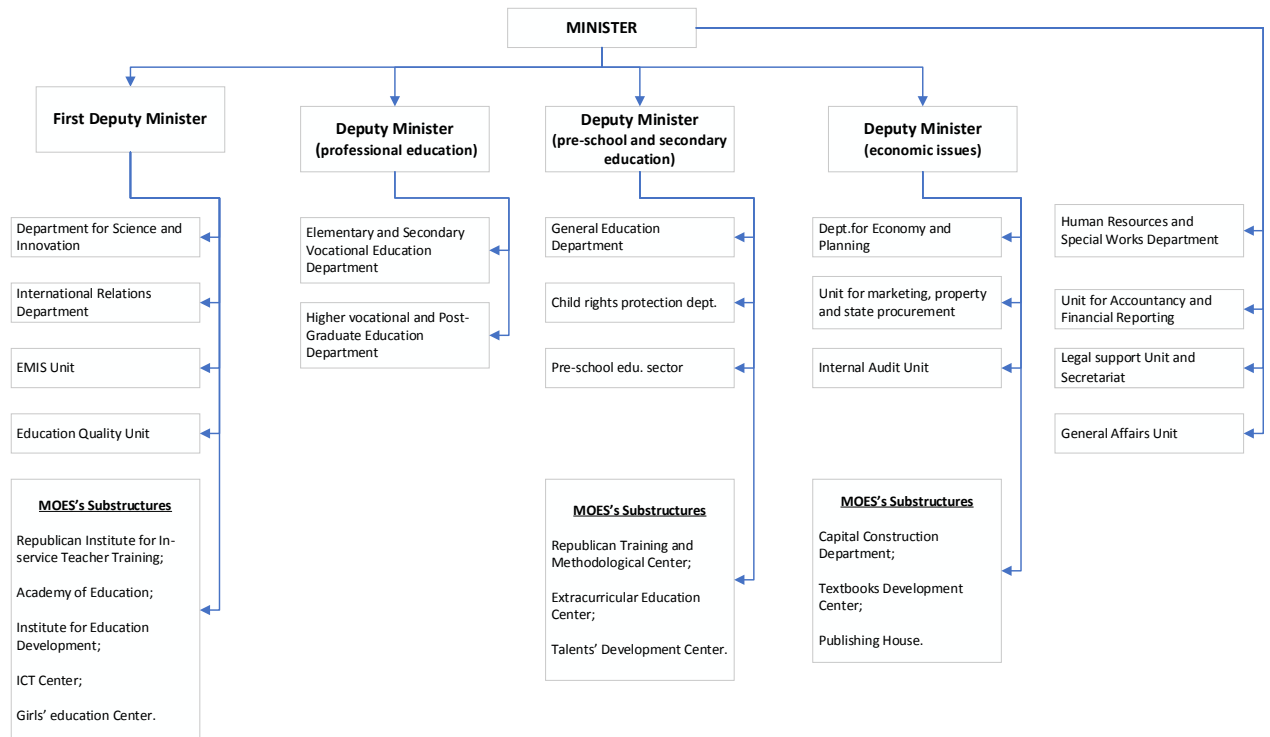
Each subcomponent/activity of the Project will be carried out by the MoES’ divisions, which, in accordance with the MoES’ rules, has the major responsibility for the implementation. Offices will also be supported by a limited number of consultants. The following consultants will be hired to support these divisions: Education Specialist for the Component 1, Chief Engineer for the Component 2 and Assessment Specialist for the Subcomponent 3.1. The procedure for reporting under the Project will correspond to the procedure established by the Ministry of Education and Science. Implementation divisions will report to the relevant deputy ministers. While the deputy ministers will oversee the implementation of the relevant project activities, the overall coordination and implementation of the Project will be under the responsibility of the deputy minister for Economic Affairs, who will play a role of Project Director. Accounting and Financial Reporting Division and the Marketing, State Property and Public Procurement Division will be responsible for financial management and procurement of the project, respectively, and have an appropriate fiduciary staff. The Secretary-Translator will provide administrative and translation



support to the Project. The Chief Engineer will provide support and be located in the Department of Capital Construction; Education Specialist will support the Quality Education Department (QED), the General Education Department (OED) and other substructures of the MoES involved in the activities funded by the Component 1. The Project may also hire a training coordinator to support all training activities under this component. The QED will also be responsible for the subcomponent 3.1 and the Assessment Specialist will be hired.

The Project will work with various state and public structures, in addition to Education sector: the Ministry of Health and Social Protection (MHSP); the Committee on Architecture and Construction (CAC); the Agency for Supervision in the sphere of Education and Science(ASES); the National Testing Center under the Government of Tajikistan, and local authorities and communities at district level. Table 5 shows responsibilities of the structures of the Ministry of Education and Science for the implementation of the project by components and key agencies outside the Education sector involved in the Project implementation. Annex 7. Provides implementation responsibility by components.

**Picture 5. The Structure of the Ministry of Education and Science, Central Office**



**Table 13: Roles and responsibilities**

Responsible party	Responsibilities
The World Bank	<ul style="list-style-type: none"> <li>• Review/clearance of the E&amp;S studies (ESMF, LMP, SEP and ESCP).</li> <li>• quality review with NoL to the site-specific ESM and ESMP checklist.</li> <li>• conduct implementation support and supervisory missions to ensure that the Project complies with the WB ESF requirements.</li> <li>• Provide guidance to MoES-PIG on E&amp;S risk management, E&amp;S studies, and integration of E&amp;S aspects in the bidding/contract documents, including guidance to ministries on how to resolve sensitive issues/with the application of effective non-compliance remedies.</li> </ul>
PIG	<ul style="list-style-type: none"> <li>• prepare and implement ESMF and submit for WB approval.</li> <li>• disclose ESMF on the MoES PIG website.</li> <li>• prepare ESMP and ESMP checklist (where relevant).</li> <li>• submit ESMP to the World Bank for No.</li> <li>• undertake ESMP quality control and review.</li> <li>• upload ESMP on the official PIG website and include ESMP in the bidding documents.</li> <li>• conduct an inspection of the ESMP implementation by the contractors; to provide recommendations and make the decision on the need for additional measures.</li> <li>• ensure that contractor corrects the non-compliances and to inform the WB of the non-compliance.</li> <li>• Establish a multi-tier GM (project and workers GM), including overall responsibility for GM management.</li> <li>• prepare labor management procedures and monitor their implementation.</li> <li>• prepare, update and implement the Stakeholder Engagement Plan (SEP), considers vulnerable groups, as well as take into account the gender-specific aspects of the Project,</li> <li>• summarize Project-related environmental and social issues in the regular progress reports for the WB.</li> <li>• ensure openness to comments from the affected groups and local environmental authorities regarding the environmental aspects of project implementation. To arrange meetings with these groups during site visits, as needed.</li> <li>• coordinate and liaison with the WB review missions regarding the environmental and social aspects of the project implementation.</li> <li>• regularly monitor the implementation of the site-specific ESMPs.</li> <li>• prepare/develop training and tools for PIG staff and community representatives.</li> <li>• Provide quarterly monitoring report on E&amp;S implementation compliance</li> </ul>
Contractor	<ul style="list-style-type: none"> <li>• manage workers grievance mechanism at the site level, regularly communicate grievances through ESMP monitoring reports.</li> <li>• implement site-specific ESMP; if necessary, provide suggestions on ESMP revision together with PIG.</li> <li>• regularly monitor site activities (daily, weekly, monthly, etc.).</li> <li>• compensate or address any losses incurred during the construction (e.g., damage to crops, infrastructure) as specified in the ESMP.</li> </ul>

<p>Project coordinators (Hired by PIG)</p>	<ul style="list-style-type: none"> <li>• conduct consultation meetings and prepare and distribute leaflets or other informational documents to ensure the awareness of the communities about the construction schedule and possible impacts, if any, with the support of community mobilization NGOs</li> <li>• manage grievance redress mechanism at the district level, communicating grievances to the PIG regularly through the ESMP monitoring reports</li> <li>• guide the Contractor and Technical Supervision Firm</li> <li>• monitor the implementation of the site-specific ESMP, revising ESMP with the PIG as necessary</li> <li>• monitor the implementation of the labor management organization procedures by the contractors</li> <li>• implement RAP at the sites and provide regular implementation reports to PIG.</li> <li>• ensure proper and timely RAP implementation by the contractor and to prepare RAP progress reports for PIG review.</li> <li>• ensure timely and successful implementation of RAP.</li> <li>• perform environmental and social monitoring as defined by the ESMF, as well as in the ESMP for specific subprojects.</li> <li>• collect information on environmental and social issues (including completed small-scale construction activities) for progress reports submitted to the World Bank and to ensure compliance with Bank requirements.</li> </ul>
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### 6.3. E&S monitoring and reporting

Component 3 will support Monitoring and Evaluation (M&E) to track, document, and communicate project progress and results. A list of E&S quantitative indicator will be prepared and shared with M&S specialist of the MoES PIG to periodically reflect the data in the progress reports. MoES PIG will finance this component to produce project progress reports - semi-annual reports and quarterly interim financial reports that will be submitted to WB. This component will also finance the MIS, which will be developed by the MoES PIG and will be used for project monitoring, automatic project reports generation, project data transparency (information about subprojects will be shown on the maps), and citizen feedback.

### 6.4. Mahalla committees

At the community level, Mahalla committees (or other community-based organizations, where appropriate) will support the ESMF needs assessment, awareness-raising, and community mobilization, and will lead the monitoring of the implementation of ESMF plans. Mahalla committees will also monitor the implementation of ESS tools.

### 6.5. State Power (Hukumats)

Local bodies of state power - district and city bodies of state power (hukumats), in accordance with the Law "On Local Bodies of Governmental Authority" are responsible for the implementation of education policy at the local level in accordance with the norms and rules adopted at the central level, state norms and rules. Local governments play a key role in decision-making on the local education service delivery network.

## 6.6. Other relevant state agencies

The Committee on Environmental Protection (CEP) is responsible for state environmental expertise for all investment projects. CEP has a comprehensive mandate that includes policy development and inspection functions. CEP has Environmental Protection Departments/Units at the provincial, city/town, and district levels under the Hukumats (local administrations). CEP subdivision is tasked to lead and manage the preparation of the E&S SCREENING CHECKLIST and SEE.

Contractors will be responsible for the design and construction/rehabilitation/installation of physical structures in line with the environmental norms, rules, and requirements of Tajikistan. Contractors will also be responsible for full compliance with the provisions included in the ESMP Checklists. Contractors will also prepare their Labor Management Procedures.

## 6.7. Training and technical assistance

Since this is the first project prepared with the MoES PIG under the Bank's new Environmental and Social Framework (ESF), the Client's capacity to implement the project under the new ESF is limited. Thus, the Client's capacity building, including jamoats and contractors, will be included in ESS as well as in other environmental and social instruments to be prepared during preparation and implementation.

To improve the institutional capacity for ESS implementation, World Bank environmental and social specialists will provide specific training to MoES PIG staff. In particular, trainings will focus on: (i) ESA procedures (milestones, key participants, key responsibilities, etc.); (ii) Assessment of environmental and social impacts potentially associated with the subprojects, supported under the Project; (iii) Consultation and approval of ESA and monitoring plans; and (iv) Preparation of the ESMP Checklist; (v) Conducting of the field supervision and preparation of the progress reports.

Civil society organizations (CSO) will also get technical assistance and capacity building. The MoES PIG will provide technical assistance to CSO, including engineers and/or specialists with expertise in environmental impacts, safeguards, and mitigation measures. These professionals will implement ESMF tools and build the capacity for environmental and social management and possible mitigation measures.

In addition, a training program will be organized through the MoES PIG to develop and expand professional skills and capacity in environmental and social management issues. This training will strengthen the capacity of the staff of MoES PIG and CEP at the district level by providing specialized guidance on conducting the environmental assessments, and safeguards management and monitoring. The program will also support outreach and consultations with local authorities and subproject beneficiaries in the target districts to encourage the participation of the local population and regular maintenance of the newly built and rehabilitated public facilities.

## 6.8. ESMF Implementation budget

In the course of the development of Component 2 activities and "significant risk" subprojects, MoES PIG will be responsible for financing the preparation of Environmental and Social Impact Assessments, obtaining necessary permits, and other relevant activities depending on the nature of the project proposal, its complexity, scale and so on. For Component 2 sub-projects with moderate and low risk, MoES PIG will be responsible for financing the preparation of partial E&S SCREENING CHECKLISTS or ESCP Checklists ("significant risk" category) and WB environmental and social management checklists ("moderate risk" category), obtaining necessary permits and other relevant activities depending on the nature of the project proposal, its complexity, scale, etc. Financial resources for these activities are allocated under Component 3 of the Project.

During the construction and operation of the subprojects with significant and moderate-risk categories, MoES PIG is also responsible for the provision of the financial resources for the implementation of other measures to minimize any hazardous environmental impacts, which has to be part of the subproject cost. The volume of funding required will depend on the techniques/technologies used to implement the mitigation measures, as well as their scale, quantity, variety, and other factors.

Funding is also required to finance the capacity-building activities to ensure the successful ESMF implementation. Since it is difficult to prepare the budget estimates for the capacity building at this stage, this information will be included in the procurement plan.

**Table 14. Tentative plan for capacity strengthening with Budget**

NO.	Name of Training	Time and tentative date of Training	Recipients (Quantity)	Organizers	Budget
1	Overview on WB ESSs and their implementation during the project cycle. National Environmental & social requirements for project preparation a	During first year of Project implementation Duration – 1 day x 20 times contracting construction company	1000	Consultant	10,000
2	Implementation of ESMF and ESMPs	Before sub-projects selection and approval Duration - 2 days x 10 times contracting construction company	1000		12,000
3	OHS, Handling and disposal of hazardous material	Before starting respective works 1 day x 20 contracting construction company	1500		15,000
4	Citizen Engagement activities ((GM database/excel-sheet, helpline, public outreach-production of communication materials on SE with dissemination of information and public awareness raising and training sessions)	Continuously during the program implementation contracting construction company	1000		30,000
5	SEA/SH, contractor code of conduct), gender and social inclusion activities	Project implementation	1000		10000

6	Survey to measure level of satisfaction of target schools with national framework and GM	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> years of project implementation			40000
<b>Total Cost</b>					<b>117000</b>

## 7. PUBLIC CONSULTATIONS AND INFORMATION DISCLOSURE

### 7.1. Consultation during subprojects preparation and implementation

The MoES-PIU held several meetings with stakeholders during the ESMF preparation stage. The main objectives of the consultation were:

- Ensure that Project affected communities and other stakeholders are well informed of the subproject, its environmental and social impacts, and management measures
- Collect relevant information on the subproject area from key stakeholders for use in the preparation of E&S instruments and associated management and mitigation measures as well as design and implementation of the subprojects
- Enhance existing two-way communications between the developer, the affected communities and other project stakeholders
- Ensure stakeholder feedback on the subproject and its impacts is gained through simple and effective communication processes; and
- Promote inclusive and informed decision-making on the development and management of the subproject.

The following table provide details about stakeholder consultations with summary of key issues discussed.

#### 15. Meetings and consultations with stakeholders

Location	Date	Participants	Key issues
Dushanbe, Virtual meeting	10.02.2022.	<u>Technical working group</u> WB/MoES/individual consultants on safeguards	Initial meeting. Preparation of the socio-environmental tools for LEARN Project, and discussing, agreeing, and setting preliminary deadlines.
Dushanbe, Virtual meeting	11.02.2022.	<u>Technical working group</u> WB/MoES/individual consultants on safeguards	Discussion of the methodology for the preparation of the reports.
Dushanbe, Virtual meeting	11.02.2022.	MoES staff, personnel of the Higher Education Project	Collection of information materials
Dushanbe, Virtual meeting	10.02.2022	<u>Technical working group</u> WB/MoES/individual consultants on safeguards	Discussion of the status of the preparation of socio-environmental assessment reports for LEARN Project
Dushanbe, Virtual meeting	10.02.2022	<u>Technical working group</u> WB/MoES/individual consultants on safeguards	
Dushanbe, National public consultations.	.....2022	Key stakeholders	–Information sharing with key stakeholders about the planned activities of the

			<p>Project and measures taken to ensure environmental safety.</p> <ul style="list-style-type: none"> <li>– Disclosure of the preliminary version of the social and environmental evaluation reports.</li> <li>– Obtaining comments and feedback from the stakeholders on the entire package of documents to be disclosed.</li> </ul>
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### 7.3. Stakeholder Consultation on draft ESMF

On August 12, 2022, MoES PIG conducted public consultations on the draft ESMF. The purpose of this stakeholder consultations was to seek stakeholders’ view on draft document. The stakeholder meeting on August 12, involved participants from local governmental agencies such as local branches of the CEP, Health and Education Departments, local Hukumats, as well as local NGOs from the selected sites in Dushanbe. During the consultations, MoES PIG provided summary information on the draft ESMF. In particular, the audience was informed about Project (PDO, project component, project coverage, including school selection criteria), E&S risks and impacts, project screening process, environmental and social assessment of sub-projects with significant risks, potential impacts that may occur, as well as measures to prevent/mitigate potential impacts.

The consultations triggered a lively discussion among the participants. Annex 6 provides more details about stakeholder consultations. Based on the feedbacks received, ESMF was revised/amended.

*Consultations on environmental assessments of subprojects.* The disclosure of environmental documents of projects with significant risk is mandatory. The E&S documents will be made available to all stakeholders and the affected parties as well as to local CSOs. After the ESMP preparation (public disclosure of the site-specific ESMP and ESMP Checklists will be disclosed on the relevant website (website [www.maorif.tj](http://www.maorif.tj)) of the MoES PIG and through the dissemination of the printed versions to local councils) at least one round of consultations will be held. These consultations can be held at the offices of jamoats/mahallas, local government offices, and/or the State Environmental Inspectorate or its district offices.

*Consultations on simple subprojects.* In the case of new small construction, minor reconstruction, supply of materials and equipment to schools, etc., which will not have a significant impact on the environment, public consultations can be conducted virtually or at the offices of the local executive bodies. Signboards will be established at project sites to notify that construction/reconstruction work is taking place. The information on the meetings held with stakeholders is provided below. Information will be updated as the project progresses.

The needs of key stakeholders were identified based on the results of the meetings:

#### **7.2. Disclosure of the ESMF information**

The draft ESMF (soft and printed copies) were shared with all participants from stakeholder consultation on August 12, 2022. Once approved, the final version of the ESMF in English will be disclosed



through ministry website. The printed versions will be made available at accessible location to local communities. The Russian versions will also be posted on the website of the MoES PIG. During the project implementation, relevant state agencies and other stakeholders will use this final version of this document.

### **7.3. Grievance mechanism (GM)**

The project GM is in line with the requirements of WB ESS10 “Stakeholder Engagement and Information Disclosure” and covers the provisions of the Law of the Republic of Tajikistan “On Appeals of Individuals and Legal Entities.”

The structure of the existing Grievance Redress Mechanism (GRM) is partially borrowed from the Higher Education Project, which is currently being implemented by the MoES, and adapted to the context of the proposed LEARN Project.

The LEARN Project will expand the existing GM system of the ongoing “High Education Project-HEP (P148291) -the current system will be expanded to all sites to be selected under the LEARN Project. this will be done after selection of the eligible secondary schools for support.

The existing GM system comprises district level, provincial level, and national/HQ level. Different uptake channels are open for project beneficiaries and other stakeholders to register their grievances entertaining different platforms of grievance resolution. The Stakeholder Engagement Plan (SEP) for this project provide detailed GM system which will be used for this project.

This section describes the GM that LEARN project has put in place addressing grievances, complaints, or concerns about project activities. This section includes procedure for registration, sorting/analysis and resolution of grievances from stakeholders (including affected persons, beneficiaries, and workers). The workers’ GR is detailed in the labor management procures (LMP).

The GM system is also a channel for project staff and non-staff to report project management grievances including but not limited to staff recruitment, financial management, procurement, and operational mechanism of the project activities.

The GM will entertain all types of complaints, comments, enquiry and suggestions, that relate to the LEARN project. To ensure transparency in handling and processing of grievances, all stakeholders, especially complainants will be kept informed of the handling process and the outcome of the redressal process in a timely manner. Confidentiality is an integral part of fairness, and the identity and personal details of complainants will only be disclosed to those involved in the resolution of the grievance (this may be GM, or other project staff).

The GM system meets the requirements of the World Bank ESF (ESS 10 «Stakeholder Engagement and Disclosure» and covers the legal provisions of the Republic of Tajikistan «On appeals of individuals and legal entities», «On the civil service».

The GM will be accessible to a broad range of Project stakeholders who are likely to be affected directly or indirectly by the project. These will include beneficiaries, community members, project implementers/contractors, civil society, media—all of whom will be encouraged to refer their grievances and feedback to the GM.

The GM can be used to submit complaints, feedback, queries, proposals, or recognitions related to the overall project management and implementation, as well as issues pertaining to sub- projects financed and supported by the project, including:

- Violation of Project policies, guidelines, or procedures, including those related to procurement, labor procedures, child labor, health and safety of community/contract workers and gender violence.

- Disputes relating to resource use restrictions that may arise between or among targeted districts and communities.
- Grievances that may arise from members of communities or beneficiaries who are dissatisfied with the project planning measures, or actual implementation of project investments.

### 7.3.1. The Purpose of GM

The purpose of the GM:

- To give guidance to MoES about grievance handling relating to project activities in an effective and efficient manner.
- To help stakeholders and the affected communities understand what they should expect from ministry, and schools.
- To educate project beneficiaries (students and teachers) and other stakeholders on how to lodge their complaint related to project activities.
- To promote a mutually constructive relationship between local communities, beneficiaries, and MoES.
- To provide clarity and predictability on how complaints are received, sorted/segreated assessed, resolved, and monitored.

### 7.3.2. GM STRUCTURE FOR LEARN

The existing GM system of the HEP consists of a three-tier GM structures. The same system will be adopted for the LEARN Project.

The complainants will have the option to report their complaints/feedback to the below committees:

- **Jamoat/school or local level GRC.** The designated member who will also serve as the grievance focal point (GFP) at the local level will register concerns. Complainants are entitled to contact Jamoat directly to file a complaint. The Jamoat GRC will address complaint/feedback within 10 days. The members will comprise; Jamoat Head, Jamoat Secretary, Mahalla leaders and Jamoat activists and school representative, will be responsible to maintain record of grievances in a logbook. If the issue cannot be resolved at the Jamoat level, then the GRC will immediately escalate it to a higher level, i.e., either to the GRC at the district level and/or directly to the MoES central office. Each school will have a complaint box and the Jamoat GRC to check the box at least once a week or if they know a grievance has been put. The person(s) can put a complaint anonymously. If they wish, individuals or groups can also hand a complaint to the Jamoat Committee.
- **District level GRC.** The timeline for complaint registration at district level is 10 days. The district level GRC will consist of members from District Government (Hukumats), contractor, district education department, and school management to serve in the district GRC. Ideally, there should be an equal number of men and women
- **MoES level GRC.** The timeline for complaint resolution at the MoES central office level will be 15 days upon receipt of the complaint. The complainant will be informed of the outcome immediately and at the latest within 5 days of the decision.

**Appeal Mechanism.** If the complaint is still not resolved, the complainant may escalate/appeal to a higher level of GM within the project at the central level. If s/he is not satisfied with the decision, then s/he can submit his/her complaint to the appropriate court of law.

## 7.4 Grievance Redressal Committees Terms of Reference

The formed Committee will have the following tasks to perform:

- To receive and register all incoming grievances into the Grievance Registration Book (grievance logbook and central grievance excel-sheet).
- To analyze the grievances in order to understand the nature of grievances and an appropriate way to deal with them
- To categorize all incoming grievances
- To refer the analyzed grievances to the related committees/entities for resolution, and complainants, if they wish to come forward should be able to explain
- To follow up on the grievances with the responsible committees/entities to speed up the process and reach the result (timeline based)
- To hold periodic Grievance Redressal Committee's meeting, as required
- To feed the result back to the complainant
- To check the complaints box and address the incoming complaints.

#### 7.5 Channels for submitting the requests:

Stakeholder can submit their grievances regarding any element of the LEARN without any restriction through a variety of means as listed below:

- Suggestion Boxes: Will be in a visible place in each school/project site, and at the MoES in Dushanbe.
- Personal Visit: Complainants can personally submit his/her grievance to one of the relevant Grievances Redressal Committees (including oral or written communications received during field meetings)
- Telephone Hotline: The complainant can report his/her grievance verbally to a dedicated telephone hotline (the number of which will be disseminated in the Project areas).
- Petition: Complainant can submit his/her written petition directly to one of the grievance handling committees (Jamoat GRC at local/school level, District GRC, and Central level GRC at MoES).
- Email: Those complainants who have access to the internet can send their grievances to emails address that will be disseminated in the Project area.
- MoES website (complaints and inquires).

Annex 5 provides templates and procedures for filling a complaint.

The following are contact information for submission of grievances which can be used by the beneficiaries and stakeholders of the project:

- Contact information for submitting appeals to the central office OF MoES
  - 734021, Dushanbe, Tajikistan, 13A N.Mukhammad,
  - e-mail: [moert.he@maorif.tj](mailto:moert.he@maorif.tj)
  - MoES website: [www.maorif.tj](http://www.maorif.tj)

#### **Anonymous Complaints**

This GM ensures to consider all complainant's (anonymous, or known) complaints irrespective of their nature, size and complexity. Therefore, all grievances, comments and suggestions received will be registered and processed the same. At the same time, feedback to the anonymous complainant is virtually impossible; however, the complainant will be able to notice the change if the Grievances is properly solved.

**Grievance Mechanism (GM) to monitor SEA/SH risks.** The Project Grievance Mechanism (GM) will strengthen the existing GM with multiple channels to address complaints, including those which are confidential and sensitive. The GM will incorporate measures on how to manage SEA/SH. MoES will hold additional training sessions on GBV-GM, GBV service providers, sensitivity training, skilled experts and support services for victims and GBV mitigations to be integrated into the E&S instruments and contractor's code of conduct. The contractors will also hold training for their staff on contractor's code of conduct (CoC) to address SEA/SH. Project staff will be trained on the behavioral obligations under the CoC. The contractor's CoC (including visual illustrations) will be disseminated in the Project areas, including discussion with employees and local communities. MoES will review contractor -ESMP to verify that appropriate mitigation actions are included. They will also review the GM's reception and processing of complaints to ensure that the protocols are being followed in a timely manner, referring complaints to an established mechanism to review and address SEA/SH complaints.

#### 7.6 Capacity building/ Awareness

The dedicated Social / GM Officer will conduct capacity building and awareness raising of the GRCs and other staff. The Social/GM officer will train, the central GRC, as well as District level and school GRCs. The Social/GM officer and the GRCs will be responsible to disseminate the GM information in the project areas to inform stakeholder about GM service. The Project will disseminate grievance information in the project area.

#### 7.7 GM Monitoring & Reporting

The project will also continuously monitor project implementation, including a review of the functioning of the GM and the types of complaints registered, as well as beneficiary feedback.

The Social/GM officer will provide updates on grievances registered in the grievance logbooks and central GM excel-sheet.

The Semi-annual report will include following GM details:

- How many complaints were received from communities (men and women)?
- Of the community grievances (not suggestions or inquiries or comments), what category of grievance raised most frequently (#1, 2, and 3) with most frequent sub-categories included
- What category of grievance raised the least frequent (# 1, 2, and 3)?
- Of each Grievance category, which sub-categories have the most grievances?
- Report number of Grievances by province, by district

#### 7.8 Public awareness campaign

MoES will conduct public awareness campaigns on the introduction and functioning of the Project's GRM. The project webpage will be created on the MoES website with information about the GRM. An online feedback mechanism will also function as part of GRM, allowing users to provide comments or complaints. Contact details of responsible persons will also be available on the Project webpage. Information boards and boxes for complaints, feedback, and suggestions will be established at each project site.

To familiarize the Project beneficiaries with the channels and procedures for resolving complaints, MoES will develop and distribute information materials (brochures and booklets) in Tajik, Uzbek and Russian

languages. In addition to basic information about the Project GRM, these materials shall include contact details.

GRM activities will be financed under Component 3 of the LEARN Project. Based on preliminary needs, the budget covers the following activities: travel, development, and printing of the information materials, costs of media coverage, the establishment of the information boards and complaint boxes, and information and training campaign.

## 7.9 World Bank grievance mechanism

Communities and individuals who feel that the World Bank-supported project has an adverse impact may submit complaints to the existing project-level grievance redress mechanisms or the World Bank's Grievance Redress Service (GRS). The Grievance Redress Service (GRS) ensures that complaints received are promptly addressed to resolve the project-related issues. Project-affected communities and individuals have the right to submit their complaints to the independent WB Inspection Panel, which determines whether harm was caused or likely to be caused as a result of non-compliance by the WB with its policies and procedures. A complaint can be filed at any time after the relevant problems have been brought directly to the attention of the World Bank and WB Management had an opportunity to respond. For information on how to file a complaint with the World Bank's Corporate GRS, visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-servic>. For information on grievance procedures with the World Bank's Inspection Panel, visit [www.inspectionpanel.org](http://www.inspectionpanel.org).

### **Contact information to file appeals to the Central Office of the Ministry of Education and Science**

734021, Dushanbe, Tajikistan,

13A N. Muhammad str,

Email: [moert.he@maorif.tj](mailto:moert.he@maorif.tj)

MoES website: [www.maorif.tj](http://www.maorif.tj)

Contact Person:

## Annexes

### Annex 1. Examples of Potential E&S Risks and Impacts with Mitigation Measures

<i>No</i>	<i>Project activities</i>	<i>Type of risks and impacts</i>	<i>Risk or exposure scale (Local / Regional / Temporary / Permanent)</i>	<i>Mitigations measures</i>
1	Reconstruction and modernization of schools	<p>Inappropriate handling of asbestos-containing materials</p> <p>Construction-related impacts (dust, noise, safety of workers and residents of nearby neighborhoods, loss of access to public facilities)</p>	Local & temporary	<p>Asbestos-containing materials (ACM) will not be used as new material in renovation works or the construction of new buildings.</p> <p>Existing asbestos-cement roofing sheets and materials will be removed and disposed following the national standards and WB requirements. ESMP will include ACM treatment measures, including management measures, worker safety training, and containment, including burial as the final disposal.</p> <p>During the construction phase, EHS issues will be resolved based on mitigation measures identified in the ESMP Checklist (such as work during normal business hours; access roads will be sprinkled during the dry periods, ensuring awareness of residents of restrictions during the construction activities and availability of alternative access arrangements; ensuring that construction workers receive health and safety instructions; making sure that health and safety professionals are on the site; making sure that effective public signs are in place and that access to population is restricted to all open areas of construction works)</p>

2	Construction of new schools	Impacts associated with construction works (dust, noise, Safety of workers and residents of nearby neighborhoods, loss of access to public facilities)	Temporary  Permanent	A Site-Specific Resettlement Action Plan must be developed, consulted, approved, and disclosed. No construction works on the site can be started until all the compensations are paid to Project Affected Persons (PAPs).
3	Access to drinking water supply in educational institutions (replacement of water supply pipes; construction of small water intakes; construction of pressure basins)	Emissions during the dismantling and installation of the water pipelines (welding equipment, motor vehicles); soil damage; possible tree cutting; worker safety; loss of access to public facilities. Changes in hydrology/drainage network Discharge of extracted sediment from the pipelines	Local and temporary	Strict control over the management of accumulated wastes and the use of motor vehicles as well as construction equipment will be arranged following the established standards; the best route for water supply networks will be chosen; highly qualified specialists will be involved; these specialists will be instructed in advance regarding safety requirements; alternative roads and ways will be created to ensure access to public facilities; Any needs for land will be satisfied based on the voluntary land allocation, after prior strict compliance with the criteria on the use of public lands or following the existing land acquisition right. The project may use the “interested buyer - interested seller” mechanism to obtain the land use rights on a permanent or temporary lease basis. No subprojects that require involuntary land acquisition will be funded. Design provisions for alternative drainage outlets should be prepared.

4	Energy-saving subcomponents of the Project (insulated doors and windows in schools)	Wastes accumulated during the dismantling of equipment and building blocks; air pollution during the demolition and relocation of the equipment/machinery and building units, noise and dust resulting from the operation of the equipment/machinery; occupational safety	Local and temporary	The management of construction wastes during the construction phase will be organized following national standards, with a focus on asbestos-containing insulating materials and roofing materials. The ESMP Checklist will include rules for the handling of ACM materials, including management, workers' training, containment, including burial as the final disposal. Workers will be instructed on workplace safety requirements and will be issued uniforms, respirators, goggles, gloves, etc.
5	Energy-efficient water pumps	Water pollution, water leaks, occupational safety	Local and temporary	Necessary measures shall be taken to control erosion, sediment, water quality, and leaks to prevent excessive turbidity in the nearby streams and impacts on the nearby settlements. Workers and communities are instructed on safety measures
6	Project subcomponents are implemented by subcontractors	Failure to comply with labor legislation and unfair wage payment; Gender discrimination	Local	The Client will make sure that contractors and subcontractors comply with labor legislation and standards and use the fair work methodology.
7	Reconstruction of the infrastructure/ construction under the subprojects	Social tension between the workers and residents	Local and temporary	Hiring labor from other regions can lead to some social problems and possible tensions between workers and locals. The possibility of hiring local workers may also minimize the need for the maintenance of the workers' accommodation sites and other related conditions and amenities.



8	Reconstruction and/or modernization	Impacts associated with reconstruction (dust, noise, safety of workers and residents of the nearby neighborhoods, loss of access to public facilities) and other buildings	Temporary	During the construction phase, EHS issues will be resolved following the mitigation measures specified in the ESMP Checklist (issues like work during the normal working hours; the sprinkling of the access roads during the dry periods; ensuring awareness of residents of restrictions during the construction activities and availability of the alternative access arrangements; making sure that construction workers received health and safety instructions; making sure that effective public signage is in place and ensure that public access is restricted to all open areas during the construction activities
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## Annex 2. Environmental and Social Screening Checklist

**Introduction.** The Environmental and Social (E&S) team is required to conduct E&S Screening of subprojects during their surveys of the proposed facilities. The screening reports will include baseline environmental and social (E&S) information and identify issues for consideration at the design stage. This process will also facilitate the identification of potential environmental, social impacts, concerns related to Occupational Health and Safety (OHS), risks concerning management of hazardous material including asbestos removal for all subprojects, determine their significance, provide necessary recommendation, assign the appropriate risk management techniques, and prepare environmental and social instruments (site-specific Environmental and Social Management Plans (ESMPs), ESMP-checklist). The E&S screening checklist is given below.

This checklist comprises of five parts which needs to be completed for each site.

<b>Environmental and Social Screening</b> <b>Checklist for Construction and Rehabilitation Activities</b>
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<b>PART 1: INSTITUTIONAL &amp; ADMINISTRATIVE</b>				
Country				
Region				
Project title				
Scope of project and activity				
Institutional arrangements (Name and contacts)	(Regional Director/project Manager)	Project Implementation Group	Local Counterpart and/or Recipient Director	
Implementation arrangements (Name and contacts)	E&S Supervisor	Local Counterpart Supervision	Local Inspectorate Supervision  Contractor	Contractor
<b>SITE DESCRIPTION</b>				
Name of site				
Describe site location			Attachement 1: Site-Map [ ]Y [ ]N Refer to Attachement No. _____	
Who owns the land?				

Geographic description	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>LEGISLATION</b>	
Identify national & local legislation, building safety codes and permits that apply to project activity	
<b>PUBLIC CONSULTATION</b>	
Identify when / where the public consultation process took place	
<b>INSTITUTIONAL ARRANGEMENT FOR SUPERVISION AND CAPACITY BUILDING</b>	
Please describe the arrangements and if there be any capacity building?	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>PART 2: ENVIRONMENTAL /SOCIAL SCREENING</b>			
Will the site activity include/involve any of the following potential issues and/or impacts?	Activity and examples of potential issues and/or impacts	Status If Yes for any	Additional references
	1. Demolition of building <ul style="list-style-type: none"> <li>• Site specific vehicular traffic</li> <li>• Increase in dust and noise from demolition and/or construction</li> <li>• Construction waste</li> </ul>	[X] Yes [ ] No	See Section <b>B</b> below
	2. New construction <ul style="list-style-type: none"> <li>• Excavation impacts and soil erosion</li> </ul>	[X] Yes [ ] No	See Section <b>B</b> below

	<ul style="list-style-type: none"> <li>• Increase sediment loads in receiving waters</li> <li>• Site specific vehicular traffic</li> <li>• Increase in dust and noise from demolition and/or construction</li> <li>• Construction waste</li> </ul>		
	<p>3. Individual wastewater treatment system</p> <ul style="list-style-type: none"> <li>• Effluent and / or discharges into receiving waters</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>C</b> below
	<p>4. Historic building(s) and districts</p> <ul style="list-style-type: none"> <li>• Risk of damage to known/unknown historical or archaeological sites/cultural heritage</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>D</b> below
	<p>5. Acquisition of land<sup>20</sup></p> <ul style="list-style-type: none"> <li>• Encroachment on private property</li> <li>• Relocation of project affected persons</li> <li>• Involuntary resettlement</li> <li>• Impacts on livelihood incomes</li> <li>• Impact on community/public structures</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>E</b> below
	<p>6. Hazardous or toxic materials<sup>21</sup></p> <ul style="list-style-type: none"> <li>• Removal and disposal of toxic and/or hazardous demolition and / or construction waste</li> <li>• Storage of machine oils and lubricants</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>F</b> below
	<p>7. Impacts on forests and/or protected areas</p> <ul style="list-style-type: none"> <li>• Encroachment on designated forests, buffer and /or protected areas</li> <li>• Disturbance of locally protected animal habitat</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>G</b> below
	<p>8. Handling / management of medical waste</p> <ul style="list-style-type: none"> <li>• Clinical waste, sharps, pharmaceutical products (toxic and hazardous chemical waste), radioactive waste, organic domestic waste, non-organic domestic waste</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>H</b> below

<sup>20</sup> Land acquisitions includes displacement of people, change of livelihood encroachment on private property this is to land that is purchased/transferred and affects people who are living and/or squatters and/or operate a business (kiosks) on land that is being acquired.

<sup>21</sup> Toxic / hazardous material includes and is not limited to asbestos, toxic paints, removal of lead paint, etc.

	<ul style="list-style-type: none"> <li>On site or off-site disposal of medical waste</li> </ul>		
	<p>9. Traffic and Pedestrian Safety</p> <ul style="list-style-type: none"> <li>Site specific vehicular traffic</li> <li>Site is in a populated area</li> </ul>	[X] Yes [ ] No	See Section I below

MITIGATION PLAN		
ACTIVITY	PARAMETER	GOOD PRACTICES MITIGATION MEASURES CHECKLIST
A. General Conditions	Notification and Worker Safety/ labor and working conductions	<p>(a) The local construction and environment inspectorates and communities have been notified of upcoming activities</p> <p>(b) The public has been notified of the works through appropriate notification in the media and/or at publicly accessible sites (including the site of the works)</p> <p>(c) All legally required permits (to include not limited to land use, resource use, dumping, sanitary inspection permit) have been acquired for construction and/or rehabilitation</p> <p>(d) All work will be carried out in a safe and disciplined manner designed to minimize impacts on neighboring residents and environment.</p> <p>(e) Workers' PPE will comply with international good practice (always hardhats, as needed masks and safety glasses, harnesses and safety boots)</p> <p>(f) Appropriate signposting of the sites will inform workers of key rules and regulations to follow.</p> <p>(g) Workers access to basic facilities at worksite/workcamp (potable water, sanitation and adequate accommodation).</p> <p>(h) Workers access to grievance mechanism</p> <p>(i) Measures on prevent the use of child and forced labors (procedures on age verification to ensure no child labor to be engaged in the project activities)</p>
B. General Rehabilitation and /or New Construction Activities	Air Quality	<p>(a) During interior demolition use debris-chutes above the first floor</p> <p>(b) Keep demolition debris in controlled area and spray with water mist to reduce debris dust</p> <p>(c) Suppress dust during pneumatic drilling/wall destruction by ongoing water spraying and/or installing dust screen enclosures at site</p> <p>(d) Keep surrounding environment (sidewalks, roads) free of debris to minimize dust</p> <p>(e) There will be no open burning of construction / waste material at the site</p> <p>(f) There will be no excessive idling of construction vehicles at sites</p>
	Noise	(a) Construction noise will be limited to restricted times agreed to in the permit

<b>MITIGATION PLAN</b>		
<b>ACTIVITY</b>	<b>PARAMETER</b>	<b>GOOD PRACTICES MITIGATION MEASURES CHECKLIST</b>
		(b) During operations the engine covers of generators, air compressors and other powered mechanical equipment should be closed, and equipment placed as far away from residential areas as possible
	Water Quality	(a) The site will establish appropriate erosion and sediment control measures such as e.g. hay bales and / or silt fences to prevent sediment from moving off site and causing excessive turbidity in nearby streams and rivers.
	Waste management	<p>(a) Waste collection and disposal pathways and sites will be identified for all major waste types expected from demolition and construction activities.</p> <p>(b) Mineral construction and demolition wastes will be separated from general refuse, organic, liquid and chemical wastes by on-site sorting and stored in appropriate containers.</p> <p>(c) Construction waste will be collected and disposed properly by licensed collectors</p> <p>(d) The records of waste disposal will be maintained as proof for proper management as designed.</p> <p>(e) Whenever feasible the contractor will reuse and recycle appropriate and viable materials (except asbestos)</p>
<b>C. Individual wastewater treatment system</b>	Water Quality	<p>(a) The approach to handling sanitary wastes and wastewater from building sites (installation or reconstruction) must be approved by the local authorities</p> <p>(b) Before being discharged into receiving waters, effluents from individual wastewater systems must be treated in order to meet the minimal quality criteria set out by national guidelines on effluent quality and wastewater treatment</p> <p>(c) Monitoring of new wastewater systems (before/after) will be carried out</p>
<b>D. Historic building(s)</b>	Cultural Heritage	<p>(a) If the building is a designated historic structure, very close to such a structure, or located in a designated historic district, notify and obtain approval/permits from local authorities and address all construction activities in line with local and national legislation</p> <p>(b) Ensure that provisions are put in place so that artifacts or other possible “chance finds” encountered in excavation or construction are noted, officials contacted, and works activities delayed or modified to account for such finds.</p>

<b>MITIGATION PLAN</b>		
<b>ACTIVITY</b>	<b>PARAMETER</b>	<b>GOOD PRACTICES MITIGATION MEASURES CHECKLIST</b>
<b>E.</b> Acquisition of land	Land Acquisition Plan/Framework	<p>(a) If expropriation of land was not expected and is required, or if loss of access to income of legal or illegal users of land was not expected but may occur, that the bank task Team Leader is consulted.</p> <p>(b) The approved Resettlement Action Plan/Resettlement Policy Framework (if required by the project) will be implemented prior to land taking and commencement of civil works.</p>
<b>F.</b> Toxic Materials	Asbestos management	<p>(a)</p> <p>(b) If asbestos is located on the project site, mark clearly as hazardous material</p> <p>(c) When possible, the asbestos will be appropriately contained and sealed to minimize exposure</p> <p>(d) The asbestos prior to removal (if removal is necessary) will be treated with a wetting agent to minimize asbestos dust</p> <p>(e) Asbestos will be handled and disposed by skilled &amp; experienced professionals</p> <p>(f) If asbestos material is be stored temporarily, the wastes should be securely enclosed inside closed containments and marked appropriately</p> <p>(g) The removed asbestos will not be reused</p>
	Toxic / hazardous waste management	<p>(a) Temporarily storage on site of all hazardous or toxic substances will be in safe containers labeled with details of composition, properties and handling information</p> <p>(b) The containers of hazardous substances should be placed in a leak-proof container to prevent spillage and leaching</p> <p>(c) The wastes are transported by specially licensed carriers and disposed in a licensed facility.</p> <p>(d) Paints with toxic ingredients or solvents or lead-based paints will not be used</p>
<b>G.</b> Affects forests and/or protected areas	Protection	<p>(a) All recognized natural habitats and protected areas in the immediate vicinity of the activity will not be damaged or exploited, all staff will be strictly prohibited from hunting, foraging, logging or other damaging activities.</p> <p>(b) For large trees in the vicinity of the activity, mark and cordon off with a fence large tress and protect root system and avoid any damage to the trees</p> <p>(c) Adjacent wetlands and streams will be protected, from construction site run-off, with appropriate erosion and sediment control feature to include by not limited to hay bales, silt fences</p> <p>(d) There will be no unlicensed borrow pits, quarries or waste dumps in adjacent areas, especially not in protected areas.</p>

<b>MITIGATION PLAN</b>		
<b>ACTIVITY</b>	<b>PARAMETER</b>	<b>GOOD PRACTICES MITIGATION MEASURES CHECKLIST</b>
<b>H.</b> Disposal of medical waste	Infrastructure for medical waste management	<p>(a) In compliance with national regulations the contractor will insure that newly constructed and/or rehabilitated health care facilities include sufficient infrastructure for medical waste handling and disposal; this includes and not limited to:</p> <ul style="list-style-type: none"> <li>▪ Special facilities for segregated healthcare waste (including soiled instruments “sharps”, and human tissue or fluids) from other waste disposal: <ul style="list-style-type: none"> <li>a. Clinical waste: yellow bags and containers</li> <li>b. Sharps – Special puncture resistant containers/boxes</li> <li>c. Domestic waste (non-organic): black bags and containers</li> </ul> </li> <li>▪ Appropriate storage facilities for medical waste are in place; and</li> <li>▪ If the activity includes facility-based treatment, appropriate disposal options are in place and operational</li> </ul>
<b>I</b> Traffic and Pedestrian Safety	Direct or indirect hazards to public traffic and pedestrians by construction activities	<p>(b) In compliance with national regulations the contractor will insure that the construction site is properly secured and construction related traffic regulated. This includes but is not limited to</p> <ul style="list-style-type: none"> <li>▪ Signposting, warning signs, barriers and traffic diversions: site will be clearly visible and the public warned of all potential hazards</li> <li>▪ Traffic management system and staff training, especially for site access and near-site heavy traffic. Provision of safe passages and crossings for pedestrians where construction traffic interferes.</li> <li>▪ Adjustment of working hours to local traffic patterns, e.g. avoiding major transport activities during rush hours or times of livestock movement</li> <li>▪ Active traffic management by trained and visible staff at the site, if required for safe and convenient passage for the public.</li> <li>▪ Ensuring safe and continuous access to office facilities, shops and residences during rehabilitation activities, if the buildings stay open for the public.</li> </ul>
<b>Labor influx risk</b>	SEA/SH risk, community health and safety risk	The contractor to ensure implementation of contractor’s code of conduct that will include measures on SEA/SH. Information sessions to be given to migrant workers and contractor staff on gender-based violence (GBV) and sexual exploitation and abuse (SEA) and sexual harassment (SH).



MITIGATION PLAN		
ACTIVITY	PARAMETER	GOOD PRACTICES MITIGATION MEASURES CHECKLIST
		Two types of GM to be established (workers GM and general GM). The contractor will be responsible to arrange trainings for their staff on GRM. They should also disseminate GRM information among workers and local community to inform them about grievance services. Grievances to be addressed in timely manner. All grievances to be shared with PIG for their information and record.

Part 3: Part II (A) Subproject site Map (to be included by the E&S screening team)

**Part 4. E&S checklist to be completed by PIG survey team**

S. N	Screening Questions			Comments/Justification (provide detailed information on your selection)
		Yes	No	
<b>Subproject's site</b>				
1.	Is the subproject site adjacent to or within any of the following sensitive receptors?			
	i. Natural habitats and/ or legally protected areas (wetlands, forests, estuary, buffer zones, nature reserves); if yes, is there possibility of a critical habitat present <sup>22</sup> ? What are the ranges of endangered or threatened animals/birds/plant species (if known at time of screening)?			

<sup>22</sup> Critical habitat is defined based on global good practice as a subset of both natural and modified habitat that deserves particular attention. Critical habitat includes areas with high biodiversity value that meet the criteria of the World Conservation Union (IUCN) classification, including habitats of significant importance for required for critically endangered or endangered species as defined by the IUCN Red List of Threatened Species; habitats of significant importance for endemic or restricted-range species; habitats supporting globally significant concentrations of migratory species and /or congregatory species; areas with unique assemblages of species or which are associated with key evolutionary processes. Primary Forests or forests of High Conservation Value shall be considered Critical Habitats. This includes HCV forests. HCV areas do not directly correspond with definitions for modified, natural, and critical habitat. The HCV Resource Network, an internationally recognized group, provides information and support on the evolving usage of HCV to ensure a consistent approach. <https://www.hcvnetwork.org/>.

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
	ii. Cultural heritage site?			
	iii. Is the site located on Aesthetically Important Viewpoints <sup>23</sup> ?			
	iv. Are there any flood prone / river cutting / low lying / areas near or within site? What are challenges and opportunities associated flood/river cutting/low lying areas (if any)?			
	v. Are canals and irrigation systems present in direct proximity to subproject site?			
	vi. Are there any water sources or springs near or within site?			
	vii. Is the proposed site located on agricultural land? Is there any possibility of crops and vegetation due subproject development activities?			
	viii. Does the proposed site host vulnerable and marginalized people such as religious minorities?			
	ix. Is there any expectation of vulnerable from subproject?			
<b>Labor and working conditions</b>				
2.	Is there any estimate of the number of workers to be involved in the sub-project during construction?  (If “Yes”, provide the total number (skilled, semiskilled and unskilled) and number of women worker)			
3.	Is there availability of labour force (skill & unskilled) in local level for the construction of subproject?			
4.	Will there be migrant workers from within the country?			
5.	Will there be any foreign workers?			

<sup>23</sup>Aesthetically Important Viewpoints are the places with natural beauty and well known for touristic destination.

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
6.	Does the subproject plan to provide residential facilities to the workers?  (If “yes”, does it plan to construct a labor camp or manage their residency in the host community)			
7.	Does the subproject have plans to provide orientation to migrant workers about national laws, local tradition, culture, costumes, norms, and values?			
8.	Does the subproject plan to provide orientation to workers about the national laws and project policies on GBV & SEA/SH?			
9.	Does the subproject plan to provide orientation to workers about the risks of communicable diseases such as STDs and the protocols on COVID-19?			
10.	Is there any possibility of conflicts between migrant workers and the local community?			
11.	Is there any history of conflict between the migrant workers and the local community in project area or in the district?			
<b>Potential Community and Occupational Health and Safety Impacts</b>				
12.	Are there community health and safety risks due to the transport, storage, and use and/or disposal of materials likely to create physical, chemical and biological hazards?			
13.	Will the construction works disturb other commercial/community/residential activities?			
14.	Will the subproject create major noise/vibration beyond the level permitted by the law?			
15.	Will it create dust problem around the sites?			

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
16	Will it impact on the water supply and sanitation system?			
17	Any potential impacts to public health via potential water logging and degradation of land and water quality			
18	Will subproject's construction cause disturbance to the transportation in the subproject's site?			
19	Are there any risks of accidents and natural hazards during to the community during construction and operation?			
20	Will batteries be removed/disposed (lead-acid or nickel-cadmium batteries from emergency lights and other battery-powered or battery-backup items?)			
21	Will there be any solid waste generated by subproject that needs to be transported off-site for reuse, recycle or disposal of?			
22	Will any explosive and hazardous chemicals be used within the project?			
23	Will the project use materials coated with lead-based paint or equipment containing mercury, asbestos, lead, silver, or chrome?			
24	Will an emergency generator set or other aboveground storage tank (AST) be installed or removed?			
25	Will there be provision to control trespassing of non-project staff on the project site during construction and operation?			
26	Does the sub-project plan to provide orientation to surrounding communities about the risks of communicable diseases and COVID-19?			

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
<b>Potential Social Impacts</b>				
27	Does the project need permanent land acquisition			
28	If “Yes”, what kind of land the project needs?  Private land  Public/forest land  Government land  Leasehold land			
29	Does the project plan to acquire private land? If “Yes”, how it is planning to acquire private land  Through voluntary donation  Though involuntary acquisition  Through negotiation (Willing buyer & willing seller)			
30	Does the project plan to take land on lease? If “Yes”, what kind of land it plans to take on lease  Private land  Forest land  Government land			
31	Will there be any physical/economic displacement and impact on livelihoods due to private land acquisition?  If “Yes”, please provide information on  How many people/families will be displaced?  What will be the scale of economic displacement?  What will be the scale of impact on livelihoods of impacted people/families			

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
	How does the project plans to help the impacted people/families restore their livelihoods?			
32	Will there be permanent land acquisitions or restrictive use of land to evacuate the power (transmission line) in the sub-project?			
33	Will there be loss of productive land			
34	Involuntary land taking resulting in loss of income, livelihood, sources of livelihood, loss of access to common property resources and/or private residential and/or property resources			
35	Adverse impact on non-title holders including loss of shelter and livelihood			
36	Will subproject activities have adverse impact on school, drinking water supply system, and other facilities?			
37	Will subproject need to use existing or open new access roads? What will be the impacts of increased traffic on communities?			
38	Will subproject's construction cause any damage to the existing local roads system?			
39	Adverse impact to women including economic and safety concerns			
40	Possible conflicts with and/or disruption to local communities			
41	Any adverse impacts on community infrastructures?			
<b>Stakeholder engagement</b>				
42	Have the stakeholders of the subproject been identified?			
43	Have the stakeholders been categorized in terms of gender, age, and ethnicity?			

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
44	What are the main sources of information for the stakeholders? [Hint: radio, TV, newspapers]			
45	Is there social institution/practice for community consultation on common issues in the area?			
46	Is there any social/religious/cultural institution or practices for local dispute settlements?			
47	Are there any major issues raised by the stakeholders during the initial consultation?			
48	What is the nature of crime in the project area? [Hint: Source of information local police]			
49	What is the level of GBV recorded in the project area? [Hint: Source of information local police]			
50	Please provide the overview (including date, venue, stakeholders invited, consultation program, key issues discussed) of the stakeholder consultation and attach the record of consultation meetings including feedback received and response.			
<b>Potential Environmental Impacts</b>				
51	Impacts on natural resources that constitute livelihoods of community (e.g. water resources, fishing, grazing or hunting grounds)?			
52	Disfiguration of landscape?			
53	Is there potential for landslide and soil erosion impacts? If yes, please provide following information:			

S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
	<ul style="list-style-type: none"> <li>- Past and present conditions and values (including tentative area to be affected, risky areas)</li> </ul> What are challenges and opportunities associated with landslides and erosion (if any)			
5	Will the subproject cause increase in waste generation? Describe types and expected amount of waste.			
5	Will there be forest loss in terms of area (if yes, type of forest)? Will it lead to loss of forest species (provide details of the loss of listed species according to national and international – specifically IUCN - classifications)?			
5	Is loss of non-forest species possible? If so, are these listed species (as above)?			
5	Is the subproject site a habitat of flora/fauna species of ecological importance including migratory birds?			
5	Will the subproject have potential impacts on the flora/fauna species with ecological importance?			
5	Creation of barrier for migratory land animal			
6	Construction of permanent access road near or through forest?			
6	Other potential biodiversity impacts (specify)?			
6	Loss or destruction of unique or aesthetically valuable land			
6	Disturbance of large areas due to material quarrying			
6	Availability of local construction materials <ul style="list-style-type: none"> <li>a) Stone</li> <li>b) Sand</li> <li>c) Wood (For door, window and roofing etc.)</li> </ul>			



S. N	Screening Questions	Yes	No	Comments/Justification (provide detailed information on your selection)
	d) Wood for Pole			
6.	Potential noise/vibration impacts in the nearby communities			
6.	Potential visual impacts as the result of consultation of solar/wind power development			
6.	Potential impacts due to glaring of solar panels			

Checked by:.....

Approved by:.....

Date:

### **Conclusion and Recommendations**

**Need for Environmental & Social Study:** to be completed by the E&S team

### **Annex 3. Environmental and Social Impact Assessment**

The Environmental and Social Impact Assessment of the projects with substantial risks focuses on the significant environmental issues raised under the subprojects. Its primary purpose is the identification of environmental impacts and measures that, if provided in the design and implementation of the project, can guarantee minimal negative environmental effects. The scope and level of details required in the analysis depend on the scale and severity of potential impacts.

The Environmental and Social Impact Assessment report should include the following elements:

*Brief outline.* It contains the aggregate information on the findings and recommended actions.

*Political, Legal, and Administrative Arrangements.* This section summarizes the legal and regulatory framework that is applied to environmental management within the framework of the study.

*Project Description.* A description of the nature and scope of the project, as well as the geographic, environmental, civil, and socio-economic context within which the project will be carried out. The description should identify the social groups that will be impacted, including the map of the project site, identification of impacts on lands and assets, and identification of any auxiliary structures and facilities located beyond the site but will be required for the project implementation.

*Baseline data.* Describe relevant physical, biological, and social conditions, including any significant changes anticipated before the start of the project. Data should be consistent with the project design, location, operation, and mitigation measures.

*Environmental and social impacts.* To the extent possible, describe the likely or anticipated positive or negative impacts in a quantifiable manner. Identify mitigation measures and estimate residual impacts after the implementation of the mitigation measures. Describe the range of the available data and uncertainties associated with the assessment of impacts and the results of the proposed mitigation measures.

*Analysis of project alternatives.* Systematic comparison of the justified alternatives for the proposed project location, design, and operation, including the “no project” alternative in terms of their comparative impacts, costs, and suitability to local conditions. Quantify and compare the environmental impacts and costs associated with the proposed plan.

*Environmental and Social Management Plan (ESMP).* If significant impacts are identified that require mitigation measures, the ESMP identifies the mitigation measures to be undertaken. IESMP also identifies key monitoring indicators and other institutional capacity-building needs to ensure effective mitigation and monitoring.

This section must contain:

List of persons involved in the preparation of the ESA.

- i. Bibliography used in course of the study preparation.
- ii. Records of the chronology of inter-agency meetings and consultations with NGOs, as well as discussion over the impacted components.
- iii. Tables containing the relevant data described in the main document.
- iv. A list of relevant reports, such as a list of voluntary land allocations or social impact assessments, that were prepared for the project.

## Annex 4. Generic-ESMP

Part 1-**General remarks.** The Environmental and Social Management Plan (ESMP) for sub-projects should reflect potential environmental and social risks and impacts with appropriate mitigation, monitoring, and administrative measures that are taken during the project implementation to avoid or eliminate adverse environmental impacts. The ESMP can also be an effective way to summarize the actions required to achieve the effective mitigation of the adverse environmental impacts for the projects with the moderate environmental risk (**a description of the Environmental and Social Management Plan is provided below**).

**The ESMP format is given in table 1.** It presents a model for the development of the ESMP. The model divides the project cycle into three phases: construction, operation, and decommissioning. The preparation team identifies any significant environmental impacts that are anticipated based on the prepared analysis in the context of the preparation of the environmental assessment for each phase. Mitigation measures for each impact are identified and listed. The costs of mitigation actions are estimated with the provision of the breakdown of costs (costs of investment). The ESMP format also provides institutional responsibilities for the installation and operation of equipment and mitigation methods.

The Monitoring Plan can be useful for tracking the requirements, responsibilities, and costs for monitoring the implementation of mitigation measures identified in the analysis that is part of the environmental assessment of high and substantial risk projects. The **format of the Monitoring Plan** is given below under section “monitoring”. The project cycle, just like the ESMP, is broken down into three phases (construction, operation, and decommissioning). The format also includes a range of baseline information that is essential to ensure reliable and valid monitoring. The key elements of the matrix are:

- What is being monitored?
- Where is it being monitored?
- How the parameter will be monitored to provide meaningful comparisons?
- When and how often is monitoring necessary or most effective?
- Why the parameter is being monitored (what does it tell us about the environmental impact)?

In addition to these questions, it is useful to identify the costs of monitoring (both investment and ongoing) as well as institutional responsibilities.

Once the monitoring plan is developed and put into the context of project implementation, the PIG will request reports within the specified intervals and will include the surveys in its periodic reporting to the WB, as well as provide access to the surveys for the Bank staff during the overview missions.

### **Description of the Environmental and Social Management Plan**

The Environmental and Social Management Plan (ESMP) determines the sound and economically effective measures that can reduce the risk of substantial adverse environmental impacts to acceptable levels. The plan includes compensatory measures in case mitigation measures are unreasonable, uneconomical, or insufficient. In particular, the ESMP (a) determines and summarizes all substantial adverse environmental impacts encountered (excluding those that impact the indigenous population or involuntary

resettlement); (b) describes, with the indication of the technical details, any mitigation measure, including the type of impact it is associated with and the conditions under which it is required (for example: permanently or in the event of unforeseen circumstances), together with the design, equipment descriptions and operating procedures; (c) provides an assessment of any potential environmental impacts of such measures; and (d) ensures the link with any other mitigation plans (for example, involuntary resettlement, indigenous people or cultural property) required by the project.

### *Monitoring*

3. Environmental monitoring during the project implementation provides information on key environmental aspects of the project. In particular, it provides information on the environmental impacts of the project and the effectiveness of mitigation measures. Such information allows the Borrower and the Bank to assess the success of mitigation measures as part of the project oversight and allows corrective action to be taken where necessary. Thus, ESMP defines the monitoring objectives and specifies the type of monitoring, with references to the impacts assessed in the Environmental and Social Assessment (ESA) report and the mitigation measures described in the ESMP. In particular, the monitoring section of the ESMP contains (a) a specific description and technical details of the monitoring, including the measurable parameters, methods used, sample locations, frequency of measurements, determination limits (as appropriate), and determination of thresholds that signal about the need for corrective actions; and (b) monitoring and reporting procedures to (i) ensure early recognition of conditions that lead to the need for specific mitigation measures, and (ii) provide information on the progress and results of mitigation measures.

### *Capacity building and training*

4. To provide timely support and effective implementation of the project's environmental components and mitigation measures. ESMP relies on the environmental assessment, roles, and capacity of environmental teams working at the site or functioning at the level of the agencies and ministries. Where appropriate, the ESMP recommends the formation or expansion of such teams, as well as arranging staff training to ensure the execution of the recommendations of the environmental assessment. In particular, the ESMP provides a specific description of the institutional arrangements, i.e. who is responsible for the implementation of the mitigation and monitoring measures (e.g.: responsible for the operation, supervision, enforcement, monitoring of implementation, corrective action, financing, reporting, and training). To strengthen the environmental management capacity of the implementing agencies, the majority part of the Environmental Management Plans (EMPs) covers one or more of the following additional topics: (a) technical assistance programs, (b) procurement of equipment and materials, and (c) organizational changes.

### *Implementation schedule and cost estimate*

5. The Environmental and Social Management Plan (EMP) for all three aspects (mitigation, monitoring, and capacity building measures) presents: (a) a schedule of measures to be taken as part of

the project, reflecting the stages and coordination with the overall project implementation plans; and (b) estimation of capital and current costs, as well as sources of financing for implementation of the ESMP. These figures are also included in the overall project cost tables.

#### *Integration of ESMP into the Project*

6. The Borrower's decision to proceed with the project and the Bank's decision to support the project is based on part of the expectation that the EMP will be effectively implemented. As a consequence, Bank expects the EMP to include a separate description of the mitigation and monitoring measures and assigning of the institutional responsibilities. The plan should be integrated into the overall project planning, designing, budgeting, and implementation. Such integration is achieved through the development of an ESMP as part of the project, to provide funding for the plan and to ensure the oversight along with other components.



PART 1: MONITORING PLAN

<b>Activity</b>	<b>What</b> (Is the parameter being monitored?)	<b>Where</b> (Is the parameter being monitored?)	<b>How</b> (Is the parameter being monitored?)	<b>When</b> (to determine frequency/duration?)	<b>Why</b> (Is the parameter being monitored?)	<b>Who</b> (Is the parameter being monitored?)
1. Type of activity						
2. Type of activity						
3. Type of activity						

**SAMPLE OF THE ENVIRONMENTAL MONITORING PLAN FOR SMALL-SCALE CONSTRUCTION/RECONSTRUCTION UNDER SELECTED SUBPROJECTS**

<b>STAGE</b>	<b>WHAT</b> is the parameter to be monitored?	<b>WHERE</b> is the parameter to be monitored?	<b>HOW</b> is the parameter monitored?	<b>WHEN</b> the monitoring of the parameter is arranged. (frequency)?	<b>WHY</b> the parameter is being monitored?	<b>COSTS</b>	<b>RESPONSIBLE PARTIES</b>
<b>Designing</b>	Implementation of ESMP guidelines (RECOMMENDATIONS)	Development of construction, reconstruction, and adaptation projects	Review of developments and adaptation projects.	Prior to obtaining a building permit as part of the project monitoring program	Recommended due to national building legislation requirements.	Must be part of the project	CEP Designer, contractor
<b>Construction</b>	Parameters specified in the construction permit - all	Basic design documentation	Part of the regular inspections by the	During construction and before issuance	Regular review as prescribed by the legislation	Included in the construction phase, the	PIG Safeguards specialist, CEP Inspector

	special conditions of construction set by the various authorities		Committee for Environmental Protection (CEP) and the Building Inspectorate	of the operating permit	and submission of the results to the CEP or Building Inspectorate	contractor's costs	te, and Building Inspectorate
	Management of construction waste (including hazardous waste)	Supporting and waste management documentation, which is submitted to the relevant utility company	Part of regular inspections carried out by the CEP and Building Inspectorate	After submission of the waste management reports	Required by the waste management provisions	Expenses of CEP and Building Inspectorate as well as contractor's costs	PIG Safeguards specialist of hydraulic fracturing, CEP Inspectorate, and Building Inspectorate
<b>Operation</b>	Waste management	Based on the supporting waste management documentation, which is submitted to the CEP	Reports submitted to CEP	After the submission of the waste management reports to the CEP	Must be monitored in line with the waste management regulations	Expenses of the project beneficiary and CEP	Project beneficiary, relevant utility company, and CEP



PART 2: ENVIRONMENTAL /SOCIAL AUDIT

ACTIVITY	ENVIRONMENTAL ASPECT / PARAMETER	MITIGATION CHECKLIST
<p><b>A. Mobilization of contractors (General conditions)</b></p>	<p>Notification and workers' safety</p>	<p>Communities were notified about the upcoming local construction activities and environmental inspections.</p> <p>Public awareness about the works by disseminating relevant notification through the mass media and/or publicly accessible locations (including the worksite).</p> <p>All legally required permits for construction and/or reconstruction were obtained.</p> <p>All works will be carried out in a safe and orderly manner, to minimize impacts on nearby residents and the environment. Workers' PPE will comply with international best practices (wearing helmets, masks, when necessary, goggles, belts, and safety footwear at all times)</p> <p>The use of appropriate signs at the sites to inform workers of the basic standards and regulations to be followed.</p>
<p><b>B. Reconstruction or construction works</b></p>	<p>Air quality</p>	<p>Construction debris will be stored in a controlled area and treated with water mist to reduce dust emissions.</p> <p>During the pneumatic drilling/wall demolition, the dust has to be suppressed by continuous water spraying and/or installation of dust arresters at the site.</p> <p>The external environment (sidewalks, roads) will be cleared of debris to minimize the amount of dust.</p> <p>There will be no open burning of construction debris/wastes on the site.</p> <p>There will be no excessive downtime of construction equipment on the site.</p>
	<p>Noise</p>	<p>Construction noise will be limited in the time agreed upon in the permits.</p> <p>Generator engine covers, air compressors, and other electromechanical equipment will be</p>

		covered during work. Equipment will be placed as far away from populated areas as possible.
	Waste management	<p>Waste collection points and on-site disposal destinations will be identified for all major waste/debris expected from the demolition and construction activities.</p> <p>Mineral construction and demolition waste will be separated from the general debris, and organic and chemical waste by sorting and storing in appropriate containers within the site.</p> <p>Construction debris will be collected and disposed by the relevant and licensed contractors.</p>
		<p>The records of waste disposal will be maintained as evidence of proper management in line with the design.</p> <p>Whenever practical, the contractor will reuse and recycle suitable and cost-effective materials (except for asbestos-containing materials)</p>
C. Wastewaters	Water quality:	<p>Necessary erosion and sediment control measures, such as hay bales and/or silt fences, will be implemented at the site to prevent the spread of sediment and excessive turbidity of the nearby streams and rivers.</p> <p>The approach used to dispose sanitary waste and wastewater from the construction sites (installation or reconstruction) must be approved by the local authorities.</p> <p>Prior to discharge to catch-water intakes, wastewater from the standalone wastewater treatment systems must be treated to meet the minimum quality criteria outlined in the national guidelines for wastewater quality and treatment.</p> <p>New wastewater systems will be monitored (prior/post).</p> <p>A contractor has to perform works in such a way to prevent sewage spills at the points of entry into reservoirs or sewage during the processing and mixing of concrete. They should not get into watercourses/channels without special sedimentation in settling basins and without</p>

		<p>passing through special gravel filters and other types of treatment.</p>
<p><b>D. Toxic materials /substances</b></p>	<p>Management of asbestos-containing materials</p>	<p>If asbestos-containing materials are present on the project site, they should be clearly labeled as hazardous materials.</p> <p>Whenever possible, asbestos-containing materials will be stored appropriately and sealed to minimize exposure.</p> <p>Asbestos-containing materials will be treated with a wetting agent to minimize the dispersion of the asbestos dust prior to transportation (if transportation is necessary).</p> <p>Asbestos-containing materials will be handled and disposed by qualified and experienced professionals.</p> <p>In the case of temporary storage of asbestos-containing materials, the waste must be securely isolated in waste containment areas and labeled accordingly. Safety measures will be taken to ensure that there is no unauthorized removal from the site.</p> <p>Removed asbestos-containing materials will not be reused.</p>
	<p>Management of toxic/hazardous materials</p>	<p>Temporary on-site storage of all hazardous or toxic substances will be arranged in securely labeled containers with descriptions of composition, properties, and treatment information</p> <p>Containers for hazardous substances will be placed in leak-proof containers to prevent leaks and leachates</p> <p>Waste will be transported by specially licensed haulers and disposed in the licensed facilities.</p> <p>No paints containing toxic ingredients or solvents, or lead-based paints will be used.</p>

<p>Oil-containing substances/waste</p>	<p>Car washes and machinery and vehicles service areas must be equipped with oil collectors, as well as oil catchers.</p> <p>The used oil products and technical liquids should be discharged into containers and then disposed.</p> <p>Prevention of leakages of oil products during the transportation must be observed.</p> <p>All oil product waste and maintenance materials should be collected and stored in the designated areas with subsequent cleaning as per the established procedure.</p>
<p>Polychlorinated biphenyls (PCB)</p>	<p>Strictly follow the regulations in terms of getting access and operation during the sample acquisition of oil products, in particular, "Safety rules for the maintenance of electrical equipment" 2<sup>nd</sup> edition, 1989, Moscow.</p> <p>Sample acquisition of oil products has to be done with the use of glass bottles only;</p> <p>To prevent skin contact with polychlorinated biphenyls (PCBs), use disposable protective gloves.</p> <p>To protect eyes from possible splashes of oil products by wearing safety glasses.</p> <p>Sample acquisition has to be done with the use of a drain cock located at the bottom of the transformers.</p> <p>Only experienced chemists are allowed to carry out testing in the laboratory due to the risk of unintentional formation and release of highly toxic dioxins during the chlorine identification.</p> <p>If chlorine testing shows polychlorinated biphenyls (PCBs) in the boilers, the rules prescribed in the Guidebook on Environmental Sound PCB Management in Electrical Equipment should be followed by labeling the contaminated equipment, storing used oil and contaminated transformers in tanks at secure facilities, until the application of the proper disposal measures.</p>

<p>Dismantling/assembling of old/new equipment and on-site earthworks</p>	<p>Work of Crane/excavator/bulldozer</p>	<p>Strictly adhere to existing the regulations while carrying out these activities.</p> <p>The works must be carried out under the supervision of electricians in case approaching the power lines.</p> <p>Cranes must be mounted and secured in a stable position to prevent them from toppling over or spontaneous displacement due to their weight. It is necessary to check the readiness of machinery in case of mechanized excavation. To ensure the fencing and application of the safety devices. Work with defective machinery is not allowed.</p> <p>To avoid injuries, members of the mechanized teams operating cranes and bulldozers must know and strictly follow all safety rules during the operation of the respective machinery.</p> <p>Employees operating machinery will get instructions which include the following:</p> <p>Instructions for operation and care at the workplace; (b) Safety regulations; (c) Signaling System Manual; (d) Maximum loads and speed of machinery; (e) Measures to be taken by employees in case of accidents or malfunction of machinery.</p> <p>Machinery shall be operated by specially trained people with certificates of qualification to operate the machinery.</p> <p>The basic requirements for operating cranes and bulldozers are: (a) All rotating parts - gears, chains and temporary (intermediate) gears, fans, flywheels, etc., must be equipped with guards. It is forbidden to switch on machinery without a guard; (b) Inspection, adjustment, tightening of bolts, lubrication, and preventive maintenance of the equipment during its operation is prohibited; and (c) Performing any other works and presence of people in places where this machinery is working is prohibited. If large stones, stumps, or other objects are found in the ground to be used, the operation of the machinery must be stopped and the objects that may cause accidents must be removed.</p>
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	Welding works	<p>It is strictly necessary to adhere to the existing regulations while carrying out these activities.</p> <p>Employees must have protective equipment, rubber gloves, special boots as well as special helmets.</p> <p>Employees should receive safety training prior to welding operations.</p> <p>The use of the protective clothing includes the following as a minimum: (a) respirator/welding mask; (b) protective clothing: Skin surfaces must be protected from molten metal and sparks. This includes shirts with long sleeves; pants covering the top of shoes; gloves; shoes or boots (c) eye protection from debris and ultraviolet light injuries; (d) helmets.</p> <p>Fire protection: prepare and use fire extinguishers as well as sand and water.</p>
	Dismantling/installation of electric equipment	<p>Strictly adhere to existing regulations while carrying out these activities; To carry out routine inspections of machinery and equipment to eliminate deficiencies and meet repair deadlines.</p> <p>To train and instruct employees involved in the maintenance of machinery, tools, and equipment on the observance of the safety rules and work techniques.</p> <p>It is prohibited to release defective or untested tools for use in work, as well as to leave mechanical tools unattended connected to the power supply or compressed air lines; pull and bend cables and hoses of air lines; put cables and hoses in places where they cross/touch with steel ropes, electric cables, rotating elements of the mechanized tools.</p>

PART 3: MONITORING PLAN

<b>Stage/ Project activity</b>	<b>WHAT</b> is the parameter to be monitored ?	<b>WHERE</b> is the parameter to be monitored?	<b>HOW</b> is the parameter monitored?	<b>WHEN</b> the monitorin g of the parameter is arranged. (frequency )?	<b>WHY</b> the parameter is being monitored ?	<b>COSTS</b> (if not included in the project budget)	<b>WHO</b> (Is responsible for the monitoring of the parameter ?)
<b>During the Project implementation</b>							
<b>Construction works (construction / reconstruction)</b>	Parameters specified in the construction permit, special conditions of construction, set by the various authorities	Project documentation, construction permit	As part of the regular inspections, conducted by PIGPIG under the MoES PIG	During construction and prior to the issuance of the operating permit	The regular review prescribed in the building permit to ensure compliance with the national legislation and ESMP environmental requirements	Included in the contractor's expenses	Oversight by the MoES PIG and Social specialist
	Quality of air and noise	At the construction site	Visual	During the construction	To avoid environmental pollution and harm to the health of workers	PMC costs as part of project implementation costs	Environmental specialist of the MoES PIG
	Wastewaters	At the construction site	Visual	During the construction	To avoid environmental pollution and harm to the	PMC costs as part of project implementation costs	Environmental Protection Unit of the MoES PIG and IP

					health of workers		Environmental Specialist
	Management of construction waste, hazardous materials, and asbestos-containing materials	At the construction sites	Visual observation Reporting documentation from landfills	During the construction phase and after waste management reporting	Avoidance of environmental pollution and health exposure is required in accordance with the national waste regulations	Expenditures of the MoES PIG and contractor's operating expenses	IP Environmental Specialist
Dismantling/installation of the new electrical equipment/welding works	Occupational safety	At the construction sites (for dismantling or installation of the equipment)	Visual observation and analysis of progress reports, incidents, if any, reports of trainings conducted	Before and during the construction and in line with the national workplace safety requirements	To avoid accidents and health impacts	Contractors' training and safety costs, including the cost of protective equipment; Costs associated with the supervision of the Environmental Specialist	Contractors' Environmental Specialist



	Management of construction waste, hazardous materials, and asbestos-containing materials.	At the construction sites	Visual observation Reporting documentation from landfills	During the construction phase and after waste management reporting	Avoidance of environmental pollution and health exposure is required in accordance with the national waste regulations.	Expenditures of the MoES PIG and contractor's operating expenses	IP Environmental Specialist
Dismantling/installation of the new electrical equipment/welding works	Occupational safety	At the construction sites (for dismantling or installation of the equipment)	Visual observation and analysis of the submitted progress reports, incidents' reports, if any, training reports	Before and during construction and in accordance with national safety requirements	To avoid incidents and health exposures	Contractors' costs for training and occupational safety, including the cost of the protective equipment ; Costs associated with oversight of the Environmental Specialist	Contractor's Environmental Specialist

## **PART 4: GENERAL INFORMATION ABOUT THE PROJECT AND PROJECT SITE**

### **The content of the ESMP Checklist**

- General information about the project and project site
- Potential E&S impacts
- Mitigation measures
- Institutional responsibility for E&S risk and impact mitigation, monitoring and reporting
- ESMP budget

## Annex 5 Complaints Registration Formats

### Sample application of the Project beneficiary

#### (Complaint, requests, proposals)

To \_\_\_\_\_  
(Head of the institution)

Dear \_\_\_\_\_  
(Name of the Head)

From \_\_\_\_\_  
(Name of the applicant)

Residing in \_\_\_\_\_  
(Applicant's address)

)

**APPLICATION** \_\_\_\_\_  
(Details about yourself, place of residence, type of activity)

\_\_\_\_\_  
\_\_\_\_\_

Purpose of the application \_\_\_\_\_  
(Information about the existing problem and its causes)

\_\_\_\_\_  
\_\_\_\_\_

Ways to address the problem \_\_\_\_\_

\_\_\_\_\_  
(I request....., about this or that action/inaction, I file the complaint..., I suggest)

**Applicant's signature** \_\_\_\_\_  
(Applicant's first name and last name)

\_\_\_\_\_  
(Date)

**Telephone** \_\_\_\_\_

**E-mail** (if available) \_\_\_\_\_

**Location:** \_\_\_\_\_

\_\_\_\_\_

### SAMPLE OF THE GRM LOGBOOK



## **Annex 6. Record of stakeholder Consultations**

(Hybrid format: Roundtable + Videoconferencing)

**Organizers:** Ministry of Education and Science of the Republic of Tajikistan

**Date:** August 12, 2022

**Venue:** Dushanbe Serena Hotel, Millat Conference Hall, 2nd floor

**Number of Participants:** 56 people

**Goal:** to inform key stakeholders on project activities under the LEARN project, seek their feedbacks related to the Environmental and Social risk management and the E&S package ((ESMF, SEP, LMP)

### **Event's program:**

Opening remarks by the Deputy Minister, MoES;

Opening remarks by the WB Representative, Task Team Leader, LEARN Project.

Presentation on Basic Details of Intended Activities under the Project by Mr. Solijon Mirzoev.

Presentation on Framework Document on Environmental and Social Management framework by Mr. Solijon Mirzoev.

Presentation on the Stakeholder Engagement Plan (SEP) by Ms. Z. Fayazova.

Presentation on Labor Management Procedures (LMP) by Ms. Z. Fayazova.

Analysis and discussion of presented materials.

Wrap-up of the discussions.

Public consultations were organized for key stakeholders represented by high-level officials of the MoES RT and its structural subdivisions, including oblast and district representative of education, teachers and principals of schools, representatives of government authorities and representatives of the NGOs, operating around supporting the education sector, chairpersons of parents' committees from cities and districts of the Republic of Tajikistan. The World Bank's representatives were also invited to the Project's event and joined in online format.

The event was opened by Mr. Shukrullo Khairzoda, Deputy Minister, MoES RT welcomed all participants and expressed appreciation to the World Bank for support provided under implementation of the number of projects and studies in education sector. Further, it was stated that the main goal of public consultations is to provide basic information on intended activities of the Learning Environment – Foundation for Quality Education Project (LEARN) and to review the key project documents developed as major safeguards to ensure environmental and social safety of the project.

After the Deputy Minister, the floor was given for welcoming remarks to Mr. Tigran Shmis, WB Representative, Task Team Leader of the LEARN Project. During his speech, Mr. Shmis introduced main focuses of the Project's operations, goals and objectives by components, opportunities provided by the Project to improve quality and sustainability of education in Tajikistan, as well as to participate in the International PISA Program.

Further, according to the agenda, the floor was given to presenters to provide detailed information on and introduce the environmental and social aspects of the Project.

Mr. Solijon Mirzoev, Environmental Consultant provided detailed information on the LEARN Project and pointed the requirements under environmental and social policies of WB for investment project financing by guiding the participants through 10 Environmental and Social Standards of the WB. He specifically focused on importance of conducting the risk assessments and defining measures for mitigation of those risks already at planning stages of the project, and of managing their impacts during implementation. It was also stated that the document on Environmental and Social Management Framework (ESMF) was developed to ensure accountability for environmental and social requirements of the Project.

Ms. Z. Fayazova, Social Development Consultant presented details on social aspects of the Project pointing at major goals of the activities, importance of effective engagement with stakeholders in the frame of presentation on Stakeholder Engagement Plan (SEP). During presentation of the next document – Labor Management Procedures (LMP), it was stated that this document was developed as a tool for management of risks that may emerge regarding hiring and working conditions of the Project’s staff. It was further pointed out that these documents comply with both the requirements of WB, as well as those under legislation of the Republic of Tajikistan.

All presented materials were provided in compressed format using slides in PowerPoint Format.

Participants were invited to active participation by providing their input on presented Project materials.

Community organization expressed special interest as follows:

Question No. 1 by Khubchehra Gulayozova, Chairperson, Parents Committee of the SEI No. 2 of Khorugh City: “Does the selection list for schools to be rehabilitated include only schools with education in three shifts?”

Answer by Mr. Solijon Mirzoev: “Specific school selection criteria are developed that will serve as basis to identify their eligibility.”

Complementing the answer by Tigran Shmis: “School selection criteria will represent index that will help in preparing final list of schools in future.”

Question No. 2 by Representative of Community Organization: “Can community organization participate in the Project?”

Answer by Solijon Mirzoev: “Of course, participation of community organization is welcome.”

Additionally, there will be an inclusive and participatory decision-making process, involving local governments and local communities in school-related decision-making processes. There will be comprehensive citizen engagement and a robust GM in place throughout the project cycle to ensure that all intended stakeholders have an opportunity to participate in and receive the benefits of the Project

At the end of event, participants were proposed to provide their comments on presented materials in writing.

All participants were satisfied with organization and conduct of public consultations and expressed hopes that implementation of the LEARN Project will make positive contribution in the Education System of Tajikistan.



Annex 7. Implementation Responsibility by components

No	Component	Scope of activities	Coordinating division	Implementing division	Other involved structures	Technical support / Contractors
1	2	3	4	5	6	7
<b>C1</b>	<b>Develop National Framework for Teaching and Learning Environment for Better Teaching and Learning Practices</b>					
<b>1.1</b>	New National Framework for Teaching and Learning Environment	Education content	Division of General Education	Division of General Education	Subordinate structures of MoES, EQU, ASES, DED, schools	Coordination - Education Specialist for C1 International and local specialists to support WG1
		Physical environment		Capital Construction Department (CCD)	CAC, MoES, Division of General Education, subordinate structures of MoES, OPO, schools	Coordination - Chief Engineer International and local experts to support WG2
<b>1.2</b>	<b>Activities on implementation of the National Framework (inspection).</b>	Methodology and tools for monitoring, evaluation, and inspection of schools with respect to	EQU	EQU, ASES	Division of General Education, CCD, subordinate structures of MoES	Coordination - Education Specialist for C1 International and local specialists to support WG1

No	Component	Scope of activities	Coordinating division	Implementing division	Other involved structures	Technical support / Contractors
1	2	3	4	5	6	7
		education quality				
1.3	Training	Development of training packages and their delivery	Division of General Education	RIPDEW	EQU, ASES, subordinate structures of MoES	Coordination - Education Specialist for C1 International and local specialists for the development/adaptation of training packages
C2	<b>Improve the Quality and Resilience of Teaching and Learning Environments</b>					
2.1	Improvement of school infrastructure	Design and improvement of school infrastructure	CCD	CCD	EMIS, DGSE, DED, schools, communities	Coordination - Chief Engineer International specialist and local firm for school design construction contractors Regional engineers - construction supervision Third-party quality assessment - a local company
2.2	School equipment	Provision of labs, equipment, furniture, IT equipment	Procurement unit	Procurement unit	EMIS, DGSE, CCD, schools	Procurement Specialist International and local technical design specialists Suppliers
C3	<b>Build Capacity in Education Assessments and Project Management and M&amp;E</b>					



<b>№</b>	<b>Component</b>	<b>Scope of activities</b>	<b>Coordinating division</b>	<b>Implementing division</b>	<b>Other involved structures</b>	<b>Technical support / Contractors</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>3.1</b>	<b>Build Capacity in Education Assessments and PISA</b>	Assessment of capacity development and preparation for participation in <b>PISA</b>	EQU	NTC, EQU	Subordinate structures of MoES, ASES, CCD, schools	Coordination - Evaluation Specialist International and local experts for the development of the pilot package and conducting of trainings.
<b>3.2</b>	<b>Project management , M&amp;E</b>	Project management, M&E School surveys	Deputy Minister for economic aspects	Procurement unit of Accounting and Financial Reporting Department	DGSE, EQU, CCD, Legal Department	Coordination - Project Coordinator M&E Specialist, Procurement Specialist, FS Specialist, Disbursement Specialist, E&S Specialist, Secretary-translator Auditing firm International technical assistance for the development of the school surveys/questionnaires Local NGOs to conduct surveys/questionnaires