



Enhancing Community
Resilience and Local
Governance Project
Phase II (ECRP II)

ENHANCING COMMUNITY RESILIENCE AND LOCAL GOVERNANCE PROJECT PHASE II (ECRP II)

Generic Environmental and Social Management Plan (G-ESMP) for the Construction and Rehabilitation of Classrooms Under the Emergency Flood Response in Aweil East And Aweil South Counties, Northern Bahr El Ghazal State, South Sudan



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EXECUTIVE SUMMARY

The International Rescue Committee (IRC), in partnership with the Ministry of Finance and Planning with the Local Government Board (LGB) with funding from the World Bank, is implementing the ECRP II Project Component 3: Emergency Flood Response Activities in Aweil South and Aweil East Counties, Northern Bahr el Ghazal State, South Sudan. The project involves the construction of eight(8) classroom blocks and rehabilitation of six (6) primary schools classroom blocks to improve access to safe, continuous education for children in flood-affected communities. Planned interventions include the incorporation of environmental and social performance documents into the procurement process, stakeholder engagement for the handover of sites which had been approved after E&S screening and voluntary land donation signing, engagement of local communities and local government to support contractor access for raw materials (sand, hard-core, water, timber), mobilization and transportation of skilled and unskilled workers to site, disclosure of project information to the oversight committee members, construction and rehabilitation of eight classroom blocks and rehabilitation of six classroom blocks, administration blocks, gender separate VIP latrines for pupils and teachers, fencing, and rehabilitation of boreholes to provide safe drinking water. The project aims to enhance the resilience of educational facilities to seasonal flooding while ensuring equitable access for all children, including girls and vulnerable groups.

The Generic Environmental and Social Management Plan (G-ESMP) applies to 14 primary schools, 8 of which are planned for new construction, and 6 for rehabilitation. The G_ESMP serves as a guide for preparing site-specific *Construction ESMP tailored to each school*. This method helps ensure that local conditions and risks are thoroughly evaluated and addressed during planning and implementation, which improves compliance with environmental and social risk management, and contributes to the overall effectiveness and safety of these subprojects. It also identifies potential environmental and social risks associated with the construction/rehabilitation and operation of the schools. Dust and noise emissions from construction/rehabilitation could affect nearby residents and workers, while soil erosion and vegetation loss may occur from site clearance and excavation. Improper management of construction waste, including packaging materials and debris, could contaminate surrounding areas. To mitigate these risks, the subproject incorporates measures such as controlled site clearance, dust suppression, proper waste segregation and disposal, noise monitoring, and the preservation or replanting of trees. Water conservation practices, including efficient use and recycling of non-contaminated water, are integrated to reduce pressure on local water resources.

Occupational health and safety (OHS) are a priority for all construction/ rehabilitation personnel. Workers will be provided with appropriate personal protective equipment (PPE), including gloves, masks, helmets, gumboots, and ear protection. Training will cover first aid, safe handling of tools, working at heights, and precautions when working with electricity. Signage, secure fencing, and proper construction/ rehabilitation area layout will reduce the risk of accidents, ensuring safety for both workers and the surrounding community. Routine

inspections, incident reporting, and corrective measures are included in the OHS monitoring system.

Social risks and community considerations are central to the G-ESMP. Vulnerable groups, including girls, youth, and persons with disabilities, may be disproportionately affected by construction/ rehabilitation activities and flood-related disruptions. The project addresses these concerns through inclusive participation in site selection and school management committees, ensuring the provision of gender-sensitive infrastructure, such as separate latrines and safe learning environments. A Grievance Redress Mechanism (GRM) allows community members to raise concerns, resolve disputes, or provide feedback in a transparent and accessible manner. Continuous community engagement, pre-construction/ rehabilitation meetings, and regular updates will strengthen local ownership and participation in school operations.

Capacity building is a key component of the G-ESMP. Contractors, school management committees, and local authorities will receive training on G-ESMP compliance, environmental monitoring, OHS, school maintenance, and grievance management. Specialized training on protection issues, including gender-based violence (GBV) prevention and child safeguarding, ensures that project staff can protect vulnerable community members. These measures aim to provide the long-term sustainability and resilience of the schools after project completion.

The G-ESMP establishes a robust monitoring and reporting system. Environmental and social performance indicators, including dust and noise levels, waste management compliance, OHS incidents, community engagement, and grievance resolution, will be tracked regularly. By systematically implementing these measures, the subproject seeks to minimize adverse impacts while maximizing benefits. Expected outcomes include improved access to safe, resilient educational facilities, strengthened community resilience, empowerment of girls and vulnerable groups, and long-term sustainability of school infrastructure. Overall, the G-ESMP provides a practical and adaptive approach to ensure that the primary school subprojects contribute positively to the education, safety, and well-being of flood-affected communities in Northern Bahr el Ghazal.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------|--|
| BDCs | Boma Development Committees |
| CLCs | Community Liaison Committees |
| CLO | Community Liaison Officer |
| CoC | Code of Conduct |
| ECRP II | Enhancing Community Resilience and Local Governance Project – Phase II |
| ESF | Environmental and Social Framework |
| ESIA | Environmental and Social Impact Assessment |
| G-ESMP | Generic-Environmental and Social Management Plan |
| ESMMP | Environmental and Social Management and Monitoring Plan |
| ESSs | Environmental and Social Standards |
| ESSO | Environmental and Social Safeguards Officer |
| EWS | Early Warning System |
| FAO | Food and Agriculture Organization of the United Nations |
| FDGs | Focus Group Discussions |
| GBV | Gender-Based Violence |
| GRC | Grievance Redress Committee |
| GRM | Grievance Redress Mechanism |
| IDPs | Internally Displaced Persons |
| IRC | International Rescue Committee |
| KIIs | Key Informant Interviews |
| OHS | Occupational Health and Safety |
| PMU | Project Management Unit |
| PPE | Personal Protective Equipment |
| PWDs | Persons with Disabilities |
| RRC | Relief and Rehabilitation Commission |
| SEA | Sexual Exploitation and Abuse |
| WASH | Water, Sanitation, and Hygiene |
| WFP | World Food Programme |

1.0 INTRODUCTION

1.1 Background and Justification

The Enhancing Community Resilience and Local Governance Project Phase II (ECRP II), supported by the World Bank and implemented by the International Rescue Committee (IRC) in partnership with local authorities, aims to strengthen educational infrastructure and community resilience in Aweil East and Aweil South Counties, Northern Bahr el Ghazal State, South Sudan. These areas are highly vulnerable to recurrent flooding, poor sanitation, and limited social infrastructure, which disrupt access to safe and continuous education, particularly for children in primary schools.

Seasonal floods frequently damage or destroy school facilities, displace students and teachers, and limit access to essential services, including safe drinking water and sanitation. These challenges disproportionately affect pupils, children, and other vulnerable groups, who face increased risks of school absenteeism, illness, and loss of learning opportunities.

To address these challenges, the subproject includes the construction and rehabilitation of primary schools through the following interventions:

- Construction/rehabilitation of permanent classroom blocks to provide safe, climate-resilient learning spaces.
- Construction/rehabilitation of administration blocks to facilitate teacher offices, record keeping, and storage of educational materials.
- Installation of VIP latrines and safe sanitation facilities to improve hygiene and reduce disease risk.
- Establishment of fencing to secure school compounds and control access.
- Rehabilitation of boreholes and water points to ensure reliable access to safe water for students and staff.
- Capacity building for school management committees, teachers, and local authorities to ensure sustainable operation and maintenance.
- Inclusive participation of vulnerable groups in planning and management to promote equity and ownership.

The project emphasizes community engagement and local ownership through the formation of school management committees, teacher and staff training, and the inclusion of girls, youth, and vulnerable community members in planning and decision-making processes. This approach ensures that educational facilities are maintained sustainably and that the benefits of improved school infrastructure are equitably shared among all children.

In line with South Sudan's national priorities, including the Revised National Development Strategy (2021–2024), the project contributes to restoring essential services, strengthening local education systems, and enhancing resilience to climate-related and flood-related shocks. The project also complies with the Environmental Protection Act (2001) and the Draft

Environmental Protection Bill (2023), which require environmental and social assessments for projects that may have potential impacts on people, natural resources, and ecosystems.

In accordance with the World Bank's Environmental and Social Framework (ESF) and the ESF instruments prepared for ECRP-II (such as the ESMF, Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP), Labor Management Procedures (LMP), etc.), this Environmental and Social Management Plan (G-ESMP) has been prepared to identify environmental and social risks associated with school construction and rehabilitation, propose mitigation measures, and establish monitoring and institutional arrangements. The G-ESMP provides a practical roadmap for implementing interventions safely, sustainably, and inclusively, ensuring that improved educational infrastructure enhances community resilience, promotes equitable access to quality education, and fosters long-term well-being in Aweil East and Aweil South Counties. This G-ESMP was done after the results of the environmental and social screening showed that the risk levels were low to moderate since both counties are located within the western flood plains prone to annual floods, has black cotton soils which are highly expansive in the wet season and cracks wide in the dry season. Thus, all the subprojects in these counties shall have reinforced foundations to withstand adverse effects of floods. E&S screening reports have been prepared, approved, and documented for each of the 14 primary schools. For reference, the E&S screening report for Denyic Primary School is included here as a representative example. The contractor shall develop site specific construction ESMPs bearing in mind the potential environmental and social risks listed in sub section 7.3 and Table 5 of section 8 from preconstruction/ rehabilitation, to decommissioning phases.

1.3 Purpose of the Generic-ESMP

The purpose of this G-ESMP is to provide a practical approach for identifying, managing, and monitoring environmental and social risks associated with the planning, construction/rehabilitation, operation, and maintenance of primary school subprojects under ECRP II in Aweil East and Aweil South Counties. The plan ensures that school interventions are implemented safely, sustainably, and inclusively, while enhancing community resilience, particularly to flooding and climate-related hazards.

Specific Objectives of the G-ESMP

- Identify potential environmental and social risks and impacts that may arise during the construction/rehabilitation, operation, and maintenance of school facilities, including classrooms, administrative blocks, latrines, and water points.
- Provide mitigation measures to prevent, minimize, or offset negative environmental and social impacts, including those related to safety, hygiene, noise, dust, waste management, and community well-being.
- Establish a monitoring plan with clear indicators to track the effectiveness of mitigation measures throughout the project lifecycle.

- Define institutional arrangements that assign roles and responsibilities among implementing partners, government institutions, contractors, school management committees, and local communities.
- Ensure compliance with South Sudan’s national legal frameworks and the World Bank’s Environmental and Social Standards (ESSs) and the Environmental and Social Instruments (such as ESMF, ESCP, LMP, SEP, LMP, etc) prepared for ECRP-II.
- Strengthen stakeholder engagement and ensure the Grievance Redress Mechanism (GRM) is accessible to all community members, including children, women, youth, persons with disabilities, and other vulnerable groups.

1.4 Scope of the G-G-ESMP

This G-ESMP applies to construction of eight primary school construction classroom blocks and six classroom blocks rehabilitation under ECRP II Component 3 in Aweil East and Aweil South Counties. The scope covers the full project cycle, including site selection, construction/rehabilitation, and post-construction/rehabilitation operation and maintenance of classrooms, administrative blocks, latrines, water points, and school compounds.

Specifically, the G-ESMP includes:

- A description of subproject locations and activities, including classroom and administration block construction/ rehabilitation, latrine installation, borehole rehabilitation, fencing, and other WASH-related interventions.
- A summary of baseline environmental and social conditions in Aweil East and Aweil South, with emphasis on flood risk, soil conditions, water table depth, land tenure, and community vulnerabilities affecting school access and operation.
- A review of the policy, legal, and institutional frameworks governing environmental protection, water and sanitation, education infrastructure, and community safety in South Sudan.
- An analysis of potential environmental and social impacts associated with school construction and rehabilitation activities, including dust, noise, erosion, waste management, occupational health and safety, and social risks such as child labor or gender-based vulnerabilities.
- A comprehensive mitigation plan, identifying risks, mitigation measures, monitoring indicators, responsible institutions, and cost estimates.
- A monitoring approach to ensure compliance with national regulations and World Bank Environmental and Social Standards (ESSs).
- Provisions for stakeholder engagement and grievance redress, ensuring that the perspectives of children, parents, teachers, and other community members are integrated throughout project implementation.

1.5 Methodology for Developing the Generic-ESMP

The development of this Generic Environmental and Social Management Plan (G-ESMP) for primary school construction and rehabilitation subprojects followed a participatory and consultative approach. The methodology combined desk reviews of relevant national policies, legal instruments, and education infrastructure standards with field-based assessments of the proposed school sites. Community consultations were conducted in May - June 2025 with local authorities, school staff, parents, students, women, youth, persons with disabilities, and other vulnerable groups to capture social, environmental, and educational concerns.

This approach ensured that the G-ESMP incorporates technical requirements for safe, climate-resilient, and functional school facilities, addresses potential social risks such as child labor, gender-based violence (GBV), and exclusion of vulnerable groups, and aligns with South Sudan's legal frameworks and the World Bank Environmental and Social Standards (ESSs).

1.5.1 Desk review of relevant documents.

A comprehensive desk review was conducted to establish the policy and legal framework guiding the construction and rehabilitation of primary school subprojects. Key documents reviewed included the ECRP II Project Appraisal Document and ES instruments (such as ESMF, ESCP, SEP, LMP), South Sudan's Environmental Protection Act (2001), the Draft Environmental Protection Bill (2023), the Draft Water Bill (2015), the Land Act (2009), the Labour Act (2017), and the World Bank's Environmental and Social Framework (2017). This review provided a foundation for identifying relevant safeguards, national standards, and institutional responsibilities specific to school development, including safe water and sanitation facilities, occupational health and safety for construction/ rehabilitation workers, child protection measures, and inclusive community engagement obligations.

1.5.2 Field visits and site Assessments

Field missions were conducted in May - June 2025 at the proposed primary school sites in Aweil East and Aweil South to collect baseline environmental and social data. The assessments focused on site conditions relevant to school construction/ rehabilitation and operation, including soil stability, drainage patterns, groundwater depth, and flood vulnerability. Land use patterns, settlement distribution, and the presence of vulnerable groups such as children, women, the elderly, and persons with disabilities were documented. Transect walks and structural assessments were conducted in conjunction with local engineers to evaluate the physical condition of existing school facilities, identify potential risks, and assess the suitability of sites for new construction or rehabilitation works.

1.5.3 Stakeholder consultations

Stakeholder engagement was a key component in developing the Generic ESMP for the primary school construction and rehabilitation subprojects. Consultations were held at the County, Payam, and Boma levels with local government officials, traditional leaders (including

Paramount Chiefs, Payam Chiefs, and Village Elders), and representatives of relevant committees, such as the Relief and Rehabilitation Commission (RRC). Special sessions were conducted with community-based groups, including school management committees, women's groups, youth representatives, persons with disabilities (PWDs), elders, and returnees. Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) were carried out to capture community priorities, identify potential social risks such as access to education, school attendance challenges like; impacts of harsh weather since some classrooms exist under trees , child protection risks, and exclusion of vulnerable populations, and to validate proposed mitigation measures for safe, inclusive, and effective school operations.

1.5.4 Risk Identification and Impact Assessment

Environmental and social risks for the primary school construction and rehabilitation subprojects were identified through a combination of field observations, technical site inspections, consultations with stakeholders, and expert assessments. Key risks include improper management of construction/ rehabilitation waste, occupational health and safety (OHS) hazards for workers and students, potential contamination of local water sources used for school and sanitation facilities, inequitable access to educational and WASH services, and exclusion of vulnerable groups such as girls, youth, children with disabilities, and marginalized households from decision-making and school management. These identified risks informed the design of mitigation measures aimed at ensuring safe, inclusive, and sustainable school operations.

1.6 Reporting

Findings from the desk review, field assessments, and stakeholder consultations were consolidated into this G-ESMP to guide the construction, rehabilitation, and operation of primary school facilities, ensuring that interventions are safe, resilient, inclusive, and sustainable.

2.0 DESCRIPTIONS OF PROPOSED SUBPROJECTS

2.1 Subprojects Description and Location

The proposed sub-projects under the Enhancing Community Resilience and Local Governance Project (ECRP II) involves the construction, rehabilitation, and expansion of selected Primary Schools (refer to Table 1 below for details) across Aweil East and Aweil South Counties, Northern Bahr el Ghazal State, South Sudan. This G-ESMP provided a general description of the locations and the proposed infrastructure construction or rehabilitation. A site-specific ESMP will be provided by the IP and contractor to detail specific descriptions of each site and subproject.

The state of the six (6) primary schools' classrooms planned for rehabilitation were assessed against physical damages and some incomplete features. The classrooms have signs of structural problems like wall cracks on the walls, unstable foundations, or damaged roofs.

Other walls were not plastered, have weak windows and doors without locking systems. To improve flood resilience, other classrooms will need reinforced concrete floors inside and outside and a top beam to support a firm roof. The overall civil work will involve urgent repairs of damaged structures and essential services to modern upgrades of technology, furniture, and accessibility features. This is to create a functional, safe, and effective space for teaching and learning. The key aspects of classroom building rehabilitation include structural and essential repairs, foundations and walls, and aesthetic and environmental improvements.

The structural and essential repairs will include addressing damage by repairing or rebuilding parts of the structure damaged by weather, age, or other factors, such as floods or typhoons. The second aspect is address, where possible the utility systems repairing plumbing, drainage, and electrical systems that are old or damaged.

Some of the classroom buildings will need reinforcement to their foundations and walls to improve resilience against floods. The rehabilitation work will fix cracks in walls or distress in retaining; improve accessibility for all pupils especially those with special needs. This will involve compliance with accessibility codes by adding features like ramps, handrails and gentle slopes so that children with disabilities can access classrooms.

The rehabilitation works for the classroom also address matters of aesthetic and environmental improvements such as compound landscaping, finishing work (plastering, painting, flooring and screeding). The environmental design will incorporate features like rainwater harvesting systems for better water management and improvement in school hygiene. The aesthetic improvements will restore the original architectural features for heritage buildings while ensuring they are safe and functional. This assessment will also inform stakeholders about the appropriate rehabilitation steps/measures necessary to ensure the safety of these facilities and prevent potential collapses or injuries. The detailed technical description of scope of work for the classroom's rehabilitation is attached in annex 7 Specifications for Rehabilitation Of 01 Block Of 02 Classrooms, Offices and Library Attached

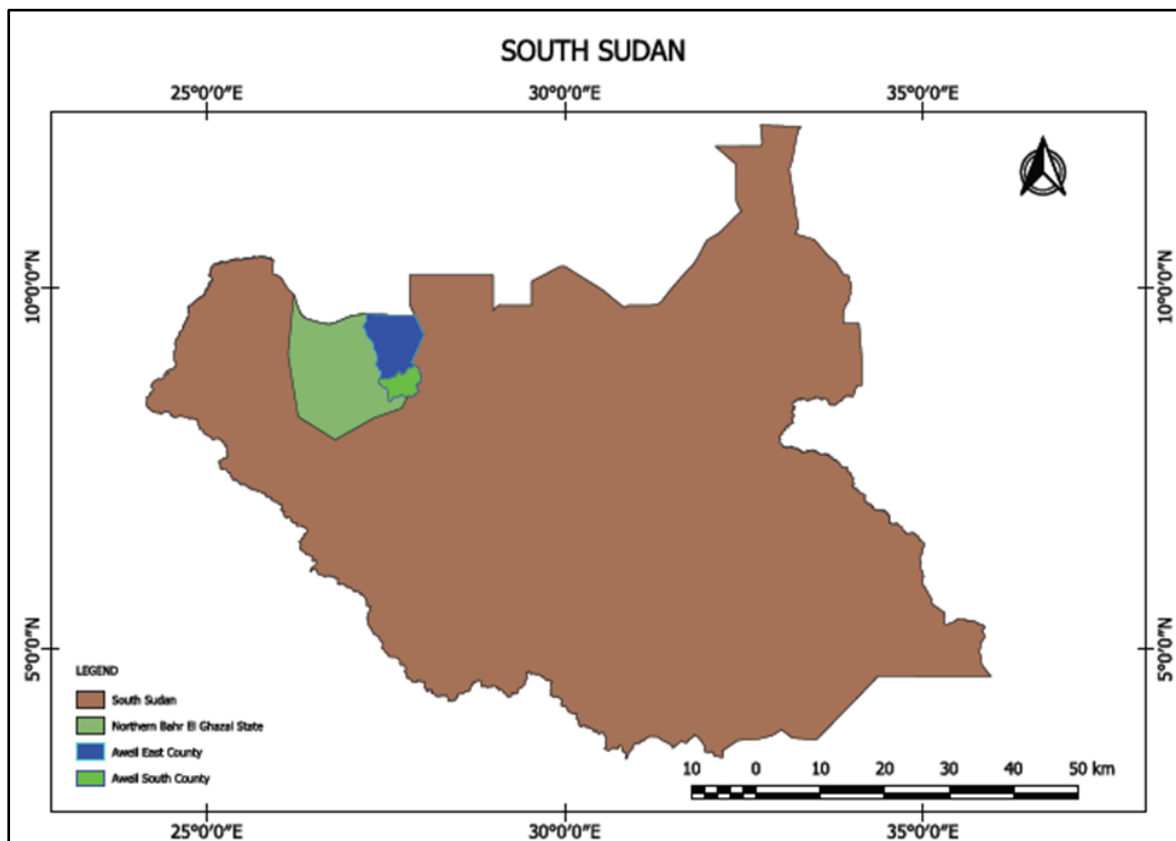


Figure 1: Map of South Sudan Showing the Location of Aweil East and Aweil South Counties in Northern Bahr El Ghazal State

The primary schools serve large rural populations, including host communities and returnees, and are critical for delivering basic education. In most locations, pupils currently study under trees, and flooding often leads to school closures, highlighting the urgent need for flood-resilient school structures. Schools also face challenges such as lack of administrative offices, poor sanitation infrastructure, and insufficient water supply. Existing fencing is often inadequate to ensure the safety of students and staff.

The subproject aims to enhance access to quality education and bolster the resilience of local communities by constructing flood-resilient classrooms and administrative buildings, upgrading sanitation and water facilities, and securing school compounds.

2.2 Planned Infrastructure Interventions for Primary Schools Subproject Facilities

The proposed interventions for primary schools under ECRP II will focus on constructing and rehabilitating climate-resilient facilities to ensure safe, inclusive, and functional learning environments. Many schools in the target areas currently have pupils studying under trees, and seasonal flooding often leads to school closures, highlighting the urgent need for flood-resilient structures. Rehabilitation works will address damaged or inadequate classrooms, worn-out floors, and compromised walls to restore structural integrity and improve safety. Internal

refurbishments will include repairing windows and doors, upgrading ventilation, and applying interior finishes to create a conducive environment for both students and teachers.

Water, sanitation, and hygiene (WASH) improvements will be prioritized. These will include the construction/ rehabilitation of gender-segregated latrines, provision of reliable clean water supply through borehole rehabilitation, handwashing stations, and proper waste management facilities. These interventions aim to reduce health risks and ensure hygiene standards are maintained, even during the rainy season.

Minor construction/ rehabilitation works will also expand functional areas where needed, such as sheltered waiting areas, administrative offices, and storage spaces for learning materials. Accessibility upgrades, including paved pathways and ramps, will ensure that vulnerable students, including those with disabilities, can access classrooms safely.

External interventions will focus on site security, landscaping, and flood mitigation. Perimeter fencing will be established to control access and safeguard school property, while drainage improvements will reduce waterlogging and minimize the risks associated with stagnant water.

All interventions will adhere to construction standards and incorporate input from local stakeholders to ensure the facilities meet the community's needs. Local laborers and artisans will be employed throughout the construction/ rehabilitation process, fostering skill transfer, creating employment opportunities, and strengthening community ownership. Ultimately, these interventions will result in resilient, safe, and well-equipped schools that provide uninterrupted education, protect student health, and promote long-term sustainability in flood-prone communities.

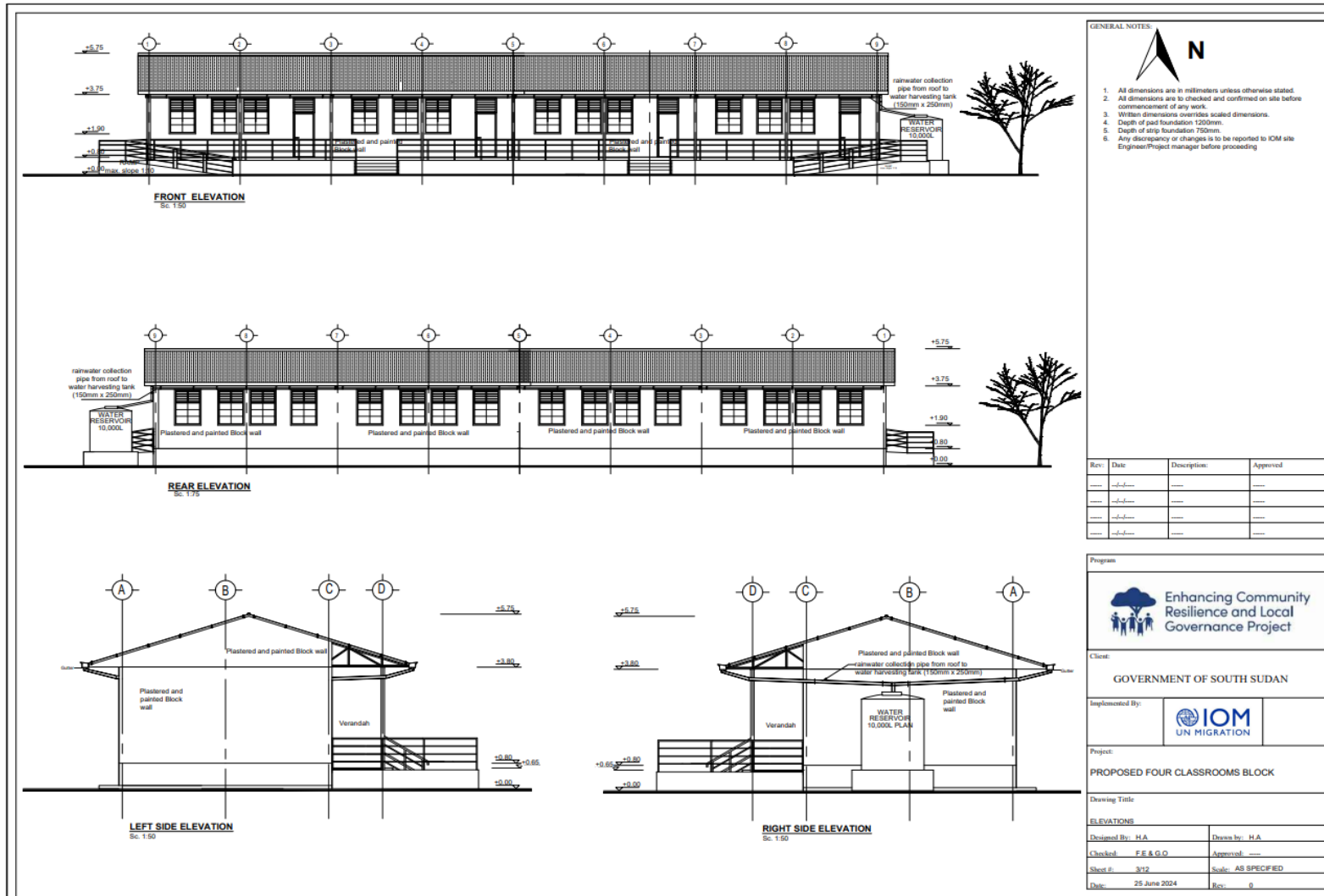


Figure 2: A proposed Four Classroom Block

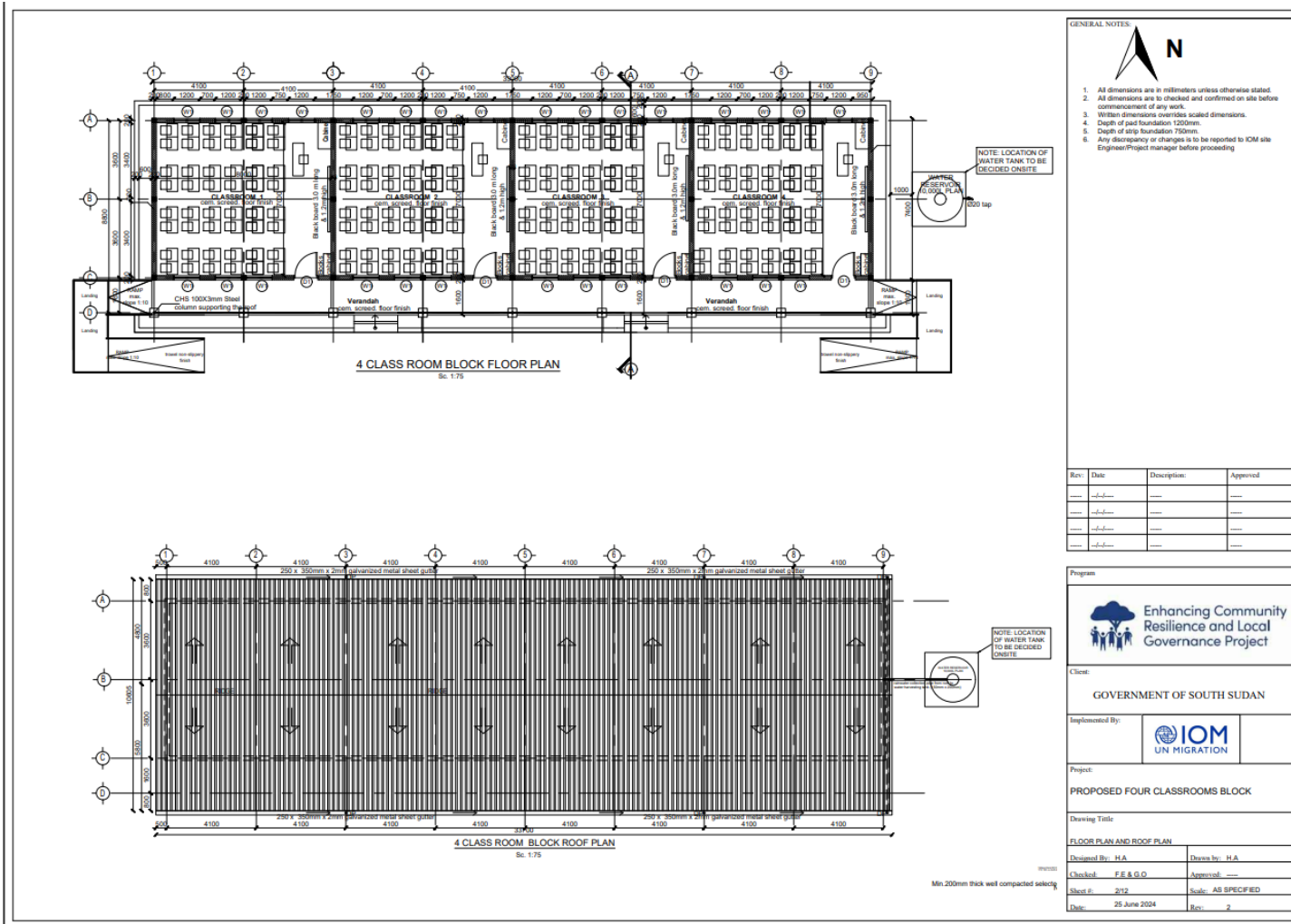


Figure 3: Floor and Roof plan

2.3 Subproject Description Summary: School Infrastructure Interventions in Aweil East and Aweil South

The education subprojects interventions in Aweil East and Aweil South aim to improve access to quality education through the construction and rehabilitation of primary schools, with associated social and WASH infrastructure. Targeting flood-affected and underserved communities, the interventions focus on creating safe, inclusive, and climate-resilient learning environments.

Key components include:

- **New Construction:** Erection of permanent classroom blocks, administration blocks (with offices and storage rooms), VIP latrines, and chain-link fencing to ensure security and gender-sensitive sanitation. Some schools will also receive new boreholes and furniture to support teaching and learning activities.
- **Rehabilitation:** Upgrading existing school facilities, including classrooms, offices, storage, latrines, kitchens, and boreholes, to improve functionality, safety, and resilience.
- **Community Impact:** The interventions will enhance educational outcomes by reducing overcrowding, improving teacher-student interactions, and providing reliable sanitation and water supply. They also aim to strengthen child protection, promote inclusive participation (especially for girls and vulnerable groups), and create local employment opportunities during the construction phase.
- **Location Coverage:** Schools are located across multiple bomas and payams in Aweil East and Aweil South, serving populations ranging from 1,500 to 3,500 people per catchment area.

The subprojects align with the “Build Back Better” principle, ensuring that school infrastructure is climate-resilient, socially inclusive, and supportive of community development, while contributing to long-term human capital and resilience in flood-prone areas.

Table 1: Detailed intervention of approved Primary School subprojects

| COUNTY | SECTOR | INTERVENTION TYPE | BOMA | PAYAM |
|------------|-----------|---|--------------|---------|
| AWEIL EAST | EDUCATION | Construction of Lueth Wek Primary School with additional components such as school administration block, VIP latrines | Makuei Ageep | Wunlang |
| | | Construction of Magak Primary School with additional components including | Chumator | Baac |

| | | | | |
|--------------------|------------------|---|-------------|-------------|
| | | Administration Block, VIP latrines and a water yard. | | |
| | | Construction of Rumwel Primary School with additional components such as Administration Block with offices and storage room, Two blocks of VIP latrines. | Marial Ngap | Malual |
| | | Construction of Wath Malual Primary School with additional three VIP latrine blocks | Marial Ngap | Malual |
| | | Rehabilitation of Denyic Primary School, an office and a store, VIP latrines | Marol Lach | Malual Baai |
| | | Rehabilitation of Malualkon Primary School with additional rehabilitation components such as Kitchen block, VIP latrines, Borehole rehabilitation at Malualkon PS and a 100 by 40 chain link fence. | Koncibek | Baac |
| | | Rehabilitation of Mayomwel Primary School and a single 4-stance latrine block. | Ariakariek | Mangar Tong |
| AWEIL SOUTH | EDUCATION | Construction of Aluel Primary School (1 block 4 classrooms), 4 Classroom, 2 blocks of 4 stance VIP latrine. Furniture | Aluel | Teraliet |
| | | Construction of Alueth Primary School (1 block 4 classrooms), 4 Classroom, 2 blocks of 4 stance VIP latrine, furniture | Alueth | Panthou |
| | | Construction of Makuei Alel Primary School (1 block 4 classrooms), 4 Classroom, 2 blocks of 4 stance VIP latrine, Furniture | Makuei Alel | Tarweng |
| | | Construction of Mayom Laach Primary School (1 block 4 classrooms), 4 Classroom, 2 blocks of 4 stance VIP latrine. Furniture | Mayom Lach | Nyoc Awany |

| | | | | |
|--|--|--|-----------|---------|
| | | Rehabilitation of Gakrol Primary School (1 block of 4 classrooms and office, 2 blocks of 2 classrooms each). Rehabilitation of 2 blocks of 4 stance VIP latrines and furniture | Akaach | Gakrol |
| | | Rehabilitation of Riang Aker Primary School with additional latrine blocks (1 block of 4 classrooms and office), Kitchen, Rehabilitation of 1 block of 5 stance VIP latrine, 1 block of 4 stance VIP latrine, 1 block of 3 stance VIP latrine, | Riangaker | Panthou |
| | | Rehabilitation of Rum Pabol Primary School (2 Blocks of 4 classrooms, administration, Kitchen, and external store), rehabilitation of 2 blocks of 4 stance VIP latrine with furniture's | Pankuac | Nyieth |

ENVIRONMENTAL AND SOCIO-ECONOMIC BASELINE OF THE SUB-PROJECT AREA

This section describes the key environmental and socio-economic features of Aweil East and Aweil South Counties, which directly inform the siting, design, and safeguards of the proposed primary school sub-projects. The baseline descriptions are generic in nature since climatic, vegetative, and edaphic factors transcend throughout the areas covered by the two counties. However, the socioeconomic data relating to each sub project shall be explicitly detailed in a site-specific construction ESMP prior to commencement of civil work.

3.1 Biophysical Conditions

3.1.1 Topography and Elevation

Aweil East and Aweil South are located within the Sudanian savanna ecoregion, characterized by gently undulating plains and low-relief landscapes. Elevations range from approximately 400 to 500 meters above sea level (Survey of South Sudan, 2021). The terrain is predominantly flat with seasonal floodplains and shallow depressions known locally as *toiches*, which retain water for extended periods during the rainy season and play a significant role in the area's hydrology and flood dynamics

3.1.2 Geology

The subproject area is underlain by Quaternary alluvial deposits of clay, silt, and sand over older Cretaceous sedimentary formations. The clay-rich surface layers limit infiltration, resulting in low groundwater recharge during heavy rainfall. In some areas, lateritic soils further complicate infrastructure development. This geological setting contributes to rapid runoff and recurrent flooding in the region.

3.1.3 Soil Types

The dominant soils in the subproject area are Vertisols and Fluvisols (ISRIC, 2023). Vertisols, characterized by high clay content and shrink-swell properties, become nearly impermeable during the wet season and form deep cracks in dry conditions. Fluvisols, deposited by seasonal floodwaters, are naturally fertile but highly prone to erosion, which reduces agricultural yields and worsens flooding through increased river sedimentation.

3.1.4 Climate and Rainfall

The region experiences a tropical savanna climate, characterized by an average annual rainfall of 800 to 1,200 mm, concentrated between mid-July and late October. This short but intense wet season results in rapid flooding of low-lying areas, with some locations remaining waterlogged for months. These dynamics significantly affect access to school facilities, water quality, and community mobility during the rainy season.

3.1.5 Land Use and Land Cover

In Aweil East and Aweil South, South Sudan, subsistence farming dominates local livelihoods, with approximately 78% of households in Aweil East and 70% in Aweil South engaged in cultivating sorghum, sesame, maize, groundnut, and vegetables (Conflict Sensitivity Resource Facility - South Sudan, 2020a, 2020b; FAO/WFP, 2023). Despite widespread engagement in agriculture, cereal yields remain low, averaging only 0.7 tonnes per hectare in 2022 (FAO/WFP, 2023). Recent economic pressures, protracted conflicts, and the displacement of over 50,000 people into Aweil East in 2024 are accelerating a gradual transition from purely subsistence farming to more market-oriented agriculture, though this shift is constrained by recurrent seasonal flooding (REACH, 2024).

Land cover in the two counties is characterized by grasslands, papyrus reed wetlands, cultivated fields, and small forest patches situated within the western flood plains sorghum and cattle livelihood zone (FAO, 2023). The wetlands, while ecologically important, contribute to frequent flooding that disrupts agricultural production. Meanwhile, charcoal production and the expansion of farmland have likely intensified deforestation, further diminishing the region's forest cover (Conflict Sensitivity Resource Facility - South Sudan, 2020b).

3.1.6 Drainage patterns

The Lol River system is a significant hydrological feature that influences both the landscape and the livelihoods of local communities. This river system, along with its tributaries and surrounding flood-prone areas, plays a crucial role in the region's drainage and flood dynamics. The low-lying topography of Northern Bahr el Ghazal, characterized by grassland floodplains and tropical savanna, makes it susceptible to annual flooding, particularly during the rainy season from May through November. These seasonal floods frequently inundate residential areas, agricultural lands, and infrastructure, resulting in significant humanitarian challenges.

3.2 Socioeconomic Baseline Conditions

This section presents the prevailing social conditions in Aweil East and Aweil South Counties that are relevant to the implementation of primary school construction and rehabilitation under the ECRP II project. The data is primarily drawn from a household survey of 241 respondents, supplemented by Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs).

According to the World Bank's Environmental and Social Standard 8 (ESS8), cultural heritage is significant as a link between the past, present, and future and is integral to sustainable development. The standard recognizes cultural heritage in both tangible (objects, sites, structures) and intangible (traditions, knowledge, practices) forms. The stakeholder engagement underscored this understanding to convince local communities that they have the opportunities to develop their cultural heritage. As explained by local elders and youths, they said that *our communities in Aweil South had lagged behind in terms of education. If they had the means, they would have built a primary school and secondary school in each Boma. We are grateful for the project support to construct new classrooms and rehabilitate dilapidated walls broken by winds, floods and a long period of abandonment as a result of the armed*

conflicts. These classrooms will motivate our children and teachers to transfer knowledge, teach our language and promote development. We selected schools among our priorities to make a big difference in our lives.

The statements from the local community affirms their understanding from indigenous technical knowledge perspectives of preserving local cultures for the past, present, and future generations. This conforms with the ESS8 which expresses the link identity and continuity, a reflection of people’s evolving values, knowledge and preservation of cultures.

The construction of the education facilities is significant for the social and economic development assets of the local community. They will support the preservation of cultures, support ecotourism through literacy improvement and thus participation in local conservation programs with aid agencies or the government, mitigate poverty, and act as engines of historical information centers driving cultural and creative industries. The education facilities are integral contributors to sustainable development.

3.2.1 Demographic Profile

The surveyed communities are predominantly rural, with a strong reliance on agriculture and natural resources for survival. Key characteristics include:

- **Household Headship:** The majority of households are headed by men, 88.4% in Aweil East and 87.7% in Aweil South, highlighting potential gender imbalances in access to services and decision-making.
- **Household Size:** Average household size is 7 members in Aweil East and 5 members in Aweil South.
- **Disability Presence:** Households reporting at least one member with a disability account for 14.5% in Aweil East and 13.8% in Aweil South. Common challenges cited include difficulty accessing water points during floods and lack of mobility aids.

3.2.2 Livelihoods and Economic Vulnerability

Households primarily rely on subsistence farming and livestock keeping, cultivating crops such as sorghum, maize, groundnuts, sesame, and okra. Commonly kept livestock include cattle, goats, sheep, and poultry. However, these traditional livelihoods are increasingly fragile due to:

- Frequent flooding, which leads to loss of crops, livestock, and damage to fishing equipment.
- Lack of livelihood diversification, especially for female-headed households.
- Limited support mechanisms, with the majority of households reporting no external recovery assistance, although some received aid from NGOs and WFP.

To cope with economic shocks, communities engage in petty trade, casual labour, charcoal production, and firewood sales.

3.2.3 Food Security and Health Impacts

Seasonal flooding has had direct consequences on food security and health in the affected areas. Prolonged inundation has destroyed crops, limited access to markets, and disrupted food supply chains, leading to widespread shortages.

- **Food Availability:** 25% of households in Aweil East and 46% of households in Aweil South reported a significant decline in food availability.
- **Nutrition and Health:** Households rely on a mix of farm produce and market purchases but often resort to reducing meal size or skipping meals, particularly during peak flood periods. The reduced access to diverse diets has increased risks of malnutrition, particularly among children, pregnant women, and the elderly.

Waterborne diseases such as cholera and typhoid and vector-borne illnesses such as malaria, increase significantly during the rainy season due to stagnant water and contaminated sources. This reinforces the urgent need for safe and flood-resilient water supply systems, especially in areas prone to displacement.

3.2.4 Flood Preparedness and Community Resilience

Despite widespread exposure to flooding (reported by over 85% of surveyed households), preparedness levels remain low:

- Most households do not implement flood risk reduction measures.
- As a coping mechanism, some residents act by building flood barriers, raising floor levels, or storing food supplies.
- Awareness of Early Warning Systems (EWS) and access to emergency kits is limited and inconsistent.

3.2.5 Social Inclusion and Protection Concerns

While most respondents report generally feeling safe in public spaces, key protection challenges were identified:

- Elderly and disabled individuals faced difficulties accessing services during floods, particularly water points and health facilities.
- Women and girls are at increased risk of harassment during aid distribution or while fetching water in isolated areas.
- A majority of respondents were not aware of any safe spaces for women and children or existing support systems for GBV (Gender-Based Violence) survivors.

3.2.6 Access to Basic Services

Flooding has severely disrupted access to basic services in Aweil East and South, with households reporting a decline in healthcare due to long distances, a lack of medication, and the closure of facilities. Frequent School closure on bad weather days and inadequate learning materials have also hindered education, while access to clean water and sanitation has been compromised despite reliance on boreholes as the main water source. In addition, widespread damage to houses, schools, roads, and other infrastructure has further limited the availability and delivery of essential services.

POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK

4.1 Introduction

This chapter outlines the national legislation, institutional frameworks, and World Bank Environmental and Social Framework (ESF) provisions relevant to the construction, rehabilitation, and operation of primary schools under the proposed subprojects in Aweil East and Aweil South Counties of Northern Bahr El Ghazal State, South Sudan. The legal frameworks address environmental health, labor, water and sanitation, community engagement, and social safeguards that directly affect school design, construction/rehabilitation, operation, and maintenance. Specifically, the Draft Water Bill (2015) and the Public Health (Water and Sanitation) Act (2008) are critical for ensuring safe water access and proper sanitation facilities in schools, including boreholes, latrines, and handwashing stations, thereby reducing health risks for students and staff. Other legislation governing labor, land, child protection, and community participation further supports the development of safe, inclusive, and resilient school infrastructure and operations.

4.1.1 The Transitional Constitution of the Republic of South Sudan (2011)

The Transitional Constitution of the Republic of South Sudan (2011) provides the foundational legal framework for environmental protection and community participation. Articles 41 and 166 emphasize the right to a clean and healthy environment and mandate community involvement in decision-making. These provisions are directly relevant to school construction/rehabilitation, ensuring that facilities are built sustainably, that flooding and drainage issues are addressed, and that local communities are consulted in planning, design, and siting of school infrastructure.

4.1.2 National Environment Policy (2015–2025)

The National Environment Policy (2015–2025) of South Sudan serves as the foundational framework for implementing the environmental rights enshrined in the Transitional Constitution. It outlines the government's commitment to sustainable development and environmental stewardship, emphasizing the protection of natural resources for present and future generations. The policy integrates environmental considerations into national planning and promotes responsible use of land, water, forests, and biodiversity.

Furthermore, the policy mandates relevant government institutions to safeguard the environment actively and encourages the development of supporting legislation. It provides strategic direction for addressing environmental challenges, including deforestation, pollution, climate change, and land degradation. By fostering institutional accountability and public participation, the policy aims to build a resilient and ecologically balanced nation.

4.1.4 Draft Water Bill, 2015

The Draft Water Bill (2015) is critical for school projects as it governs the sustainable use and protection of water resources. It requires permits for any works that involve draining, using, or discharging into water bodies, including wetlands or swamps. Compliance ensures that school construction/ rehabilitation and operation do not pollute or deplete local water sources, supporting environmental protection and long-term availability of safe water for students and staff.

4.1.5 Public Health (Water and Sanitation) Act, 2008

The Public Health (Water and Sanitation) Act (2008) focuses on public health and sanitation. It guides the development and maintenance of safe water supply and sanitation systems within schools, including boreholes, latrines, and handwashing stations. Adhering to this Act reduces health risks from waterborne diseases and ensures hygienic conditions, promoting the well-being of students and staff.

4.1.6 The Child Act, 2008

The Child Act (2008) is directly relevant to schools, as it safeguards children's rights, ensures that no child labor is used in construction/ rehabilitation, and protects children's welfare during and after construction/ rehabilitation.

4.1.7 Labor Act, 2017

The Labor Act (2017) ensures that all construction activities observe safe working conditions, provide fair treatment, prohibit child labor, and offer protection against sexual harassment. This is particularly relevant in school projects where local labor is employed and aligns with ESS2 (Labor and Working Conditions).

4.1.8 Local Government Act, 2009

The Local Government Act (2009) emphasizes the role of local authorities and traditional leaders in governance and dispute resolution. Engaging these authorities in school projects ensures smooth implementation, promotes inclusivity for women and marginalized groups, and enhances community ownership of school infrastructure.

4.1.9 The Access to Information Act (2013) and Public Grievance Act (2011)

The Access to Information Act (2013) and the Public Grievances Act (2011) provide mechanisms for transparency, accountability, and community engagement. These ensure that communities are informed about school construction plans, can provide feedback, and have accessible grievance redress mechanisms, supporting compliance with ESS10 (Stakeholder Engagement and Information Disclosure).

4.1.10 The Penal Code Act (2008)

The Penal Code Act (2008) reinforces the prevention and response to gender-based violence (GBV) and sexual exploitation and abuse (SEA), supporting the creation of safe school environments for children, staff, and contractors, in line with ESS2 and ESS4 (Community Health and Safety).

4.1.11 The Land Act (2009)

The Land Act (2009) safeguards land tenure and ensures that community lands and customary rights are respected. For school projects, this ensures that construction does not infringe on communal land rights, and any land acquisition is conducted fairly, with consultation and consent from affected communities, in line with ESS5 (Land Acquisition and Involuntary Resettlement).

4.1.12 The National General Education Policy, 2017-2027

The National General Education Policy 2017-2027 provides for equitable access to schools for all children, standards for the development of school infrastructures, and clarifies the role of the community in facilitating school's development. The policy calls for access to Early Childhood Development (ECD) by empowering the Ministry of General Education to implement reforms including expand government-offered ECD services by co-locate early childhood classes at existing primary schools and promoting construction of low-cost ECD centres; improving access to Primary Education by providing essential resources, such as the learning resources, capacity building, policy guidelines, monitoring and evaluation and, if possible, construction materials for the roof and foundation of the classrooms for the local communities (or the private sector) to construct classrooms, mobilize learners, recruit volunteer teachers, and manage and monitor the schools. The policy also supports the Ministry to ensure that all education facilities are environmentally conducive, accessible to all learners including learners with disabilities in accordance with the government minimum standards. The establishment of new schools, construction of additional classrooms and the improvement, rehabilitation and maintenance of existing facilities will be based on a set of objective criteria as follows: Early Childhood Development (ECD), Primary Education and Alternative Education System (AES), Secondary Education, Technical and Vocational Education Training, Teacher Training Institutes (TTI). The policy states that Primary Education and AES shall comprise the facilities such as classrooms, laboratories, computer room, library, the administration block, stores, gender separate toilets for both sex, sport facilities, staff quarters, students' dormitories (in case of boarding school), clinic, theatre, clean water source, electricity/power source, multipurpose hall, dining room, kitchen, furniture, school garden and fence. The Ministry of General Education will enforce standards for Education Infrastructure by ensuring that the landscape is not susceptible for damages from flooding, wind, sewage; the land size of all schools ranges from 90,000 square metres or 300mX300m) to 250,000 square metres (500mX500m); school construction is demand driven by the beneficiary communities and free from bias and political interference; that the walking distance to the educational facilities by learners does not exceed the range of two kilometres for primary schools and 1 km for ECD children; there should be a secondary school for every four (4) full primary school;

all schools must have a sufficient water supply which complies with relevant laws and which is available at all times for drinking, personal hygiene and for food preparation; every building design, classrooms take in not more than 50 learners; the floor area per learner in ECD, primary school, secondary schools and TVET ranges from 1.2 – 1.4 square metres. The policy further emphasises that every school will have land designated for construction of standard recreational facilities and cultural theatres; and the Ministry of General Education and Instruction will construct a modern student activity centre to host various tournaments and for other income generating activities. The policy requires that the physical facilities are built with access points which are user-friendly for learners with disabilities, established in accordance with the guidelines developed by MoGEI for the opening of schools; school buildings are not near mobile phone towers, airports, fuel stations, markets, hotels, bars, cemetery, swampy places and highways. It requires that all school designs are approved by the Ministry and the government authority concerned with housing. Architectural/structural designs will consider the value for money in using both hi-tech and low technology approaches; All school sites have sign boards indicating the names of the school, contact details of the schools and EMIS numbers of the schools. The policy also specifies that all educational facilities are protected from lightning and fire outbreak, free of landmines and Explosive Remains of War (ERWs). The learning institutions create environmental awareness and educate South Sudanese about sustainability and environmentally effective uses of scarce natural resources. All schools should have School Gardens for both educational purposes and production of food for consumption of the learners.

4.2 Relevant World Bank Environmental and Social Standards (ESS)

The primary school construction and rehabilitation subprojects align with the World Bank’s Environmental and Social Framework (ESF) by promoting sustainability, social inclusion, and effective risk management throughout the project lifecycle. In South Sudan’s climate- and conflict-sensitive context, the application of the ESF and its nine Environmental and Social Standards is crucial to minimizing environmental and social risks while ensuring safe, accessible, and resilient school infrastructure. This alignment ensures student health, promotes community well-being, and facilitates continuous access to education in accordance with international best practices. The environmental and social risk management instruments developed for this project include the Environmental and Social Management Framework (ESMF), Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP), Labor Management Procedures (LMP), Grievance Redress Mechanism Guidelines, Gender Action Plan (GAP), and Security Management Plan (SMP).

Table 2: World Bank Environmental and Social Standards (ESS) for Primary School Subprojects

| World Bank ESS | Description and Relevance to School Subproject | Compliance Measures |
|--|--|--|
| ESS1: Assessment and Management of Environmental and | School construction or rehabilitation may generate risks such as dust, noise, soil | Environmental and Social Assessment conducted; simplified Construction (C-ESMP/ESMMP |

| World Bank ESS | Description and Relevance to School Subproject | Compliance Measures |
|---|---|--|
| Social Risks and Impacts | erosion, improper waste disposal, and safety risks to students and surrounding communities. | prepared and implemented to guide risk mitigation and monitoring. |
| ESS2: Labor and Working Conditions | Reliance on skilled and unskilled workers exposes risks of poor labor practices, child/forced labor, OHS incidents (falls, noise, dust, accidents), and security risks. | Labor Management Procedures (LMP), OHS Plan, Code of Conduct, prohibition of child labor, and a worker-specific GRM enforced. |
| ESS3: Resource Efficiency and Pollution Prevention and Management | Construction works may lead to use of water, energy, and raw materials, along with waste generation and possible spills, | Promote efficient use of materials; proper waste management plan; regular maintenance of equipment; spill prevention measures. |
| ESS4: Community Health and Safety | Construction activities may expose students, teachers and nearby communities to accidents, traffic risks, communicable diseases, and GBV/SEA risks. | Safety fencing and signage around sites; traffic management plan; awareness campaigns on GBV/SEA and HIV/AIDS; community GRM. |
| ESS5: Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement | New school sites may require voluntary land donation from a portion of communal land or government land reserves for development without causing any displacement | Conduct E&S Screening to avoid displacement I |
| ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources | Risks include vegetation loss during land clearing or potential impacts on nearby ecosystems. | Screen sites to avoid ecologically sensitive areas; restrict clearing to subproject footprint; rehabilitate degraded areas. |
| ESS7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities | Risk of elite capture as some local leaders may dictate primary school locations to their own favour far from vulnerable households targeted by the subproject | Site identification and screening done jointly by the ECRP II screening teams with involvement of the affected community members in the PDC, BDC and staff members of the primary school administration. |
| ESS8: Cultural Heritage | Excavation for school buildings may be near cultural sites such as shrines, in Aweil South | Implement the construction of infrastructure without disturbing cultural shrines. |
| ESS10: Stakeholder Engagement and | Schools directly affect students, teachers, parents, and communities, requiring | Stakeholder Engagement Plan (SEP) prepared and implemented; inclusive consultations (including with |

| World Bank ESS | Description and Relevance to School Subproject | Compliance Measures |
|------------------------|---|---|
| Information Disclosure | strong engagement for ownership and sustainability. | youth/women); timely disclosure of information; accessible GRM. |

STAKEHOLDER CONSULTATION AND PARTICIPATION

5.1 Introduction

The design and implementation of the primary school construction and rehabilitation subprojects under the ECRP II are anchored in meaningful engagement with the communities they serve. Stakeholder consultation was a deliberate effort to integrate local knowledge, validate educational priorities, and foster community ownership from the outset. This process enabled affected populations and relevant institutions to express their needs, identify risks, and directly inform the Generic Environmental and Social Management Plan (G-ESMP). By engaging women, youth, elders, persons with disabilities, and traditional leaders, the consultations ensured inclusivity and alignment of the subprojects with the educational realities and priorities of communities in Aweil East and Aweil South, particularly in areas prone to flooding and other climate-related challenges.

5.2 Objectives of Consultation

The consultations aimed to:

- Share information on the primary school construction and rehabilitation scope, objectives, ensuring communities clearly understand the benefits and responsibilities involved.
- Identify environmental and social risks as perceived by stakeholders, including issues such as flood vulnerability, access to safe water, sanitation, and community health and safety;
- Gather community perspectives on school siting, accessibility, classroom space, and long-term operation and maintenance to promote equitable education delivery.
- Ensure meaningful participation of vulnerable groups, including women, youth, elders, persons with disabilities, and traditional leaders, so that their needs are reflected in the design and implementation of the school facilities.
- Strengthen collaboration with county education authorities, local committees, and humanitarian partners to enhance ownership, accountability, and sustainability.
- Embed local knowledge and validate community priorities to ensure the subproject is context-appropriate and aligned with South Sudan's cultural and social realities.
- Foster transparency, trust, and continuous feedback mechanisms that allow for adaptive management throughout the subproject lifecycle in line with the World Bank's Environmental and Social Framework (ESF).

5.3 Stakeholders Consulted

- **Primary stakeholders:** Residents of target Bomas and Payams in Aweil East and Aweil South, including farmers, pastoralists, women, youth, elders, persons with disabilities, IDPs, and returnees.
- **Secondary stakeholders:** County local government, Payam Administrators, Executive Chiefs, Village Elders, women's groups, religious leaders, and NGOs such as the International Rescue Committee (IRC).
- **Institutional stakeholders:** The Relief and Rehabilitation Commission (RRC), World Food Programme (WFP), Food and Agriculture Organization (FAO), and the Project Management Unit (PMU) under the Ministry of Finance and Planning.

5.4 Methodology

- Consultations were conducted to understand community education priorities, identify environmental and social risks, and inform the design and siting of school infrastructure. Meetings were held with local education officials, Parent-Teacher Associations (PTAs), and traditional leaders to discuss classroom space needs, sanitation, water supply, and school safety.
- Focus Group Discussions (FGDs) were organized separately for women, men, youth, and vulnerable groups, including children with disabilities and internally displaced persons (IDPs), to emphasize issues such as access to education, flood-resilient infrastructure, gender-sensitive facilities, and safe learning environments.
- Key Informant Interviews with teachers and local education partners provided insights into existing challenges, coordination needs, and opportunities to enhance school functionality and inclusivity.
- Community transect walks were conducted around proposed school sites to assess accessibility, drainage, flood risks, and potential environmental impacts.
- To promote equitable participation, consultations were facilitated in local languages and scheduled at times convenient for community members, ensuring meaningful engagement and ownership of the school development process.

5.5 Consultation Activities

Key institutional and technical stakeholders were consulted to provide guidance and expertise relevant to the design, construction/ rehabilitation, and operation of primary schools. These included County Education Departments, Payam Administrators, local Boma leaders, and school management committees. UN agencies were engaged to provide technical input on child-friendly and climate-resilient school facilities, WASH standards, and access to safe drinking water.



The consultation process cascaded from high-level strategic forums to community-level engagements. Initial county-level stakeholder meetings in Aweil East (19th May 2025) and Aweil South (22nd May 2025) included County officials, Payam Administrators, Executive Chiefs, RRC staff, IRC representatives, and enumerators. These sessions defined the scope of the assessment, established strategic goals, and created official communication channels to secure administrative and political commitment.

Subsequent engagement focused on communities using a combination of household surveys, focus group discussions (FGDs), and key informant interviews (KIIs). FGDs were carefully segmented to create safe spaces for women, youth, IDPs, elders, farmers, and persons with disabilities, ensuring their specific needs and vulnerabilities were addressed. KIIs engaged technical officers, local leaders, women's and youth organizations to create a multi-dimensional understanding of subproject needs, including environmental, social, and economic vulnerabilities.

Participatory transect walks were conducted to validate the suitability of primary school sites, assess drainage, and integrate local knowledge into technical planning, with a focus on flood vulnerability. Almost all schools are found to be located at places which have scarce trees and other commonly found vegetation which are not tied to cultural belief or economic importance. All consultations were conducted in local languages with careful attention to timing and venue selection to maximize participation.

5.6 Key Issues Raised and Responses

Stakeholders identified critical issues related to school infrastructure, learning environment, and community needs:

- **Inadequate learning infrastructure:** Communities highlighted the urgent need for permanent classrooms, administrative blocks, and child-friendly learning spaces to replace under-tree classes and temporary structures. Parents raised concerns that children had continuous interruption of classes due to harsh weather and poor learning environment like sitting on wet ground during the rainy season. Supported by school going children and parents, the school's rehabilitation/ construction was given one of the top priorities by communities. The reasons given by many parents are; under tree classes are constantly disrupted by bad weather like; rains and hot sunny and windy days which subject learners to severe weather conditions that make learning difficult. Schools have to be closed on such harsh days. In some Bomas like Gaal and Titchok,

school children need to be accompanied by their parents to assist their children in crossing seasonal streams to access schools. Many parents were heard saying that “if IRC could build us schools to educate our children then other remaining social services like health care and water services will be built in future by the educated children of the areas”. One old man who participated in a consultative meeting said “school solves every problem of underdevelopment and having good schools means securing future development”. In response, the project committed to constructing permanent classrooms, an administration block, and gender-sensitive VIP latrines, ensuring a safe and conducive learning environment.

- **Water, sanitation, and hygiene (WASH) needs:** Stakeholders emphasized the lack of clean water and sufficient sanitation facilities, which affected pupil health and attendance. For example, girls of reproductive age face challenges of getting a private place for changing sanitary parts whenever undergoing a monthly period. Such challenges force some of the school going girls to miss classes. The project is committed to installing a borehole, handwashing stations, and VIP latrines to provide safe water, promote hygiene, and reduce health risks for students and staff.
- **Protection and inclusivity:** Women and caregivers raised safety concerns, particularly for girls, and accessibility for children with disabilities. The project is committed to inclusive designs with ramps, proper lighting, and secure compound fencing, and to ensuring that school management committees include women, youth, and PWD representatives.
- **Capacity building and community participation:** Stakeholders requested training for teachers and school committees on facility management, hygiene, and maintenance. The project is committed to establishing and training school management committees, ensuring local ownership, accountability, and long-term sustainability.
- **Trust and transparency:** Communities expressed concerns due to past disruptions and inadequate maintenance of school facilities. The project committed to regular monitoring, open communication, participatory decision-making, and timely updates to build trust and ensure responsiveness to local priorities.

At the process of consultation over land, Community leaders/ elders were tasked to undertake physical ground-verification of the land status to establish the state in terms of occupation, activities, use and /or disputes is critical. That the land must be free of all encroachment and other encumbrances. Otherwise, the other aspects regarding due diligence through searches, consultations with neighbours, getting to the history of the land were necessary before engaging the land owner to sign a VLD agreement. A full voluntary land donation guidelines and processes undertaken are described in annex eight (8).

IRC and communities concerned do not anticipate resettlement issues to arise as all infrastructure exists on unoccupied land and their developing specific instrument is not necessary. However, further consultations with local landowners, land users, and stakeholders regarding a) access to the subproject sites; b) grievance redress mechanisms, and c) sharing information on benefits that comes along with upcoming infrastructure have been completed

Communities understood that voluntary land donation carries no cash payment. They were happy to donate land for development of subprojects free of charge and should be land that has no conflict over it. Landlords, local leaders and IRC reached consensus on fundamental steps needed to access land and necessity for land screening to establish:

- Land availability and its suitability of not being in flood zone
- Tenure of the land in question, whether it is being used for other productive venture
- Proof that the land indeed belongs to the person who intends to donate the land (documents, neighbours' confirmation)
- Nature and scale of disputes, restrictions on land etc...
- If there will be physical relocation/resettlement of households, families, individuals or communities, and if
- There will be adverse impacts of the subproject on land and key natural resources as well as cultural heritage.

Communities were informed that voluntary land donation will be free of charge and the land schools should be big enough to accommodate school structure, playing ground and extra space for future construction of teachers' quarters. a

5.7 Community Priorities and Recommendations included:

- **Full rehabilitation and expansion of school facilities:** construction/ rehabilitation of permanent classrooms to replace temporary or under-tree learning spaces, an administration block, gender-sensitive VIP latrines, and a borehole to provide clean water sources.
- **Inclusive participation:** Engagement of women, youth, persons with disabilities (PWDs), and community members in site selection, school management committees, and decision-making processes. In addition, they called for involvement of local people in subproject monitoring and construction work.
- **Reliable water supply and sanitation:** Provision of safe drinking water, handwashing stations, and adequate sanitation facilities to support student health and hygiene.
- **Integration of child protection and well-being measures:** Incorporation of safety features, gender-sensitive designs, and supportive learning environments that promote child protection and equity.
- **Durable, high-quality infrastructure with community ownership:** construction/ rehabilitation of resilient, climate-proof facilities with transparent management, accountability mechanisms, and active local involvement to ensure sustainability and long-term use.

STAKEHOLDER ENGAGEMENT (SE) PROCESS

6.1 Stakeholder Consultation and Communication Strategy

The management of primary schools will require continuous engagement with stakeholders to ensure inclusivity, transparency, and long-term sustainability. In line with ESS10 (Stakeholder Engagement and Information Disclosure), the SE process focuses on three key phases (Pre-construction/ rehabilitation and Design Finalization; construction/ rehabilitation and Implementation; and Operation, Maintenance, and Handover).

Phase 1: Pre-construction/ rehabilitation and Design Finalization: During this stage, communities are consulted to validate primary school construction and rehabilitation plans, including site layout, water and sanitation facilities, and accessibility features. Meetings with county authorities, local leaders, and school committees help secure community acceptance and ensure feedback from earlier assessments is incorporated. Contractors are introduced to the community in open forums, where they share work plans, timelines, and opportunities for local labor and material sourcing. Local Employment Plans (LEPs) will be displayed publicly to promote transparency and accountability.

Phase 2: construction/ rehabilitation and Implementation: This phase emphasizes maintaining open communication to quickly resolve issues and ensure environmental, social, and health safeguards are upheld. Community Liaison Committees (CLCs), representing women, youth, elders, and persons with disabilities, will serve as the link between contractors, school facility staff, and the wider community. Progress meetings, public information boards, and local radio will be used to share updates, while grievance redress mechanisms will remain accessible to all, including non-literate groups.

Phase 3: Operation, Maintenance, and Handover: To ensure sustainability, the new and rehabilitated schools will be formally handed over to the community and local education authorities through transparent ceremonies. Facility Management Committees will be trained in maintenance, waste management, financial management, and reporting to enhance local ownership. Post-project surveys will capture community feedback, lessons learned, and recommendations to guide future improvements in education service delivery and infrastructure management.

The following table presents a summary of the Stakeholder Engagement Plan (SEP):

Table 3: Summary of Stakeholder Engagement

| SUBPROJECT PHASE | OBJECTIVES | KEY ACTIVITIES | RESPONSIBLE PARTIES | Amount USD |
|-------------------------------------|---|--|---|------------|
| Phase 1: Pre-Construction | Secure final community validation, introduce implementation | Community Design Validation Workshops: Ensures meaningful consultation by validating community feedback. | IRC in collaboration with County Authorities. | 1500 |

| SUBPROJECT PHASE | OBJECTIVES | KEY ACTIVITIES | RESPONSIBLE PARTIES | Amount USD |
|--|--|---|---|------------|
| and Design Finalization | arrangements, and establish rules of engagement. | <p>Contractor-Community Introductory Meetings: Fosters transparency and establishes early, two-way communication.</p> <p>Public Disclosure of Local Environmental plans (LEPs): Provides timely, accessible, and relevant information to the community.</p> | | |
| Phase 2: construction/ rehabilitation and Implementation | Maintain open communication channels, monitor safeguards compliance, and provide regular progress updates. | <p>O&M Ensures inclusive engagement with diverse and vulnerable groups.</p> <p>Regular Progress Update Meetings: Facilitates ongoing two-way dialogue and addresses emerging concerns.</p> <p>Information Kiosks and Radio Spots: Provides accessible information in a culturally appropriate and timely manner, reaching non-literate populations.</p> <p>Community Grievance Mechanism:</p> | Contractors (for direct liaison), monitored and supported by IRC. | 500 |
| Phase 3: Operation, Maintenance and Handover | Ensure sustainable asset transfer, build local capacity, and document lessons learned. | <p>Formal Asset Handover Ceremonies: Formalizes transfer of project assets to community/local management.</p> <p>Training of Facility Management Committees: Builds local capacity for sustainable management.</p> <p>Post-Project Perception Surveys: Supports monitoring and adaptive management by capturing community feedback on subproject outcomes.</p> | IRC in collaboration with relevant County Line Departments. | 1500 |

6.2 Capacity Building and Institutional Strengthening

6.2.1 Assessment of Existing Institutional Capacity

The current institutional capacity for environmental and social management in Aweil East and Aweil South is limited. Local government agencies and community-based organizations (CBOs) often lack the technical expertise, dedicated staff, and financial resources to oversee and manage environmental and social risks on a subproject of this scale. While local authorities, such as the County Coordination Team (CCT) and community committees (BDC/PDC), possess a strong understanding of local social dynamics and customs, their knowledge of formal environmental regulations, risk assessment, and monitoring protocols is limited.

6.2.2 Training Plan for Project Staff and Stakeholders

A comprehensive training plan will be implemented to address these capacity gaps.

- **Project Staff:** The project's dedicated Environmental and Social Risk Officer will receive specialized training on World Bank Environmental and Social Standards (ESS), the subproject -specific Environmental and Social Management Plan (ESMP), and the operation of the Grievance Redress Mechanism (GRM).
- **Contractor Staff:** The contractor will be required to train their engineers, foremen, and on-site staff on the project's Code of Conduct (CoC), as well as on environmental health and safety, waste management, and the proper handling of hazardous materials.
- **Community Leaders and Committees (Boma Development Committee, Payam Development Committee):** Key community stakeholders will be trained on the basic principles of environmental and social monitoring, their role in the GRM, and the sustainable management of community assets like the new boreholes, water yards, health facilities and schools.

Table 4: Training Plan for Project Staff and Stakeholders

| Capacity Need | Participants | Subject | Resource Person | Frequency | App. Cost |
|---|---|---|--|--|-----------------------------|
| Generic Environmental and Social Management Plan (G-ESMP) Implementation | <ul style="list-style-type: none"> ● PMU ● Environmental and Social Risk Officer ● Project Implementation Team (PIT) ● IRC Environmental and Social Risk Team | <ul style="list-style-type: none"> ● Overview of Environmental and Social Framework (ESS) ● subproject -specific Environmental and Social Impact Assessment (ESIA) and G-ESMP ● Environmental pollution and control measures ● Monitoring of mitigation measures ● Environmental and Social Audits and Reporting | <ul style="list-style-type: none"> ● Environmental and Social Safeguards Consultant ● IRC Environmental and Social Risk Team | Annually, and at subproject inception | Included in personnel costs |
| construction/rehabilitation Health, Safety, and Environment (HSE), and Safeguarding Principles | <ul style="list-style-type: none"> ● Contractor Staff (Engineers, Foremen) ● Community Mobilizers, and Beneficiaries | <ul style="list-style-type: none"> ● Introduction to construction/rehabilitation HSE ● Identification of Health and Safety Hazards in construction/ rehabilitation ● Proper use of Personal Protective Equipment (PPE) ● Excavation safety, material handling, and waste management ● Incident causation, investigation, and reporting | <ul style="list-style-type: none"> ● Contractor's HSE Officer ● IRC Environmental and Social Risk Team ● PMU | Monthly, and at the start of each new subproject | \$800 |
| Grievance Redress Mechanism (GRM) | <ul style="list-style-type: none"> ● PMU ● Environmental and Social Risk Officer | <ul style="list-style-type: none"> ● Principles and importance of the GRM ● Step-by-step process for grievance intake, documentation, and resolution ● Confidentiality and | <ul style="list-style-type: none"> ● PMU Social Development Specialist ● Social Safeguards Consultant | Quarterly, and at project inception | \$ 500 |

| Capacity Need | Participants | Subject | Resource Person | Frequency | App. Cost |
|--|--|---|---|--------------------------------------|-----------|
| | <ul style="list-style-type: none"> Community Leaders, and Boma/Payam Development Committee members | <ul style="list-style-type: none"> accountability in the GRM process Referral channels for sensitive issues like Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) | | | |
| Community Asset Management and Sustainability | <ul style="list-style-type: none"> Community Leaders and Committees (Boma Development Committee, Payam Development Committee) | <ul style="list-style-type: none"> Roles and responsibilities in managing community assets (e.g., boreholes, water yards, hospitals and schools) Basic operation and maintenance procedures Financial management for sustaining the asset (e.g., collecting user fees) Conflict resolution related to asset use | <ul style="list-style-type: none"> PMU Community Mobilizers | At the completion of each subproject | \$ 800 |

6.3 Support for Local Environmental and Social Agencies

The subproject will provide direct support to local agencies by involving them in all stages of the G-ESMP implementation and monitoring. This hands-on collaboration will build practical skills and knowledge. The subproject will also provide relevant documentation, tools, and templates for monitoring and reporting to these agencies, thereby strengthening their capacity for future subprojects. These include the county departments of education, social welfare development, Community Based Organizations.

6.4 Plans for Technical Assistance

Beyond the initial training, the subproject will incorporate a plan for continuous technical assistance. The Environmental and Social Risk Officer will provide ongoing support and mentoring to the contractor and community committees. This will include regular site visits, workshops, and direct consultation to address any challenges that arise during implementation. This ensures that the project's social and environmental safeguards are not only understood but are effectively applied throughout the project's lifecycle.

POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS OF THE PRIMARY SCHOOL SUBPROJECT

7.1 Introduction

This chapter presents the potential environmental and social impacts anticipated during the preparatory, construction/rehabilitation, and operational phases of the proposed school construction and rehabilitation subproject. Impacts were identified through community consultations, site assessments, key stakeholder interviews, and review of existing environmental and social conditions at the school sites.

The analysis considers both positive and negative impacts, highlighting opportunities to enhance educational outcomes, child protection, and community well-being while minimizing environmental and social risks. For each identified impact, specific mitigation measures are proposed, accompanied by a monitoring plan to ensure effective implementation. The Environmental and Social Management Plan (ESMP) also outlines stakeholder responsibilities and provides cost estimates for mitigation and monitoring activities, ensuring that the subproject delivers safe, resilient, and inclusive learning environments in line with national standards and the World Bank Environmental and Social Framework (ESF).

The construction/ rehabilitation of the schools provides both tangible and intangible cultural heritage as described in section 2.1 above. The identified risks to the safety and structural integrity of the building described in section two above, will be addressed using the scope of work presented in annex 7 of this document.

7.2 Potential Positive Impacts

The construction and rehabilitation of schools are expected to bring significant and lasting benefits to the communities in Aweil East and South. These include:

- **Improved Education:** The facilities will create a better, safer, and more conducive learning environment for students in terms of protection from direct sun heat, rainfall, wind, dust, and spread of water borne diseases.
- **Increased Enrolment:** Improved facilities are expected to increase school enrolment, particularly for girls, and reduce dropout rates. Both boys and girls will be attracted to learn in concrete classroom building safer than under trees or makeshift structures.
- **Employment Opportunities:** The subprojects will provide short-term employment for skilled, semi-skilled, and unskilled local workers during the construction/rehabilitation phases.
- **Community Development:** Schools serve as central hubs for communities, and improved facilities will strengthen community bonds and pride in forms of language development, social development as community members can organise adult learning sessions for local language, market skills and social cohesion.

- **Poverty Alleviation:** Education is a key driver of long-term poverty reduction, and improved access to quality schooling will enhance the future prospects of local children. The skills earned from school will help community members to improve their income generating activities.
- **Cultural heritage:** Schools as learning centres are a source of pride and heritage for the community to transfer traditional knowledge of language, architecture, food, dressing, fashion, sports development and many more social and scientific development aspects.

7.3 Potential Negative Environmental Risks and Impacts

This section outlines the potential negative environmental impacts associated with the primary school subprojects.

Pre-Construction/ Rehabilitation Environmental Risks

- **Access to construction materials:** Consultation and acquisition of some necessary permits or approvals for excavation and or trafficking of construction materials such as sand, hard core stones, aggregates, water and timber from the site of extraction to the construction/ rehabilitation site.
- **Quality of construction materials:** Some contractors may opt to buy construction materials in the local market. These may include blocks, bricks, iron bars etc. however, these construction materials qualities if not supervised to ensure proper selection of the best, overall quality control and quality assurance may be compromised. .
- **Preparedness against heat stress:** Procurement of heat tolerant PPEs for construction/ rehabilitation workers may be delayed. Thus, workers may have reduced work hours in the event that this happens in order to avoid stress and dehydration.
- **Floods and water logging** may limit access to the proposed site construction/ rehabilitation. Although this is not site specific since only sites selected are not prone to floods, limited access in the rain season will slow down civil works progress.
- **Wild beast:** during land clearance some reptiles such as snakes and arachnids like scorpions. Such wild beasts have venoms which can harm workers.

Mitigation measures for environmental risks during pre - construction/ rehabilitation phase

- **Access to construction materials:** consult the local government and community authorities to access construction materials and pay the required costs.
- **Quality of construction materials:** The engineering team from PMU and IRC shall inspect the construction materials procured by the contractor prior to construction commencement dates.
- **Preparedness against heat stress:** All contractors are required to procure PPEs early enough to ensure that there are no delays. All workers will be inspected and encouraged to properly use PPEs to mitigate against dehydration and potential injuries at the construction site.

- **Floods and water logging:** Contractors are advised to mobilise all required construction materials in the dry season. Where, however, inaccessibility shall be experienced, alternative routes and use of lighter trucks will be encouraged even if that takes longer.
- **Wild beast:** during land clearance some reptiles such as snakes and arachnids like scorpions. Such wild beasts have venoms which can harm workers. All contractors were instructed to procure first aid kits loaded with relevant medications. The referral cases provided in 9.6 for GBV/SEA/SH cases, can also attend to issues of snake bites or scorpion stings at the government health facilities.

Pre-Construction/ Rehabilitation Social Risks

- Insufficient information might be communicated to community and local government stakeholders. This may raise concerns on the future of sustainability of the project.
- Land acquisition, compensation or voluntary land donation with consultations, might be communicated concurrently whereas the project only encourages voluntary land donation for the subproject in the community.
- Comprehensive infrastructure design which incorporates environmental and social (E&S) considerations. Where the local community stakeholders are not consulted, the designers may skip provisions in the design that cater for all needs of learners e.g children with special needs.
- Bidding documents may be incomplete when the contractors submit their applications for consideration without including environmental and social performance declaration early enough.
- Child Protection Risks.: The contractors may be tempted to mobilize underage workers which may cause conflict with the laws of South Sudan which prohibits persons under the age of 18 (children) to be involved in paid labor.
- Cultural Sensitivity: Lack of awareness, respect and sensitivity to local cultures by either project staff or construction/ rehabilitation workers or project staff will attract resentment from the local communities.
- Labor and Worker Safety: The construction/ rehabilitation sites are far and sparsely located throughout the two counties. Although they are accessible, the working conditions are basic and are likely to be manageable with hardship due to the remoteness of the areas. There will be long distance travel by road to all the locations.
- Conflicts over resource allocation: There may be complaints over favouritism for subprojects allocated to one community. Some people in the community will not be convinced that the process was fair, until after a long period when the subproject begins to benefit everyone who can access it.
- Risks of elite capture: Some leaders at any of the tiers of the government, private sector or community authorities, might assert themselves with an aim to hijack or redirect subproject location in their interest rather than that of the community if not well prompted, guided and monitored by the project staff.

Pre-Construction/ Rehabilitation Social Mitigation Measures

- Hold stakeholder engagement meetings to get their buy-in and support for the subproject
- All lands for subprojects shall be obtained through voluntary land donation process from willing land owners witnessed by community, local government and oversight
- Engineering and safeguards team to incorporate E&S considerations and seek approval from the Ministry of Environment, and Ministry of Housing.
- Integrate E&S risk management requirements into bidding documents and contract agreements in accordance with the G-ESMP and ECRP-II E&S Commitment plan, etc.
- Child Protection Risks: All project staff and contractors were guided during the E&S induction to comply with the project Labour Management Procedures (LMP) which provide measures to prevent the recruitment of persons under the age of 18 years old to prevent conflict with the laws of South Sudan.
- Cultural Sensitivity: The E&S induction emphasised compliance with the ESS 8 on cultural heritage. All project staff and contractors are required to comply with respect and preserve both tangible and intangible cultures where the subproject will be implemented. A chance find procedure was prepared and presented at the E&S induction.
- Labor and Worker Safety: Ensure that all workers are mobilized early enough and accorded transport means to the site of the civil work. While in transit, they should be sensitised about the challenges to manage while on road to subproject sites. They should be paid timely, provided meals and treatments in the event that there is sickness.
- Conflicts over resource allocation: provide accurate information about the criteria used to target beneficiaries and geographical locations. This will prevent unnecessary complaints and allegations about favouritism.
- Risks of elite capture: enlighten leaders about the need to respect community driven demands for subprojects to prevent complaints over diversion of subprojects. During the mobilization period at the site handover, the community should be supported and monitored by the IP and PMU.

During Construction/Rehabilitation

- **Air and Noise Pollution:** Construction/rehabilitation activities like excavation, vehicle movement, and the use of power tools will generate dust and noise, which can be a nuisance to students, teachers, and nearby households and livestock.
- **Soil Erosion and Disturbance:** Site clearance and levelling can expose the soil to wind and rain, leading to erosion and increased surface water runoff.
- **Waste Generation:** Construction/rehabilitation will produce solid waste, including debris, packaging materials, and discarded equipment, as well as hazardous substances such as asbestos or lead-based paint. which must be properly managed. These wastes can harm workers, communities, and contaminate soil and water, so they must be managed properly.
- **Water and Soil Contamination:** Accidental spills of fuels, chemicals, or other substances can lead to pollution of local resources

- **Water Use:** construction/ rehabilitation/ Construction activities will require significant water, potentially straining local water sources if not carefully managed. High demand of water for construction work and dust control could lead to over extraction of local water sources. Therefore, extra care needed in usage of available water sources.
- Risk of accidental spillage and leakage of disinfection chemicals into the environment like high strength chlorine, used oils from machinery, use of anti-termites to cure construction foundations, paints to colour walls, injury on construction workers, injuries (burns, falls, accidents, cuts, abrasions, eye skin or nose irritations). Close interaction among workers may also provide opportunity for unintentional or unintentional passage of communicable diseases from one worker to others. s pass
- **Child Safety and Site Security:** Where the site is not barricaded, children may be injured by debris, objects falling from heights or children falling into excavations both at the borrow pits and construction sites.
- **Flooding and Waterlogging:** Since the two counties had experienced episodes of flash floods, there is likelihood that during construction/ rehabilitation, civil works may be disrupted where foundations will be excavated, sand and hard-core materials will be excavated.
- Construction/ rehabilitation quality and durability may be overlooked especially when the contractors skipped the planned design standards.
- **Disruption to School Activities:** Some of the construction/ rehabilitation works will commence at the time when schools are open. Although this is temporary, some classes will be compelled to learn under tree shades until completion of construction/ rehabilitation.
- **Community and Vulnerable Group exclusion:** Not everyone will be able to get a job in the construction/ rehabilitation activities. Hence, it is expected that some individuals will complain of exclusion from the workforce despite their capabilities and willingness to work.

Environmental Impact Mitigation Measures

- **Dust and Noise Control:** Implement dust suppression measures, such as watering the site, and use noise barriers or schedule noisy activities during times that minimize disruption to the community.
- **Waste Management:** Implement a comprehensive waste management plan to ensure all construction/ rehabilitation waste is properly segregated, collected, and disposed of in an environmentally responsible manner. Specialized containers will be deployed for storage of liquid waste like used engine oil and wastewater before transportation to a designated disposal site. ,
- **Erosion Control:** Ensure proper site grading and landscaping to minimize soil erosion.
- **Resource Management:** Carefully manage the use of water, fuel and other natural resources to avoid depletion.
- **Biodiversity protection;** project construction activities will be restricted to designated space. No unnecessary clearance of vegetation except at the site where construction takes place.

- Compliance with building codes: Ensuring construction/rehabilitation activities adhere to local/national standards, especially regarding flood resilience, among others. This ensures school facilities are resilient and safe for students, staff, and the community, reducing risks from structural failure or emergencies.
- Dispose of used chemical containers in designated sites, train workers on correct use of machineries/ scaffolds/ PPEs, and ensure that all injuries are treated timely.
- **Robust Infrastructure Design:** Ensure that school water points, latrines, and drainage systems are constructed on raised platforms with proper flood-resistant designs to prevent contamination and waterlogging.
- Fence construction/ rehabilitation site and secure access points, provide warning signs and barriers around hazardous areas, train workers on child protection and safety protocols, schedule construction/ rehabilitation outside school hours where feasible
- Elevate classrooms and latrines above flood levels, provide temporary drainage channels around buildings, avoid stagnant water accumulation and inspect post-rainfall
- Use quality, durable building materials, apply climate-resilient designs (rain- and flood-proof), supervise construction/ rehabilitation to meet design standards,
- Coordinate construction/ rehabilitation schedules to minimize class disruption, provide temporary learning spaces if needed, inform parents and community of construction/ rehabilitation phases
- Include women, youth, PWDs in site selection and school management decisions, and conduct community awareness on safe use of facilities.

Operation and Maintenance

- **Water Contamination:** Poorly maintained school water points, boreholes, or latrines can lead to contamination of groundwater or surface water, especially during rainy or flood-prone periods, posing health risks to students and staff.
- **Waste Management Risks:** Improper disposal of school waste, including food waste, sanitary waste, and general refuse, can create health hazards and environmental pollution.
- **Overuse of Utilities:** Excessive or inefficient use of water, electricity, or other resources may strain local supplies if not managed sustainably.
- **Health and Safety Risks:** Inadequate maintenance of classrooms, latrines, playgrounds, and fencing can create safety risks for students, teachers, and visitors.
- **Flood and storm water** may clog drainage channels, busts into classrooms and render the entire school compound waterlogged.
- **Infrastructure maintenance:** lack of repairs on structural damages under extreme weather conditions may weaken the classroom blocks.
- **Risk of damage to energy and utilities:** improper ventilation may allow water flashes into the classroom block and damage electrical installations.
- **Children's safety and security may be at risk** when the school compound is not fenced, or when construction debris is not fully removed during waste management in the compounds and play grounds.

- **Inadequate community engagement and social inclusion:** vulnerable groups, parents and student representatives may be avoided in school management meetings where they could provide genuine observations in the manner in which school facilities are operated and maintained.

Mitigation Measures

- **Robust Infrastructure Design:** Ensure that school water points, latrines, and drainage systems are constructed on raised platforms with proper flood-resistant designs to prevent contamination and waterlogging.
- **Dedicated Waste Systems:** Maintain separate systems for general waste and sanitary waste, including safe disposal options, to minimize exposure to hazards and environmental contamination.
- **Regular Maintenance:** Establish a routine maintenance schedule for all school infrastructure, including classrooms, latrines, fences, and water points, to ensure functionality, hygiene, and safety.
- **Water and Resource Management:** Monitor water and electricity use, promote efficient consumption, and ensure sustainable water abstraction to protect local resources.
- **Site Management and Hygiene:** Implement strict hygiene protocols, including cleaning schedules and waste handling training for staff and awareness campaigns for students, to maintain a safe and healthy school environment.
- Inspect classrooms, administration blocks, fences, and latrines monthly to recommend repair of damaged roofing, doors, or walls promptly, monitor structural safety after extreme weather.
- Ensure proper use of lighting and any electrical equipment. Turn off equipment when not in use. Where necessary, encourage natural lighting and ventilation.
- Maintain secure fencing, gates, playgrounds and compound from hazards such as sharp debris, nails. Supervise children during breaks and after-school hours
- Include parents, local leaders, and vulnerable groups in school management meetings including student and vulnerable groups' representatives to provide feedback on facility maintenance and development needs.

7.4 Potential Social Risks and Impacts

The project's social risks will be minimized through proactive engagement and mitigation measures.

Pre-construction/ rehabilitation Phase

- **Lack of Trust:** Non-transparent communication, staff recruitment and selection criteria for school locations can lead to conflicts within or between communities.

- **Community Conflicts:** Disagreements over access to resources or school management may arise.
- **Risk of Disease:** The interaction between project staff and community members during mobilization and engagement could lead to the spread of communicable diseases.

During Construction/Rehabilitation

- **Child Protection Risks:** The presence of a construction/ rehabilitation construction site near a community poses potential child protection risks. These include the possibility of child labour and the exploitation of children through interaction with workers.
- **Gender-Based Violence (GBV):** The influx of workers and project activities can increase the risk of GBV and sexual exploitation and abuse (SEA).
- **Delayed Payments:** Failure to provide timely payment to workers can lead to dissatisfaction and conflict.
- **Community Engagement and Ownership:** There may be insufficient community consultation that is inclusive of elders, local government leaders, school management committees and a transparent means of communicating subproject messages.
- **Disruption to Local Activities:** subproject activities may be conflicting with peak hours of community based or household activities such as farming. Certain noise levels and dust may inconvenience local community members.
- **Cultural Sensitivity:** lack of respect to cultural interest in the design of the school will attract resentment if proper awareness sessions were not conducted.
- **Labor and Worker Safety:** lack of training of construction/ rehabilitation workers on OHS, use of PPEs and child labor will land the contractor into issues of non-compliance with the ESF and laws of South Sudan.
- **Conflicts over resource allocation or favouritism: This is** mainly when there is a lack of participatory decision-making process for the selection and allocation of resources for subproject location and development in the community.
- **Insecurity in fragile or conflict-affected areas.** Threats may include violence against community and workers, hence leading to slow or delayed implementation of subproject activities.
- **Community dissatisfaction over service quality or perceived inequities:** there may be a lack of proper function grievance redress system at the subproject location.
- **Risks of elite capture or corruption:** There is risk that if some leaders are not guided about the project requirements, there will be lack of transparent beneficiary selection for works, education opportunities, and no audits.
- **Poor labor and working conditions for operation:** Some contractors and prevailing work locations may dictate harsh work conditions where contracts are not delivered in time, lack of proper housing and living conditions while at construction site.
- **Exposure of community members to road traffic accidents:** lack of enforcement of the traffic management plan for contractor drivers may result in unwanted accidents when inexperienced drivers are recruited, poor speed management, and unethical behaviours while at work such as use of drugs and alcohol while at work.

Social Risk and Impact Mitigation Actions

- **Transparent Communication:** Ensure proper project information is disseminated to all stakeholders and that beneficiary selection criteria are transparently communicated to build trust.
- **Child Protection:** Implement and enforce a strict code of conduct for all project staff and contractors regarding interaction with children.
- **Timely Payments:** Ensure all workers receive timely and fair payment to avoid labour disputes.
- **Inclusive Consultations:** Conduct thorough community consultations to ensure the school's location and design meet the needs of all community members, including vulnerable groups.
- **Fair and Open Recruitment:** Develop and publicize clear staff recruitment criteria. Ensure recruitment processes are competitive, merit-based, and free from favouritism
- **GBV Prevention:** Conduct mandatory sensitization sessions on GBV/SEA prevention for all project staff and community members, and establish clear, confidential referral channels for any reported cases. The session will focus on equipping committee members with practical tools for identifying, preventing, and mitigating GBV risks within their communities and subprojects sites. Key topics for the session included safe referral mechanisms for survivors, promoting zero tolerance for Sexual Exploitation and Abuse (SEA), ensuring secure access routes to project sites, and establishing community-based reporting and response systems. These collective initiatives enhanced both community awareness and local capacity to proactively address GBV risks throughout project implementation.

IRC promotes a **survivor-centred approach** which aims to put the rights of each survivor at the forefront of all actions and ensure that each survivor is treated with dignity and respect. Putting survivors at the centre of the process, promotes recovery, reduces the risk of further harm and reinforces their agency and self-determination. A survivor-centred approach helps in establishing a relationship with the survivor that promotes their emotional and physical safety, builds trust and helps them to restore some control over their life.

Communities and Case Workers were urged to observe confidentiality since it promotes safety, trust, dignity and empowerment. People have the right to choose to whom they will, or will not, tell their story. Breaching confidentiality inappropriately can put the survivor and others at risk of further harm. Confidentiality means not disclosing any information at any time to any party without the informed consent of the person concerned

Exceptions to Confidentiality

There can be exceptions to confidentiality, and it is very important that the survivor (especially children/young people and their caregivers) knows what the limits are. These limits include:

- Situations in which there is the threat of ongoing harm to a survivor; and where the need to protect them overrides confidentiality.
- Situations in which laws or policies require mandatory reporting of certain types of violence against survivors.
- Situations in which the survivor is at risk of harming themselves or others, including threats of suicide.
- Situations involving sexual exploitation or abuse by humanitarian or peacekeeping personnel
- Safety: Communities were informed to ensure the safety of survivors because of the following reasons: Every person has the right to be protected from further violence.; and survivors may be at high risk of further violence – sexual and otherwise – from: perpetrators, people protecting perpetrators and members of their own family. The concept of safety includes physical safety and security as well as psychological and emotional safety. Consider the safety needs of: survivors, family members and supporters; and those providing care and support.
- Respect: Every survivor has the right to be treated with respect and dignity and to make choices about what happens. The response of the service provider is directed to promote dignity and empowerment to prevent further distress and harm.

To ensure consent is ‘informed,’ service providers must provide the following information to the survivor:

- All the possible information and options available to the person so she/he can make choices.
- Inform the person that she/he may need to share his/her information with others who can provide additional services.
- Explain to the person what will happen as you work with her/him.
- Explain the benefits and risks of services to the person.
- Explain to the person that she/he has the right to decline or refuse any part of services. Explain limits to confidentiality.

7.5 Occupational Health and Safety (OHS)

The health and safety of both construction/ rehabilitation/construction workers and the community are paramount.

During Construction/Rehabilitation

- **Physical Hazards:** Workers face risks such as slips, trips, falls, and cuts.
- **Environmental Exposure:** Workers are at risk of prolonged exposure to dust, extreme heat, and biological hazards
- Frequent and prolonged flooding, particularly during the wet season, affects both human settlements and ecosystems.
- Soil erosion from overcultivation and vegetation loss contributes to sediment loads in rivers and boreholes, degrading water quality

- **Community Safety:** The construction/ rehabilitation/ construction site poses a risk to community members, particularly children, who may be attracted to the area.

Proposed OHS Mitigation Measures

- **Site Security:** Secure the construction/ rehabilitation/ construction site with fencing and clear warning signs to prevent unauthorized access, especially by children.
- **PPE and Training:** Provide all workers with appropriate Personal Protective Equipment (PPE) and comprehensive training on its proper use.
- **First Aid:** Ensure a fully stocked and accessible first aid kit is available on site at all times.
- **Health and Hygiene:** Promote health and hygiene best practices, including regular hand washing, and maintain social distancing where possible.
- Protecting vegetation buffers around water points,
- Locating boreholes outside seasonal wetlands,
- Promoting community awareness on land use and water source protection
- **Leverage Satellite Data:** Use satellite imagery and remote sensing to monitor flood-prone areas in Aweil East and South, track river overflows, and assess the extent of inundation in real time.
- **Establish Early Warning Systems:** Develop early warning systems that integrate meteorological forecasts, river gauge data from the Lol River and its tributaries, and historical flood patterns specific to Northern Bahr el Ghazal, ensuring communities receive timely alerts.
- **Strengthen Community Preparedness:** Involve communities in preparedness activities such as constructing local flood barriers, creating and rehearsing evacuation plans, and designating safe higher grounds for temporary shelter.
- **Invest in Resilient Infrastructure:** Prioritize infrastructure improvements such as elevating feeder roads, reinforcing dykes, and constructing flood-resistant housing to minimize disruption to livelihoods and improve accessibility during floods.

ENVIRONMENTAL AND SOCIAL MITIGATION AND MONITORING PLAN (ESMMP)

8.1 Introduction

The monitoring plan for the construction/ rehabilitation and operation of schools is designed to ensure that the subproject minimizes negative environmental and social impacts while maximizing benefits for learners, staff, and the broader community. The school sites are located in areas with scattered trees and open savanna, with no significant ecological constraints. However, the surrounding communities include vulnerable groups such as children, women, the elderly, and persons with disabilities, who may be disproportionately affected by construction/ rehabilitation and operational activities. Limited local infrastructure increases the risks of improper waste disposal, water contamination, and disruption of access to education during construction/ rehabilitation or maintenance.

This chapter presents the consolidated Environmental and Social Mitigation and Monitoring Plan (ESMMP) for the school subprojects. It provides a unified system for managing environmental and social risks identified during site assessments and community consultations. The ESMMP serves as a comprehensive guide for implementation, monitoring, and reporting, ensuring compliance with the World Bank Environmental and Social Framework (ESF) and relevant South Sudanese legislation.

The project adopts an integrated management approach, combining centralized oversight with decentralized, site-level implementation. While all school activities adhere to uniform standards and policies, local conditions and hazards, such as water and waste management, the safety of classrooms and latrines, and accessibility for vulnerable groups, determine the precise actions required. Site-specific mitigation and monitoring measures are the responsibility of contractors, school management committees, and local authorities, guided by the overarching G-ESMP approach. This approach ensures consistent safeguards while allowing flexibility to address the unique social, environmental, and operational context of each school.

Table 5: ESMMP for Primary School Pre-construction/ rehabilitation Phase

| Issue | Mitigation Measures | Monitoring Indicators | Target | Responsibility | Budget (USD) |
|---|--|--|--|---|----------------------|
| Improper information might communicated to community and local government stakeholders | Hold stakeholder engagement meetings to get their buy-in and support for the subproject | Minutes of meetings and attendance sheet | Stakeholders in all proposed sites are aware of the selected subproject | IRC and oversight committees (PDC, BDC) | 2000 |
| Land acquisition, compensation or voluntary land donation with consultations, | All lands for subprojects shall be obtained through voluntary land donation process from willing land owners witnessed by community, local government and oversight committee members. | Minutes of meeting and attendance list | 10,000 - 90,000 sq. km of land donated to allow for future school expansion needs | Oversight Committees, IRC | 2000 |
| Comprehensive infrastructure design which incorporates environmental and social (E&S) considerations, | Engineering and safeguards team to incorporate E&S considerations and seek approval from the Ministry of Environment, and Ministry of Housing | Design drawings produced, environmental and social performance signed, permit or no objection granted by from the Ministry of Housing. | Design drawings for all facilities produced (classrooms, VIP latrines, boreholes). | IRC, PMU, Contractor | Cost included in BOQ |
| Bidding documents may be incomplete | Integrate E&S risk management requirements into bidding documents and contract agreements in accordance with the G-ESMP and ECRP-II E&S Commitment plan, etc. | E&S and procurement guidelines annexed to the bidding document | Documents verified and signed by contractors | IRC, Contractors | - |

| Issue | Mitigation Measures | Monitoring Indicators | Target | Responsibility | Budget (USD) |
|--|--|--|---|--|------------------|
| Contractors may ignore developing the C-ESMP | Ensure the contractor develop site specific construction ESMP | C-ESMP produced | One C-ESMP per site | Contractors, IRC | Part of BOQ |
| Access to construction materials | Seek local permits and approvals from local government and community authorities | Amount of sand collected, hard core and borrow management, water source protection | Permits and approval letters | IRC, Contractors | Part of BOQ |
| Quality of construction materials | Engineers will conduct material tests and the safeguards team conducts EHS inspections | Sample tests done for each type of material, EHS inspections | All materials meet required standards | PMU, IRC, Contractors | 2500 |
| Preparedness against heat stress | Procure PPEs early enough, avoid work under severe heat | HSE inspections, incidents reports | Zero tolerance to harsh work conditions | PMU, IRC, Contractors | 2500 |
| Floods and water logging | Procure construction materials in the dry season, avoid flooded routes | Traffic management plans | All work force and materials mobilised to sites | Contractors | Included in BOQs |
| Wild beast | Avail first aid kits in all construction sites and follow referral pathways to the nearest health center | HSE inspections, incident reports | 100% incidents reported, 100% injuries treated in time | IRC, Contractors | 3000 |
| Construction Phase | | | | | |
| Dust and Air Quality | <ul style="list-style-type: none"> • Dampen exposed surfaces before excavation • Cover trucks transporting loose materials • Provide dust masks for workers • Limit dust-generating activities during school hours | <ul style="list-style-type: none"> • PPE usage compliance • Evidence of damped surfaces • Complaints from community | 100% PPE compliance All surfaces damped Zero complaints | IRC Environmental and Social Risk Team | 1,300 |

| Issue | Mitigation Measures | Monitoring Indicators | Target | Responsibility | Budget (USD) |
|---|---|--|---|--|--------------|
| Noise and Disturbance | <ul style="list-style-type: none"> • Limit construction/ rehabilitation to 08:00–17:00 • Switch off idle engines • Use noise reduction devices where possible | <ul style="list-style-type: none"> • Noise measurements • Number of complaints from community | Noise \leq 72 dB(A) Zero complaints | IRC Environmental and Social Risk Team | 1,000 |
| Soil Erosion and Vegetation Damage | <ul style="list-style-type: none"> • Limit excavation to foundation areas • Water exposed soil during dry periods • Properly store and redistribute excavated soil • Replant trees and shrubs removed during construction/ rehabilitation | <ul style="list-style-type: none"> • Site inspections • Survival rate of replanted trees | No visible erosion \geq 80% vegetation survival | IRC Environmental and Social Risk Team | 1,000 |
| Waste Management & Hygiene | <ul style="list-style-type: none"> • Provide temporary waste storage areas • Segregate general, recyclable, and construction/ rehabilitation waste • Install functional latrines and handwashing stations • Ensure regular cleaning and disinfection - Dispose hazardous containers used for paints, disinfection of foundations in designated sites | <ul style="list-style-type: none"> • Waste segregation records • Functionality of sanitation facilities • Water quality tests Number of sites for disposing hazardous containers | \geq 80% waste recycled/reused 100% functional sanitation Water meets standards | IRC Environmental and Social Risk Team | 1,500 |
| Water and soil contamination: Inefficient resource use | <ul style="list-style-type: none"> • Fix leaks promptly • Recycle non-contaminated water where possible | <ul style="list-style-type: none"> • Water and energy usage logs • Leaks repaired | \leq 10% resource wastage Zero unreported leaks | IRC Environmental and Social Risk Team | 1,000 |

| Issue | Mitigation Measures | Monitoring Indicators | Target | Responsibility | Budget (USD) |
|---|--|---|--|--|-----------------|
| (water, & energy, raw material consumption)Resource Use through prioritized local, sustainably produced materials | <ul style="list-style-type: none"> • Use natural ventilation and lighting • Promote efficient water, and electricity, and raw material use | | | | |
| Risk of accidental spillage and leakage of disinfection chemicals | Dispose of used chemical containers in designated sites, train workers on correct use of machines, scaffolds, PPEs and ensure that all injuries are treated timely | ESH inspection reports, incident reports, training reports, comply with waste management plan | Tidy work sites, timely treatment of injured workers, | IRC, Contractors | Part of the BOQ |
| Weak design lacking C-ESMP | Robust infrastructure design that incorporates C-ESMP | Design drawings, C-ESMP, | 100% compliance to design standards | PMU, IRC, Contractors | Part of BOQ |
| Child Safety and Site Security | <ul style="list-style-type: none"> • Fence construction/ rehabilitation site and secure access points • Provide warning signs and barriers around hazardous areas • Train workers on child protection and safety protocols • Schedule construction/ rehabilitation outside school hours where feasible | <ul style="list-style-type: none"> • Number of incidents/accidents recorded • Compliance with fencing and signage | <p>Zero unauthorized child entries to construction/ rehabilitation zones</p> <p>Zero accidents involving community members</p> <p>100% secure site perimeter</p> | IRC Environmental and Social Risk Team | 1,500 |
| Flooding and Waterlogging | <ul style="list-style-type: none"> • Elevate classrooms and latrines above flood levels • Provide temporary drainage channels around buildings • Avoid stagnant water | <ul style="list-style-type: none"> • Functionality of drainage • Presence of stagnant pools | <p>100% effective drainage</p> <p>No stagnant water pools</p> | IRC Environmental and Social Risk Team | 1,200 |

| Issue | Mitigation Measures | Monitoring Indicators | Target | Responsibility | Budget (USD) |
|--|--|---|--|--|--|
| | accumulation and inspect post-rainfall | | | | |
| Construction/ rehabilitation Quality & Durability may be overlooked | <ul style="list-style-type: none"> • Use quality, durable building materials • Apply climate-resilient designs (rain- and flood-proof) • Supervise construction/ rehabilitation to meet design standards | <ul style="list-style-type: none"> • Inspection reports • Compliance with design specifications | 100% compliance with climate-resilient standards Zero major defects | IRC Environmental and Social Risk Team | 2,000 |
| Disruption to School Activities | <ul style="list-style-type: none"> • Coordinate construction/ rehabilitation schedules to minimize class disruption • Provide temporary learning spaces if needed • Inform parents and community of construction/ rehabilitation phases | <ul style="list-style-type: none"> • Attendance records • Number of classes disrupted | ≤5% disruption of learning days | IRC Environmental and Social Risk Team | 1,000 |
| Community and Vulnerable Group exclusion | <ul style="list-style-type: none"> • Include women, youth, PWDs in site selection and school management decisions • Conduct community awareness on safe use of facilities | <ul style="list-style-type: none"> • Meeting records • Participation logs | 100% inclusion of vulnerable groups in committees Community feedback positive | IRC Environmental and Social Risk Team | 800 |
| Cultural items may be found at the construction/ rehabilitation sites | Trigger the chance find procedures listed in Annex 4 | Incident report on chance finds | 100% cultural and historical items are preserved if found. | Contractor | Part of construction/ rehabilitation reporting |

Table 6: ESMMP for Primary School Operation Phase

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Amount (USD) |
|---------------------------------------|--|--|--|--|---------------------|
| Water Contamination | <ul style="list-style-type: none"> • Regularly clean and maintain borehole, water tanks, and handwashing stations • Ensure proper drainage around water points to avoid stagnant water • Conduct periodic water quality testing | <ul style="list-style-type: none"> • Water test results • Inspection of water points • Absence of waterborne disease complaints | Water meets national standards No contamination incidents | IRC Environmental and Social Risk Team | 800 |
| Sanitation & Hygiene | <ul style="list-style-type: none"> • Maintain latrines daily and repair damages immediately • Provide soap and handwashing materials • Educate students and staff on proper hygiene practices | <ul style="list-style-type: none"> • Latrine functionality checks • Soap and handwashing availability • Hygiene compliance among students | 100% functional sanitation All students practice proper hygiene | IRC Environmental and Social Risk Team | 700 |
| Solid Waste Management | <ul style="list-style-type: none"> • Establish routine collection and safe disposal of school waste • Recycle or compost organic waste where possible • Train students on waste segregation and cleanliness | <ul style="list-style-type: none"> • Waste collection logs • Amount of waste recycled or composted • Cleanliness inspection reports | ≥80% waste managed safely Zero illegal dumping | IRC Environmental and Social Risk Team | 600 |
| Flood & Storm Preparedness | <ul style="list-style-type: none"> • Clear drainage channels regularly • Inspect and repair drainage before rainy season • Elevate teaching materials and furniture where possible | <ul style="list-style-type: none"> • Functionality of drainage systems • Number of flood incidents affecting classrooms | 100% operational drainage Zero classroom flooding | IRC Environmental and Social Risk Team | 900 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Amount (USD) |
|---|---|--|--|--|--------------|
| Infrastructure Maintenance | <ul style="list-style-type: none"> Inspect classrooms, administration block, fences, and latrines monthly Repair damaged roofing, doors, or walls promptly Monitor structural safety after extreme weather | <ul style="list-style-type: none"> Monthly inspection reports Number of repairs completed | Zero unsafe structures All repairs done within 2 weeks | IRC Environmental and Social Risk Team | 1,500 |
| Energy & Utilities | <ul style="list-style-type: none"> Ensure proper use of lighting and any electrical equipment Turn off equipment when not in use Encourage natural lighting and ventilation | <ul style="list-style-type: none"> Energy usage logs Equipment usage records | ≤10% energy wastage | IRC Environmental and Social Risk Team | 500 |
| Child Safety & Security | <ul style="list-style-type: none"> Maintain secure fencing and gates Ensure playgrounds and compound are free from hazards Supervise children during breaks and after-school hours | <ul style="list-style-type: none"> Safety inspection reports Incident logs | Zero unauthorized child entries to construction/ rehabilitation zone Zero child injuries related to school infrastructure | IRC Environmental and Social Risk Team | 700 |
| Community Engagement & Inclusion | <ul style="list-style-type: none"> Include parents, local leaders, and vulnerable groups in school management meetings Encourage student and community feedback on facility maintenance | <ul style="list-style-type: none"> Attendance at management meetings Feedback received and addressed | 100% inclusion in committees Community feedback positive | IRC Environmental and Social Risk Team | 500 |

Table 7: ESMMP for School Social Risks

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Approx. Cost (USD) |
|---|---------------------|-----------------------|--------------------|----------------|--------------------|
| Pre-Construction/ Rehabilitation Phase | | | | | |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Approx. Cost (USD) |
|---|--|--|---|---|---|
| Lack of trust | Hold stakeholder engagement meetings to secure community leadership buy-in of the subproject | Minutes of meetings, list of attendance | Number of meetings conducted with community and local governments | IRC | 2000 |
| Community conflicts | Engage the local government leadership in promoting messages of peace building to enhance use of the investments provided for their communities. | Minutes of meetings, list of attendance | Number of meetings conducted with community and local governments | IRC | |
| Risks of diseases | Observe the COVID 19 SOPs which are still useful in preventing respiratory infections and also STIs | Awareness messages for the prevention of respiratory infections, GBV/SEA/SH | At two standardized messages developed for routine awareness | IRC | 2000 |
| Improper information disclosure | Disclose all relevant project information to stakeholders at the county, Payam and Boma | Number of documents disclosed | 100% meetings include messages on relevant project documents. | IRC | Part of stakeholder engagement meetings |
| Land disputes | Ensure that all lands are voluntarily donated by the land owners for subproject development. | Number of voluntary land donation forms signed | All lands voluntarily donated for subprojects | IRC | Part of stakeholder engagement meetings |
| Bidding documents may be incomplete | Include E&S performance forms, SEA/SH performance declaration forms in bidding documents. | Number of forms signed and number of contractors | 100% compliance submission of required bidding documents | IRC, PMU | Part of the procurement process |
| Social Risks during the Construction/ Rehabilitation Phase | | | | | |
| Child Safety During construction/ rehabilitation | <ul style="list-style-type: none"> • Fence off construction/ rehabilitation sites and restrict access to children • Provide warning signs and safe | <ul style="list-style-type: none"> • Inspections of fencing and signage • Records of incidents | Zero unauthorized child entries to construction/ rehabilitation zone 100% | IRC Environmental and Social Risk Team | 1,000 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Approx. Cost (USD) |
|--|---|--|---|--|--------------------|
| | <p>pathways around the school</p> <ul style="list-style-type: none"> • Schedule construction/ rehabilitation activities outside of school hours where possible | | <p>secure site</p> <p>No child injuries</p> | | |
| <p>Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) Risk</p> | <ul style="list-style-type: none"> • Ensure safe access routes for girls and women • Include gender-sensitive latrines and lighting • Raise awareness among students, staff, and community about GBV risks <p>GBV Action Plan, staff training, and confidential reporting channels.</p> <p>Community health and safety concerns, such as accidents or disease outbreaks, should be managed through regular safety inspections, emergency response plans, and health awareness campaigns.</p> | <ul style="list-style-type: none"> • Number of safe access measures implemented • Feedback from female students and staff, and community members | <p>Zero tolerance to GBV, 100% safe access</p> <p>Zero GBV incidents reported</p> | <p>IRC</p> <p>Environmental and Social Risk Team</p> | 800 |
| <p>Inclusion of Vulnerable Groups from accessing project benefits</p> | <ul style="list-style-type: none"> • Ensure children with disabilities have access ramps and facilities • Include their representatives in school management committees • Provide inclusive teaching materials maintaining inclusive service delivery, conducting targeted | <ul style="list-style-type: none"> • Accessibility audits • Representation in committees | <p>100% inclusive facilities</p> <p>Vulnerable groups represented</p> | <p>IRC</p> <p>Environmental and Social Risk Team</p> | 700 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Approx. Cost (USD) |
|---|---|---|---|--|--------------------|
| | outreach, and monitoring participation. | | | | |
| Delayed Payments | Pay workers' wages and contractors invoices promptly to prevent dissatisfaction and conflicts build-up | Number of workers paid, number of work hours earned, number of contractors paid | 100% workers received wages in time, contractors paid in time | IRC, PMU | Contract terms |
| Community Engagement and Ownership | <ul style="list-style-type: none"> • Conduct consultations with parents, elders, youth, and community leaders during design and operation • Establish school management committees with community participation • Maintain transparent communication about school activities and changes | <ul style="list-style-type: none"> • Number of consultation meetings held • Participation levels in committees | 100% engagement of local community stakeholders | IRC Environmental and Social Risk Team | 600 |
| Disruption to Local Activities | <ul style="list-style-type: none"> • Avoid construction/ rehabilitation during peak community activities or farming periods • Minimize noise and dust impacts on surrounding homes and farms | <ul style="list-style-type: none"> • Complaints log • construction/ rehabilitation schedule adherence | Zero community complaints Minimal disruption to local activities | IRC Environmental and Social Risk Team | 500 |
| Cultural Sensitivity | <ul style="list-style-type: none"> • Ensure school design respects local culture and norms • Conduct awareness sessions for staff and contractors on cultural practices | <ul style="list-style-type: none"> • Compliance with culturally appropriate design • Number of awareness sessions conducted | 100% culturally sensitive infrastructure | IRC Environmental and Social Risk Team | 400 |
| Labor and Worker Safety | • Train construction/ rehabilitation staff on occupational health and safety (OHS) | <ul style="list-style-type: none"> • Safety inspections • PPE usage logs | 100% OHS compliance No child labor | IRC Environmental | 1,000 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Approx. Cost (USD) |
|---|--|--|--|--|--------------------------------|
| | <ul style="list-style-type: none"> • Provide PPE and enforce safe work practices • Avoid child labor | <ul style="list-style-type: none"> • No child and forced labor incidents | | and Social Risk Team | |
| Conflicts over resource allocation or favouritism | Participatory decision-making, equitable resource distribution, and conflict resolution mechanism | Number of grievances received and resolved, number of meetings held | Zero cases pending, equitable resource distribution | IRC, PMU, Oversight Committees | Part of Stakeholder engagement |
| Insecurity in fragile or conflict-affected areas. Threats may include violence against community and workers | conduct a thorough security risk assessment before mobilization and develop a site-specific Security Management Plan aligned with ESS4 and Good International Industry Practice. Engagement with local authorities and communities is essential to build trust and reduce tensions, while ensuring that security arrangements remain non-intrusive and avoid militarized areas. The project should have workers be trained on security protocols and emergency response procedures, and contingency plans, including evacuation strategies, should be in place. Additionally, a functional grievance mechanism and dialogue platforms should be maintained to address security-related complaints and prevent escalation of conflicts. | Number of incidents reported and corrective actions taken; Number of trainings undertaken; Number of stakeholder engagement meetings conducted; Security risk assessments conducted | Zero injuries to community members or workers; Zero or minimal incidents recorded | PMU, IRC, Contractors and Oversight Committees | |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Approx. Cost (USD) |
|---|---|---|--|--|--|
| | These measures help safeguard personnel, assets, and communities while ensuring continuity and sustainability of project operations | | | | |
| Community dissatisfaction over service quality or perceived inequities | Establish a functional grievance redress mechanism (GRM) with timely resolution and transparent communication. | Number of grievances resolved, | | | |
| Risks of elite capture or corruption | Ensure a transparent beneficiary selection, community oversight, and regular audits. | Monitoring and inspection reports | Zero tolerance on elite capture | PMU, IRC, Contractor, Oversight Committees | Part of E&S monitoring and Inspections |
| Poor labor and working conditions for operation | Enforce labor standards, provision of contracts and benefits, and a worker GRM | Valid employee contracts | 100% employees have contracts | PMU, IRC, Contractors | |
| Exposure of community members to road traffic accidents | Implement road traffic management plan specifically on speed limit, covering of construction materials while on transit to sites | Incident reports, weekly inspection reports, drivers training reports | At least 4 inspections done per site in a month, all drivers trained on health safety and management office vehicles | IRC, Contractors | Part of routine refresher lectures |

Table 8: Occupational Health & Safety (OHS) ESMMP

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Budget (USD) |
|--|---|---------------------------|------------------------------------|--|--------------|
| construction/rehabilitation Site Safety | • Fence off construction/rehabilitation sites and restrict access to unauthorized persons | • Site inspection reports | 100% site secured Zero injuries | IRC Environmental and Social Risk Team | 1,200 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Budget (USD) |
|--|---|---|---|--|--------------|
| | <ul style="list-style-type: none"> • Post warning signs around hazardous areas • Schedule high-risk activities outside school hours | <ul style="list-style-type: none"> • Number of incidents reported | | | |
| Personal Protective Equipment (PPE) | <ul style="list-style-type: none"> • Provide helmets, gloves, safety shoes, and masks for workers • Enforce PPE use at all times | <ul style="list-style-type: none"> • PPE compliance logs • Spot checks on workers | 100% PPE usage | IRC Environmental and Social Risk Team | 800 |
| Machinery and Equipment Safety | <ul style="list-style-type: none"> • Ensure machinery is regularly maintained and operated by trained personnel • Switch off idle equipment and store tools safely | <ul style="list-style-type: none"> • Maintenance logs • Equipment usage records | 100% compliant with safety standards | IRC Environmental and Social Risk Team | 700 |
| Fire and Electrical Safety | <ul style="list-style-type: none"> • Install fire extinguishers and electrical safety devices • Train staff and students on emergency procedures • Regularly inspect wiring and electrical installations | <ul style="list-style-type: none"> • Fire drill records • Inspection reports | 100% compliance with fire and electrical safety regulations | IRC Environmental and Social Risk Team | 900 |
| Slips, Trips, and Falls | <ul style="list-style-type: none"> • Maintain clean and unobstructed pathways • Ensure proper drainage to avoid water accumulation • Install handrails on staircases and ramps | <ul style="list-style-type: none"> • Site inspections • Incident reports | Zero accidents related to slips, trips, and falls | IRC Environmental and Social Risk Team | 600 |
| Health Risks (Dust, Noise, Chemicals) | <ul style="list-style-type: none"> • Dampen dusty surfaces during construction/ rehabilitation • Limit noise to acceptable levels | <ul style="list-style-type: none"> • Noise and dust monitoring logs | Noise <72 dB No harmful exposure incidents | IRC Environmental and Social Risk Team | 700 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Budget (USD) |
|---|--|--|--------------------------------|--|--------------|
| | (<72 dB) • Store hazardous materials safely | • Chemical storage inspections | | | |
| Occupational health risks and ergonomics | • Conduct OHS induction for all workers, teachers, and maintenance staff • Display safety signage in classrooms, laboratories, and construction/ rehabilitation areas | • Training attendance records • Number of signs installed | 100% trained staff and workers | IRC Environmental and Social Risk Team | 500 |
| Emergency Preparedness | • Develop emergency response plans (fire, flood, injury) • Establish first aid stations with trained personnel | • Emergency drills conducted • First aid kit inspections | 100% preparedness | IRC Environmental and Social Risk Team | 600 |

Table 9: ESMMP for Primary School Decommissioning Phase

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Cost (USD) |
|--|--|---|--|--|------------|
| Waste and Hazardous Material Disposal | • Safely remove and dispose of any remaining chemicals, paints, or fuel from school facilities • Segregate recyclable materials from general waste • Follow national guidelines for disposal of hazardous substances | • Inventory of materials removed • Records of safe disposal • No incidents of unsafe handling | 100% hazardous materials safely removed and disposed | IRC Environmental and Social Risk Team | 800 |
| Furniture and Equipment | • Reuse, donate, or recycle usable furniture, teaching materials, and equipment • Properly dismantle and dispose of irreparable items | • Inventory of reused/donated items • Disposal records | ≥80% of reusable items recovered Zero illegal dumping | IRC Environmental and Social Risk Team | 700 |

| Issue | Mitigation Measures | Monitoring Indicators | Target / Standards | Responsibility | Cost (USD) |
|--|--|---|--|--|-------------------|
| Demolition of Structures | <ul style="list-style-type: none"> • Demolish unsafe or temporary structures carefully to avoid injury • Use dust suppression techniques (water sprays) and PPE for workers • Fence off demolition area to prevent access by children | <ul style="list-style-type: none"> • Inspection of demolition site • Compliance with safety measures • No accidents reported | <p>100% safe demolition No injuries</p> | IRC Environmental and Social Risk Team | 1,200 |
| Soil and Ground Impact | <ul style="list-style-type: none"> • Remove debris and level the site • Avoid erosion or contamination of surrounding land • Rehabilitate playgrounds and open spaces | <ul style="list-style-type: none"> • Site inspection reports • Evidence of ground levelling and rehabilitation | <p>Site fully cleared and stabilized No soil contamination</p> | IRC Environmental and Social Risk Team | 900 |
| Community Safety | <ul style="list-style-type: none"> • Notify parents, students, and community members before decommissioning activities • Restrict access to construction/ rehabilitation and demolition zones • Provide clear signage | <ul style="list-style-type: none"> • Community notifications issued • Signage installed • No unauthorized entry | <p>100% community informed and protected</p> | IRC Environmental and Social Risk Team | 500 |
| Water and Sanitation Facilities | <ul style="list-style-type: none"> • Properly decommission temporary latrines or water points • Seal boreholes or wells not in use to prevent contamination • Remove and safely dispose of sludge or waste | <ul style="list-style-type: none"> • Inspection of sealed and decommissioned facilities • Records of waste disposal | <p>100% decommissioned water/sanitation facilities safe</p> | IRC Environmental and Social Risk Team | |

REPORTING ON THE G-ESMP MONITORING ACTIVITIES

8.1 Introduction

Reporting on mitigation measures and their implementation is an integral part of the ESMP for the Aweil East and South primary school subprojects. Monitoring of safeguards will be conducted by contractors and their Environmental & Social Safeguards Officers (ESSO) during drilling and construction/ rehabilitation activities, with oversight from the Project Management Unit (PMU) and support from community-level committees to provide local feedback.

Monitoring reports will be produced monthly and quarterly by contractors and submitted through the ESSO to the PMU. These reports will document the progress and status of mitigation measures, monitoring indicators (e.g., water quality, vegetation disturbance, dust and noise levels, and community safety), relevant photographs, and any remedial actions taken. The PMU will compile and forward these reports to the World Bank as part of the Implementation Status Report (ISR).

8.2 Adaptive Management

Adaptive management is a key component of the G-ESMP, ensuring that mitigation measures remain effective under dynamic environmental and social conditions, including seasonal flooding, vulnerable water resources, and community needs. Continuous monitoring, combined with feedback from communities and project staff, informs timely adjustments to mitigation measures. Corrective actions may include enhanced dust suppression, improved waste management, protection of cultural sites, or modified school construction/ rehabilitation methods. All decisions are documented with assigned responsibilities and timelines. Pre-planned contingency measures, such as temporary water access points or rerouting construction/ rehabilitation during floods, ensure subproject resilience and compliance with environmental and social standards.

8.3 Verification and Oversight

The project team will conduct periodic site visits to verify contractor reports, identify gaps or non-compliance, and provide guidance on remedial actions. Quarterly safeguards monitoring reports will be compiled and submitted to the World Bank as part of the ISR, ensuring that mitigation measures are implemented effectively and adaptively.

Table 10: Template for Environmental and Social Impacts Mitigation Measures Reporting

| S/ N | Monitoring Indicator | Date of monitoring | Name/Site Location | Status of subproject activity | Monitoring Results | Remedial Action Required | Name of Person monitoring | Comments |
|---------|-------------------------|-----------------------|-----------------------|-------------------------------------|-----------------------|--------------------------------|------------------------------|----------|
| | | | | | | | | |
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| | | | | | | | | |
| | | | | | | | | |

Name of
Supervisor:

Signature:

Community:

Date:

Name of Contractor
/Committee

Chairman:

Signature:

Community:

Date:

Institutional Arrangements and Responsibilities

Effectiveness of the G-ESMP will depend on a clear demarcation of roles and a good reporting mechanism. Primary stakeholders such as the PMU, the IRC as the executing agency, the contractors, and other community-level committees will play a distinct role in the management and monitoring of environmental and social safeguards.

Table 11: Institutional Roles and Responsibilities for G-ESMP Implementation

| INSTITUTION/ROLE | KEY RESPONSIBILITIES |
|---|--|
| World Bank | Provides overall oversight and strategic policy guidance; reviews and gives no-objection for all project-level and sub-project G-ESMPs; ensures compliance with the World Bank’s ESF. Responsible for the Supervision and provision of Technical support for the implementation of the G-ESMP. |
| Project Management Unit (PMU) | Provides overall oversight and strategic guidance; reviews and approves all project-level and sub-project G-ESMPs; ensures compliance with the World Bank’s ESF; and conducts high-level monitoring and verification. |
| International Rescue Committee (IRC) | Serves as the implementing agency; ensures contractors comply with all E&S clauses; directly manages the project-level Grievance Redress Mechanism (GRM); leads stakeholder engagement; and is responsible for day-to-day monitoring and reporting. |
| Contractors | Directly responsible for implementing the site-specific mitigation measures outlined in the G-ESMPs; must adhere to the Labor Management Procedures and Code of Conduct; and ensure a safe and healthy working environment for all staff and community members. |
| Community-Level Committees (e.g., BDCs, PDCs) | Acts as a community-level oversight body; serves as the first point of contact for local grievances and issues; assists in monitoring project activities; and facilitates community engagement and information dissemination. |

GRIEVANCE REDRESS MECHANISM (GRM)

9.1 Introduction

For the successful implementation of the Primary School construction and rehabilitation subproject, a robust Grievance Redress Mechanism (GRM) is essential. The GRM will provide stakeholders, particularly community members, women, youth, and vulnerable groups, with a clear, fair, and transparent process for raising concerns, seeking clarification, or resolving disputes related to the construction/ rehabilitation, operation, or maintenance of the school facility. This mechanism ensures that issues such as service accessibility, safety, or environmental impacts are addressed promptly. It aligns with the World Bank's Environmental and Social Standard (ESS10), which emphasizes effective, inclusive, and accessible stakeholder engagement throughout the project cycle.

9.2 Objectives of the GRM

The main objectives of establishing the GRM for this subproject are to:

- Provide accessible and timely avenues for affected people to raise complaints or disputes.
- Ensure grievances are addressed fairly, transparently, and without retaliation.
- Strengthen trust between subproject implementers, contractors, and communities.
- Minimize delays in subproject implementation by resolving issues locally and amicably.
- Support accountability and continuous improvement in subproject delivery.

9.3 Key Stakeholders in the GRM

The GRM will engage a wide range of stakeholders who may be affected by, or have an interest in, the primary school subproject. Key stakeholders include:

- Community Members and Leaders (elders, women's groups, youth representatives, persons with disabilities).
- County and Payam Authorities in Aweil East and South.
- Contractors and Subcontractors responsible for school construction and rehabilitation.
- Environmental and Social Safeguards Officer (ESSO) from IRC.
- Community Liaison Officers (CLOs) appointed by contractors.
- The Operation and Maintenance Committee (O&M) is responsible for the long-term operation of the school facilities.

9.4 GRM Structure and Coordination

The GRM will operate through a three-tier structure to ensure grievances are resolved at the lowest level possible while still allowing escalation when necessary:

- **Community Level** – Community Focal Points (appointed at Boma/Payam level) and Facility Management Committees will be the first point of contact for grievances.
- **subproject Level** – Contractor’s Community Liaison Officer (CLO) and IRC’s Environmental and Social Safeguards Officer (ESSO) will handle unresolved or complex complaints.
- **Grievance Redress Committee (GRC)** – A multi-stakeholder committee, including representatives from the community, local authorities, IRC, and contractors, will review escalated cases and provide binding decisions.

9.5 GRM Guiding Principles

The whole GRM design is centred upon the following non-negotiable fundamental values:

- **Accessibility:** It shall be made available to everyone and to every group at no cost. It shall provide multiple, culturally suitable points of access for non-literate individuals, people with disabilities, and those residing in remote areas. Messages on the GRM shall be communicated locally in local languages via multiple media.
- **Transparency:** The grievance filing and processing procedures will be straightforward, understandable, and made available for public knowledge. The complainant will be regularly updated on the progress of the grievance at each stage of the procedure, without breaching the confidentiality of their identity if so desired.
- **Predictability:** Deadlines for each stage of the grievance process, from acceptance to finality, will be clearly stipulated and made known in the public domain to maintain predictability to all concerned.
- **Fairness and Impartiality:** Grievances will be seriously taken and resolved in an impartial, objective manner. The process will grant the right of a fair hearing to both the complainant and the grievance subject.
- **Safety and Non-Retaliation:** The project will adopt a zero-tolerance policy against intimidation, coercion, or retaliation of any sort against any single person or group of persons for reporting a concern in good faith. This shall be clearly stated in all contract terms with contractors and employment contracts with employees.
- **Continuous Improvement:** The GRM will be an evolving system. Grievance data will be continually monitored to determine trends, systemic problems, and opportunities for enhancing subproject implementation and management best practices.

9.6 Channels of Structure and Access

In order to provide access to everyone, the GRM will be based on a multi-channel access model for filing grievances:

- **Verbal/Oral Grievance:** The complaint may be lodged verbally with a trained and designated *Community Focal Point* (a trusted, impartial community member appointed in each Boma/Payam) or with the *Environmental and Social Safeguards Officer (ESSO)* or the contractor's *Community Liaison Officer (CLO)*. The receiving officer will record it verbatim on to a pre-formatted Grievance Intake Form.

- **In Writing:** Locked drop-boxes (suggestion boxes) and hard copy grievance forms will be provided in accessible, secure locations like contractor site offices, schools, health facilities, and County and Payam offices. Pictorial aids and clear simple language will be utilized in forms.
- **Remotely:**
SS-Feedback@rescue.org
+211 -288 945 74

Referral Pathways for GBV/SEA/SH

Aweil East County

Safety and Security

Special Protection Unit (SPU)



SPU Officer in charge: William Lual
Tell: 0924873350
Address: Malualkon

Wanjok Police
Working hours: 8:00 am-5:00pm
Contact Person: George Kuot Athian
Tel: 0928089476/ 0912844983
Services: Legal Advice, legal counseling and representation
Address: Wanjok Txon

Services provided: Community Based Protection, PSS, PSEA Prevention (Trainings), Incident Tracking, Referral for PSN, Cash Assistance, Case Follow-up, Case Assistance, NFIs provisions.
Contact Person: Kuan Gau
Phone number: 0927776856
Address: Malualkon



Action for Children's Development Foundation

Working hours: 8:00 am to 5:00 PM
Services provided: General Protection, Case Management Awareness & Referral of Clients for Services
Contact Person: Khon Kuol
Phone number: 0927726921
Email: malangpiol@gmail.com
Address: Aweil East



ForAfrica

Working hours: 8:00 am to 5:00 PM
Services provided: Community Based Protection, PSS, PSEA Prevention (Trainings)
Contact Person: James Madol
Phone number: 09222202023
Email: jamesmadol@gmail.com
Address: Aweil East



International Rescue Committee (IRC)

Working hours: 8:00 am to 5:00 PM
Services provided: Awareness Raising, Protection Monitoring, Incident Tracking, Referral for PSN, Cash Assistance.
Contact Person: Angelina Akech
Phone number: 0928618990
Email: Angelina.Akech@rescue.org
Address: Malualkon

Tel: 0928089476/ 0912844983
Services: Legal Advice, legal counseling and representation
Address: Wanjok Twon



ForAfrica

Working hours: 8:00 am to 5:00 PM
Services provided: Community Based Protection, PSS, PSEA Prevention (Trainings)
Contact Person: James Madol
Phone number: 09222202023
Email: jamesmadol@gmail.com
Address: Aweil East



International Rescue Committee (IRC)

Working hours: 8:00 am to 5:00 PM
Services provided: Awareness Raising, Protection Monitoring, Incident Tracking, Referral for PSN, Cash Assistance.
Contact Person: Angelina Akech
Phone number: 0928618990
Email: Angelina.Akech@rescue.org
Address: Maluakon



Legal and Justice

C-Court

Paramount Chief- Aweil East

Working hours: 8:00 am to 5:00 pm

Services Provided: Legal Advice, Legal Counseling, Defence, Representation of a survivor

Contact Person: Peter Makuach Kuol

Phone Number: 0914691813


Address: Maluakon



Special Protection Unit (SPU)

Services Provided: Legal Advice, Legal Counseling and Representation

Aweil South County



Aweil South Medical Services

Panthou PHCC
Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Phone number: 0926668720
Address: Panthou

Wathmuok PHCC
Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
CHW in charge: 0922930460
Nurse in charge: 0922054791

Wun-chum PHCC
Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Phone number: 0923113831
Address: Wun-Muoch

Makuei-Alel PHCC
Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Phone number: 0924618737
Address: Makuei Alel

Tjar-Aliet PHCC
Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Person in Charge: Clinical Officer
Phone number: 0927726846/ 0910549962
Address: Tjar-Aliet PHCC

Nyieth PHCC
Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Person in Charge: Clinical Officer
Phone number: 0916345516/ 0916177273
Address: Nyieth PHCC




Psychosocial Support and Livelihood


Ministry of Gender, Child and Social Welfare


Working hours: 8:00 am to 5:00 PM
Services provided: Case management, Counseling & referral
Contact Person: (Gender Unit), John Garang Anguel
Phone number: 0921259147


International Rescue Committee (IRC)

Working hours: 8:00 am to 5:00 PM
Services provided: Awareness Raising, Protection Monitoring, Incident Tracking, Referral for PSN, Cash Assistance.
Contact Person: Angelina Akech
Phone number: 0928618990
Email: Angelina.Akech@rescue.org
Address: Malualkon



Legal and Justice


C-Court
Paramount Chief- Aweil South
Working hours: 8:00 am to 5:00 pm
Services Provided: Legal Advice, Legal Counseling, Defence, Representation of a survivor
Contact Person: Paramount Chief- Ayom Akol Wek
Phone Number: 0920008789/ 091550041
Address: Panthou

Address: Makuei Alel

Tiar-Aliet PHCC

Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Person in Charge: CLinical Officer
Phone number: 0927726846/ 0910549962
Address: Tiar-Aliet PHCC

Nvieth PHCC

Working hours: 8:00 am to 5:00 PM
Services provided: Health Services
Person in Charge: CLinical Officer
Phone number: 0916345516/ 0916177273
Address: Nvieth PHCC



Safety and Security

Aweil Special Protection Unit (SPU)

Malek Alel

Working hours: 8:00 am to 5:00 PM
Services provided: Legal Advice, Legal Counselling and Representation.
Contact Person: Peter Garang Akhot Wek
Phone number: 0928527456/ 0911406525
Address: Malek Alel

Tiar-Aliet Special Protection Unit (SPU)

Working hours: 8:00 am to 5:00 PM
Services provided: Legal Advice, Legal Counselling and Representation.
Contact Person: Angelo Mou Aru
Phone number: 0915773219/0928520344
Address: Malek Alel



Legal and Justice



C-Court

Paramount Chief- Aweil South
Working hours: 8:00 am to 5:00 pm
Services Provided: Legal Advice, Legal Counseling, Defence, Representation of a survivor
Contact Person: Paramount Chief-Ayom Akol Wek
Phone Number: 0920008789/ 091550041
Address: Panthou

Tiar Aliet Special Protection Unit

Working hours: 8:00 am to 5:00 pm
Services Provided: Legal Advice, Legal Counseling, and Representation.
Contact Person: Angelo Mou Aru
Phone Number: 0915773219 / 0928520344



9.7 GRM Process Flow and Procedures

The complaint process aims to resolve issues effectively at the lowest level, with clear escalation for difficult or pending cases. The step-by-step procedure is indicated below in detail:

Table 12: Grievance Redress Mechanism (GRM) Detailed Process

| Step | PROCESS STAGE | DETAILED DESCRIPTION & PROCEDURE | MAXIMUM TIMELINE | RESPONSIBILITY |
|------|--|--|---|--|
| 1 | Submission and Acknowledgement | A grievance is received through any channel. The receiving officer (CLO, ESSO, Focal Point) completes a Grievance Intake Form , capturing all essential details (complainant details if provided, nature, location, desired resolution). An Acknowledgement Receipt with a unique tracking number is provided to the complainant immediately or within 24 hours. | 1 Day | Community Liaison Officer (CLO) / Environmental & Social Safeguards Officer (ESSO) / Community Focal Point |
| 2 | Assessment, Registration and Categorization | The ESSO assesses the grievance for clarity, urgency, and potential impact. It is logged into the confidential Central Grievance Registry . The grievance is categorized by: <ul style="list-style-type: none"> ○ Type: Labour, Environmental, Land, GBV/SEA, Cultural Heritage, etc. ○ Severity Level: ○ Level 1: Minor, localized, easily resolvable (e.g., temporary noise). ○ Level 2: Significant, repeated, or affecting a group (e.g., non-payment of wages). ○ Level 3: Severe, involving legal breaches, safety hazards, or widespread impacts (e.g., GBV, land encroachment). | 2 Days | Environmental & Social Safeguards Officer (ESSO) |
| 3 | Initial Resolution and Investigation | The grievance is assigned to the relevant party for resolution (e.g., contractor for labour issues, IRC for design issues). The assigned officer conducts a thorough investigation: interviews parties, reviews documents, and conducts site visits. They engage in a dialogue with the complainant to understand their preferred resolution. | Level 1: 7 Days Level 2: 10 Days | Assigned Officer (e.g., Contractor's Rep, IRC Officer) overseen by ESSO |
| 4 | Resolution and Agreement | Based on the findings, a Proposed Resolution is developed and discussed with the complainant. For Level 1 and 2 grievances, this aims for a mutually agreed solution. Upon agreement, a Resolution Agreement Form is signed | Varies by case complexity | Assigned Officer with oversight from ESSO |

| Step | PROCESS STAGE | DETAILED DESCRIPTION & PROCEDURE | MAXIMUM TIMELINE | RESPONSIBILITY |
|------|--|---|----------------------------------|--|
| | | by all parties. The officer oversees the implementation of the agreed actions. | | |
| 5 | Closure and Feedback | Once the assigned officer and the complainant verify that the resolution has been satisfactorily implemented, the grievance is formally closed in the registry. The complainant is asked to provide feedback on the GRM process itself to identify areas for improvement. | 3 Days after verification | Environmental & Social Safeguards Officer (ESSO) |
| 6 | Escalation | If the complainant is unsatisfied with the initial resolution, or if the grievance is initially categorized as Level 3 , it is immediately escalated to the Grievance Redress Committee (GRC) . The GRC convenes, reviews all evidence, and makes a binding decision. | N/A | Grievance Redress Committee (GRC) |
| 7 | GRC Review and Binding Decision | The GRC investigates the escalated grievance. It has the authority to summon any project personnel, review all records, and seek external expert advice. The GRC will issue a Binding Decision with a clear timeline for implementation. | 14 Days from escalation | Grievance Redress Committee (GRC) |
| 8 | Final Appeal | If the complainant remains unsatisfied with the GRC's Binding Decision, they retain the right to appeal to the PMU's/World Bank's Grievance Redress Service (GRS) at any point. | N/A | PMU/World Bank GRS |

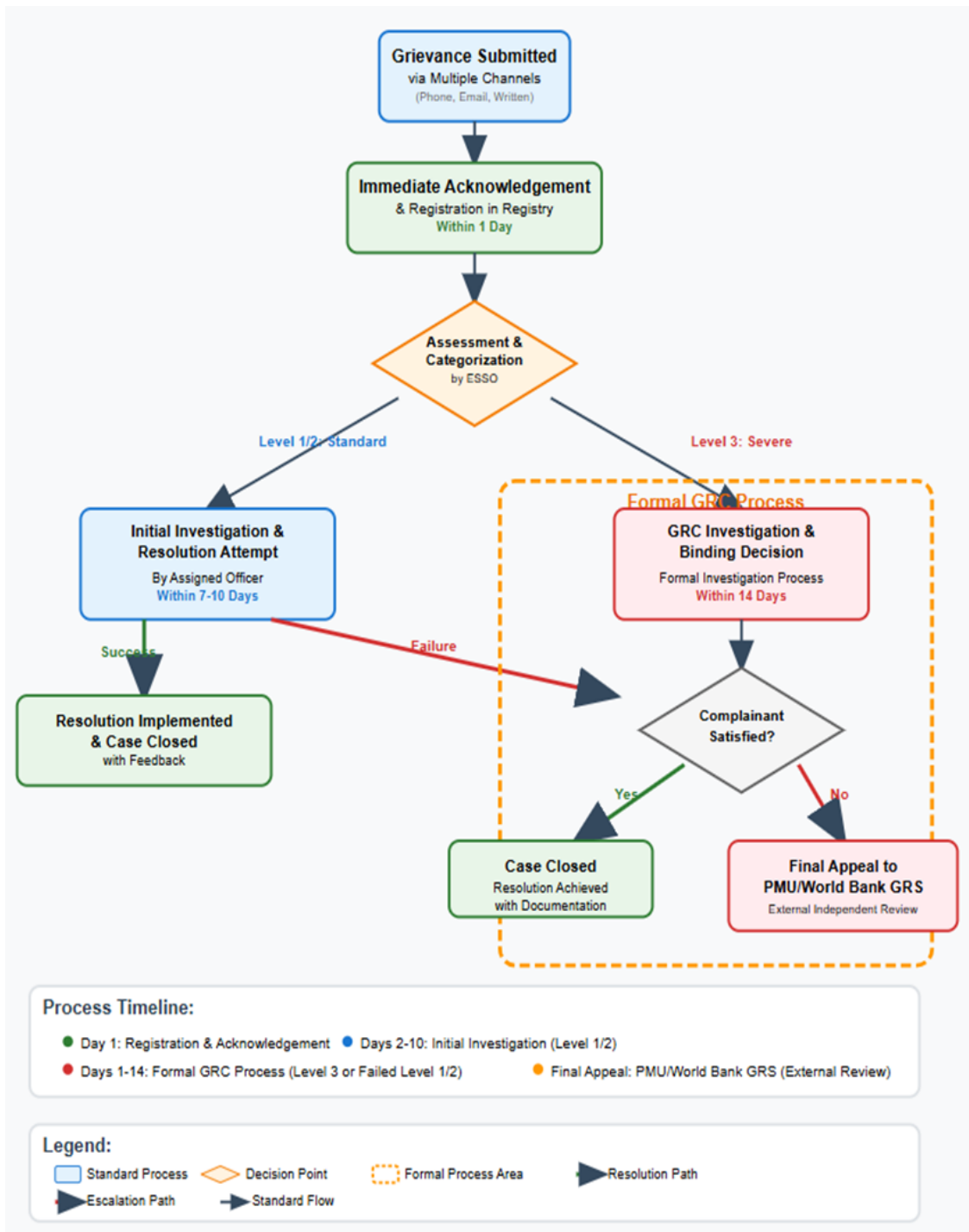


Figure 4: Grievance Redress Mechanism Process Flow

9.8 Institutional Arrangements and Roles

Clear institutional structures support the Grievance Redress Mechanism (GRM) to ensure fairness and accountability. The IRC's Environmental and Social Safeguards Officer (ESSO) oversees the overall GRM process, maintains the grievance registry, monitors timelines, and prepares reports. Contractors are required to appoint trained Community Liaison Officers (CLOs) as the primary point of contact for day-to-day issues, while Community Focal Points, trusted local individuals, support the intake of grievances and the sharing of information. At a higher level, the Grievance Redress Committee (GRC), composed of independent community representatives, county government officials, IRC staff, and respected leaders, serves as the final decision-making body. This layered structure ensures transparency, inclusivity, and impartial resolution of grievances.

9.9 Monitoring, Reporting, and Capacity Building

All grievances are tracked through a Central Grievance Registry to guarantee transparency and prevent loss of cases. The IRC produces quarterly GRM Performance Reports, highlighting trends, resolution rates, and lessons learned, which are shared with the World Bank and affected communities. To strengthen effectiveness, continuous capacity building is carried out for IRC staff, contractors, CLOs, Focal Points, and GRC members, with emphasis on sensitive issues such as Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA).

9.10 Cross-Cutting Management Plans

- **Labor and Working Conditions (ESS2):** The project enforces a Labor Management Procedure (LMP) and Code of Conduct (CoC) for all staff and contractors. These prohibit child/forced labor, ensure timely and fair wages, and provide workers with an accessible grievance mechanism. Contractors must also comply with Occupational Health and Safety (OHS) requirements by supplying personal protective equipment (PPE), ensuring safe work practices, and restricting construction/ rehabilitation to daylight hours (8 am–5 pm) to minimize community disturbance.
- **Stakeholder Engagement and Grievance Redress (ESS10):** Engagement is continuous and inclusive, targeting women, youth, internally displaced persons (IDPs), returnees, and people with disabilities. Tools such as focus groups and community meetings are used to capture priorities and ensure representation in project committees. The GRM reinforces accountability, providing communities with a confidential, transparent, and fear-free platform to raise concerns.
- **Community Health and Safety (ESS4):** The project integrates measures to address risks such as GBV/SEA linked to labor influx, disease transmission, and workplace accidents. A GBV Action Plan, supported by the CoC, establishes behaviour norms, awareness campaigns, and referral pathways for survivors. In the event that SEA occurs at the ECRP II subproject site, sensitive data like name, phone, ID number, etc. will only be accessible by case worker, shared with referral partners if necessary and with informed consent from survivors. These data are sensitive because they directly reveal

the identity of the survivor. Similarly, information on occupation, age, type of GBV, location of incident, individual referrals, ethnicity, religion, etc. should only be accessible by case management team, shared with referral partners if necessary and with informed consent from survivors. Sharing this type of individual information must be tightly limited because, taken together, the data points are potentially revealing of the survivor's identity. This data is sensitive because it is indirectly identifying.

- Construction/ rehabilitation sites are required to be fenced, signposted, and monitored to protect children, livestock, and vulnerable groups from accidents.
- IRC's security measures: IRC implements ECRP II in Aweil East and Aweil South Counties which are believed to be safe for humanitarian operations. However, since general security situation in South Sudan remains unpredictable, the organization has adopted some strategies and strict security measures to ensure safety of its staff and assets:
 - **Acceptance measure:** IRC focuses on gaining the consent, approval, and cooperation of the local population, communities, and authorities. By demonstrating neutrality, impartiality, and independence, IRC workers build trust, which serves as the best guarantee of safety.
 - **Protection measures:** To reduce staff and other project resources vulnerability. IRC has physical fortification of offices and compounds (fences, alarms, safe rooms), while using appropriate communication equipment, and adhering to strict movement limitations and curfews.
 - **Deterrence measures:** IRC has an operation withdrawal plan in event of worsening security situation/ a high-risk area, in some specific contexts, the use of armed guards.

Key Field Security Measures

Effective security risk management relies on several practical measures and procedures:

- **Risk Assessments and Monitoring:** Before deployment and on an ongoing basis, organizations conduct thorough assessments to identify potential threats, map actors, and analyse the local context (political, economic, military).
- **Standard Operating Procedures (SOPs):** Clear and concise procedures are established for key operational areas, including:
 - **Travel and Movement:** Mandatory check-in procedures, avoiding high-risk routes, and using secure transportation.
 - **Communications:** Using secure channels, reliable equipment, and clear reporting protocols for incidents and alerts.
 - **Site Security:** Measures for office and compound security, including access control, lighting, and hibernation (staying in place during a crisis) plans.
 - **Cash Handling:** Specific policies to prevent theft or extortion.

- **Training and Capacity Building:** All staff receive mandatory, context-specific security training to build awareness and ensure compliance with security protocols.
- **Coordination and Information Sharing:** Collaborating with other humanitarian actors, such as through UNDSS-led security forums, helps in sharing information and coordinating responses.
- **Crisis and Contingency Planning:** IRC and each contractor has a security plan in addition to the one provided by the ECRP II project. They are responsible for managing incidents, including emergency medical support and evacuation procedures. While IRC has medical insurance cover for its staff, contractors are encouraged to secure for their employees' medical insurance.

10. CONCLUSION AND STRATEGIC RECOMMENDATIONS

The expansion and rehabilitation of school infrastructure under the ECRP II Project represents a well-coordinated effort to strengthen access to quality, resilient, and inclusive education in flood-prone areas of Aweil East and Aweil South. This technical review of the project's Generic Environmental and Social Management Plan (G-ESMP) and sub-project screening reports confirms compliance with both international and national legal and policy frameworks. The integration of structural improvements with water, sanitation, and health-supporting facilities is a strategic approach to enhance learning outcomes, promote child protection, and strengthen community resilience.

The school sub-projects have been assessed and categorized as **Category B (Moderate Risk)** due to its location within the floodplain agroclimatic zone with annual floods experiences, presence of black cotton soils, communal conflicts, GBV/SEA/SH risks. This classification reflects the effectiveness of the subproject 's planned mitigation measures rather than an underestimation of potential risks. Measures such as Generic Environmental and Social Management Plans (G-ESMPs), labor and occupational health practices, stakeholder consultation, inclusive participation, and grievance redress mechanisms collectively ensure that risks are reduced to acceptable, site-specific, and reversible levels.

To ensure the long-term sustainability and success of the school sub-projects, the following strategic recommendations are made:

1. Stakeholder engagement: A robust stakeholder engagement is required to ensure a buy-in of the local government leadership at the state and county and the community-based oversight committees. This should include disclosure of the relevant project subproject information as the cost, location, management roles during operation and maintenance.
2. Ensure that a reinforced foundation for construction of the education facilities is reflected in the engineering design to improve flood resilience.
3. Establish a functional grievance redress mechanism at the subproject site to receive, and address grievances of workers and community members.



ANNEXES

ANNEX 1: STAKEHOLDER ENGAGEMENT REGISTER

| INTERNATIONAL RESCUE COMMITTEE SOUTH SUDAN PROGRAM - ATTENDANCE FORM | | | | | | |
|--|------------------------------|-----------------------------|-----------------------------|-------------------|--------------------|--------------------|
| ACTIVITY DESCRIPTION: <i>Referral Pathways Validation for Aweil South and A. Ede</i> | | | | | | |
| Date: <i>13/11/2025</i> | | LOCATION: <i>Aweil Town</i> | | | | |
| S/No | NAME | SEX | POSITION | LOCATION | CONTACT | SIGN |
| 1 | <i>Joseph Madut Mon</i> | <i>M</i> | <i>Director Gender</i> | <i>Aweil Town</i> | <i>0924495549</i> | <i>[Signature]</i> |
| 2 | <i>Luka Lual Deng</i> | <i>m</i> | <i>investigator</i> | <i>Aweil Town</i> | <i>0929666360</i> | <i>[Signature]</i> |
| 3 | <i>Peter Garang Akhoy</i> | <i>M</i> | <i>S&H investigator</i> | <i>Aweil Town</i> | <i>0928527456</i> | <i>[Signature]</i> |
| 4 | <i>GEORGE KUOT AILION</i> | <i>M</i> | <i>INVESTIGATOR</i> | <i>Aweil Town</i> | <i>0928089476</i> | <i>[Signature]</i> |
| 5 | <i>Angelo Mon Ali</i> | <i>M</i> | <i>investigator</i> | <i>Aweil Town</i> | <i>0915773219</i> | <i>[Signature]</i> |
| 6 | <i>KUR BOL MAYEN</i> | <i>M</i> | <i>medical doctor</i> | <i>Aweil Town</i> | <i>0923414122</i> | <i>[Signature]</i> |
| 7 | <i>Mart Aloi Kuan</i> | <i>F</i> | <i>Protection officer</i> | <i>Aweil Town</i> | <i>0923457083</i> | <i>[Signature]</i> |
| 8 | <i>Abelkhuu hach Aket an</i> | <i>m</i> | <i>protection officer</i> | <i>Aweil Town</i> | <i>09221873350</i> | <i>[Signature]</i> |
| 9 | <i>Mallawo Binjini</i> | <i>M</i> | <i>SESRC</i> | <i>Aweil Town</i> | <i>0929778844</i> | <i>[Signature]</i> |
| 10 | <i>AKON AKOI BUB</i> | <i>F</i> | <i>Protection Officer</i> | <i>Aweil Town</i> | <i>0922249554</i> | <i>[Signature]</i> |
| 11 | <i>Angelina Akech Wol</i> | <i>F</i> | <i>PA</i> | <i>Aweil Town</i> | <i>0926222970</i> | <i>[Signature]</i> |
| 12 | | | | <i>Aweil Town</i> | | |
| 13 | | | | <i>Aweil Town</i> | | |
| 14 | | | | <i>Aweil Town</i> | | |
| 15 | | | | <i>Aweil Town</i> | | |



ANNEX 2: SAMPLE OF VOLUNTARY LAND DONATION FORM

VOLUNTARY LAND DONATION SCREENING FORM

| QUESTIONS | S/ NO? | YES | |
|--|--------|---|---|
| | | Which group/ individuals? (Male/Female) | Are there good alternatives for these groups to this location in your opinion and if so which ones? |
| Do some people live there? | NO | N/A | N/A |
| Do some people plant there? | NO | N/A | N/A |
| Do some people graze their livestock there (at any time of the year)? | NO | N/A | N/A |
| Do some people use water from there? | NO | N/A | N/A |
| Do some people collect firewood, fruits, medicinal herbs, collect firewood from that area? | NO | N/A | N/A |
| Are there burial or other sites which are considered important to anyone there? | NO | N/A | N/A |
| Are there any other uses or groups who use the land that you can identify? | NO | N/A | N/A |

VOLUNTARY LAND DONATION CONSENT FORM

| | |
|-----------------|-------------------------|
| State | Northern Bahr EL Ghazal |
| County | AWEIL EAST |
| Payam | Mahual bai |
| Boma | Marot Laeh |
| Sub- project ID | mahualbai Borehole |



| | | |
|--|-----------|----------------------------|
| Name of land owner | ID Number | Beneficiary of the project |
| AKO MATA AGUER | | N/Y Yes |
| Sex: male | Age • 75 | Occupation: Chief |
| Address: Land donor of Malualbut Borehole H1109 | | |

By signing or providing thumb-print on this form, the land user or owner agrees to contribute assets to the sub-project. The contribution is voluntary. If the land user or owner does not want to contribute his/her assets to the project, he or she should refuse to sign or provide thumb print, and ask for compensation instead.

Date: 16/10/2025

County representative's signature

Ako Mata
Date:



Witnesses:

1. Duer Duer Dali *[Signature]*
2. John Manghol Yak *[Signature]*

(Signature or thumb-print, name and address)

ANNEX 3: SAMPLE OF CHANCE FINDS PROCEDURE FOR EXCAVATION SITES

This procedure was developed in accordance with the mandate of the Ministry of Youth, Culture and Sports (Directorate of Archives and Antiquities) of protecting and preserving both tangible and intangible cultural heritage records of South Sudan and the requirements of the World Bank's ESS 8 (To protect cultural heritage from the impacts of subproject activities and support its preservation, to address cultural heritage as an integral aspect of sustainable development, to promote meaningful consultation with stakeholders regarding cultural heritage and to promote the equitable sharing of benefits from the cultural heritage).

This procedure is included as a standard provision in the implementation of ECRP II Public Works contracts to ensure the protection of cultural heritage (Archaeological and Historical Sites). All Implementing Partners as well as sub-contractors and implementers will be required to observe this procedure as documented hereafter.

Excavation in sites of known archaeological interest will be avoided, including sites where ESS 8 would require FPIC due to impacts on cultural heritage. Where this is unavoidable, prior discussions must be held with the concerned officers from the Ministry of Youth, Culture & Sports in order to undertake construction/ rehabilitation excavation works or assign an archaeologist to log discoveries as construction proceeds. Where historical remains, antiquity or any other object of cultural or archaeological importance are unexpectedly discovered during construction in an area not previously known for its archaeological interest, the following procedures should be applied:

Stop activities.

- Delineate the discovered site area;
- Secure the site to prevent any damage or loss of removable objects. In case of removable antiquities or sensitive remains, a full-time guard should be present until the responsible authority takes over;
- Notify the responsible foreman/archaeologist, who in turn should notify the responsible authorities, the concerned officers from the Directorate of Archives and Antiquities and local authorities (within less than 24 hours);
- Responsible authorities are in charge of protecting and preserving the site before deciding on the proper procedures to be carried out;
- An evaluation of the finding will be performed by the concerned officers from the Ministry of Youth, Culture & Sports in the Directorate of Archives and Antiquities. The significance and importance of the findings will be assessed according to various criteria relevant to cultural heritage including aesthetic, historic, scientific or research, social and economic values;
- Decision on how to handle the finding will be reached based on the above assessment and could include changes in the subproject layout (in case of finding an irrevocable remain of cultural or archaeological importance), conservation, preservation, restoration or salvage;
- Implementation of the authority decision concerning the management of the finding;
- Classroom work can resume only when permission is given from the concerned officers from the Ministry of Youth, Culture and Sports after the decision concerning the safeguard of the heritage is fully executed;



- In case of delay incurred in direct relation to archaeological findings not stipulated in the contract (and affecting the overall schedule of works), the contractor may apply for an extension of time. However, the contractor will not be entitled for any kind of compensation or claim other than what is directly related to the execution of the archaeological findings works and protections.

ANNEX 4: SAMPLE OF PHOTOS OF CLASSROOM AND VIP LATRINES





ANNEX 5: GRM UPTAKE FORM/ REGISTER

GRIEVANCE REPORT FORM
Reference No: 00001

Details of Complainant:
Full name: Grang Rual Deng

I wish to raise my grievance anonymously

I request not to disclose my identity without my consent Contact
My identity can be disclosed in this matter

By Mail: Please provide mailing address:
0923591121

Gender of Complainant: M
Age of Complainant: 68

By Telephone: 0923591121

By Email _____

Preferred Communication: , , English

One time incident/grievance Date 17/10/2025

Happened more than once (how many times) 1

On-going (currently experiencing problem) The community of Aluem complained that their first priority has been construction of Richard Rual / Aluem primary school but not borehole as
Description of Incident or Grievance: list by IRL for assistance.

Location of grievance: Aluem Kon

What happened? Where did it happen? Who did it happen to? What is the result of the problem?
community rejected signing voluntary land donation for rehabilitation of borehole as their land is for school.

What would you like to see happen to resolve the problem?
Community needs a school not borehole.



ANNEX 6: TECHNICAL DESCRIPTION OF THE REHABILITATION FOR CLASSROOMS

7.1. Site Clearance

The Contractor shall clear the site and debris for an area as specified in the BoQ and as guided by the Site Engineer.

7.1. Preparation works.

The contractor shall carefully remove roof cover/iron sheet from the roof, including fascia boards. Check and remove any damaged roof structure (purlins, rafters) and dispose of the debris as directed by IRC site Engineer/Facility administrator.

7.2. Wall and Apron Repair

Repair external and internal wall surfaces by chiselling to remove loose mortar around the cracks (hair like) at least 150mm wide, fix chicken mesh and apply cement sand mortar plaster (1:3) finished smoothly to the same level of the existing plaster with wooden float.

Chisel to expose major cracks and reinforce with Y10 and plaster with 1:2 cement sand mortar internally and externally.

Apron floor repair, chisel to remove loose mortar around cracks (hair-like) and apply cement sand mortar screed (1:3) finished smoothly to the same level of the existing screed in wooden float.

7.3. Substructure repair

The contractor shall excavate *a 300mm wide by 300mm deep* trench around the classroom block to expose the apron plinth wall.

To the sides of the plinth wall, the contractor shall apply 25 mm thick rendering to sides at the veranda and around the apron. The rendering mortar ratio should be 1:3 (cement: sand). All rendering shall be smoothly finished in wooden floats.

7.4. Access Ramp and Stairs

The contractor shall excavate the depth of 400-500mm x 300mm wide foundation trench for the splash apron as directed by the Site Engineer. A plinth wall shall be constructed to a height of 200 mm above ground level.

The Contractor shall construct ramps for ease of accessibility with 5% slope or ratio of 1:12. The ramp shall be constructed with concrete class C-20 concrete (ratio 1:2:4) with reinforced BRC wire mesh A142 with a minimum thickness of 100 mm at all points.

Install two lines of grip friendly handrails using CHS 40 diameter and 2mm thickness on both sides of the ramp. The height of the rails shall be 30, 60 and 90 cm from the ramp level with vertical support @ 100cm C/C. Horizontal rails shall be parallel to the slope. The edges of the handrails shall have a smooth finish. All iron parts must be painted with two coats of antirust paint and one coat of enamel paint.



Construct (03) stairs of 2 rise (maxi 165mm) and 2 tread (Mini 270mm) as shall be directed by the IRC Engineer.

Min 1.2m wide stair, C-10 and C-20 plain concrete for blinding and capping of 50mm and 100mm thickness respectively, 200mm thick brick plinth wall min 300mm deep from Natural Ground level. Concrete C-20 (1:2:4) slab reinforced with A142 and vibrated including bending, tying wire, and spacing blocks. Apply 30mm floor screed and 25mm rendering to sides finished in wooden float.

7.5. Roof Repair

The Contractor shall remove the existing roof covering and check and remove damaged frames.

The damaged timber roof structure member shall be constructed using all new materials and the rates are inclusive of nails, hoop iron at joints, cutting and application of creosote or other approved wood preservative on the timber surfaces in two coats. The Contractor shall supply & fix gauge 28 pre-painted profiled roofing sheets (0.32mm) of approved color for block and Veranda attached to wooden purlins and rubber capping to tops of nails.

A wooden fascia board, 25mm x 225mm, shall be fixed to the rafters and purlins. A gutter shall be installed on both sides of the roof and to be connected to downpipes as per the BoQ.

The contractor shall supply & install an approved heat insulation layer fixed to purlins according to manufacturer's specifications.

4.6. Rainwater goods

The contractor shall ensure that the storm water is directed away from the building to an appropriate discharge site. This shall be determined by the Site Engineer based on the site layout.

The contractor shall supply and install a 6" (150mm) dia. and 3mm thick PVC gutter including all the fittings, screwed/nailed to 25 x 225mm wooden fascia board with support bracket placed at 800mm connected to 75mm x 3mm thick downpipes.

4.6.1. Doors, Windows

The contractor should provide all the ironmongery work of good quality, two coats of smoke grey primer shall be applied at the point of fabrication before delivery of steel doors and steel windows shutters to fit the structural opening as specified in the BoQ. Two (02) coats of enamel paint to be applied on site. The finish shall be clean and uniform in color with no blemishes. All surfaces shall be covered uniformly. Adjacent surfaces that have not been painted shall be protected from splashing. Any paint splashes shall be cleaned off at the contractor's expense.

Two (02) single leaf shutter steel doors (810mm x 2100mm) to fit opening size of height. RHS steel shutter frame 40mm x 40mm x 2mm, attached to existing door frames with socket hinges 03 in number per shutter, painted with 2 coats of antirust paint & one coat of blue enamel paint.



Eight (08) steel windows shutters (480mmx1200mm) to fit the opening as checked on site all windows shutters' panels to be cased with MS plate 2mm thick. RHS steel shutter frame to 30mmx25mm 2mm attached to existing window frames with socket hinges 02 in number per shutter, painted with 2 coats of antirust paint & one coat of blue enamel paint.

7.7. Furniture

The Contractor shall fabricate and Supply 2 seaters wooden students' desks with bench attached and wooden teachers table (1.2x0.6m) each with a wooden office chair all to be smoothly finished in at least two coats of wood vanish.

7.8. Finishes Work

All the walls to be painted shall be clean and dry. Any dirt shall be removed through scrubbing. Specified color coats on the BoQ shall be applied to the satisfaction of the IRC Site Engineer. Spills on the floors, walls and roof should be avoided and any accidental spillage should be thoroughly cleaned to a state that cannot be seen. The walls shall be painted in accordance with the BoQ specifications. The wooden fascia board shall be painted with 01 coat of emulsion under coat and finished with 03 coats of an oil-based gloss paint in white. Paint color and where to apply to be coordinated with the IRC Site Engineer.

Paint (11) veranda posts 2.96 meters height, 75mm CHS veranda post and apply 2 coats of enamel paint smoke grey color.

SPECIFICATIONS FOR REHABILITATION OF 02 BLOCK OF 04 CLASSROOMS + OFFICES AND LIBRARY ATTACHED

Preparation works.

The contractor shall carefully remove roof cover/iron sheet from the roof, including fascia boards. Check and remove any damaged roof structure members (purlins, rafters) and dispose of the debris as directed by IRC site Engineer/Facility administrator.

Wall and Apron Repair

Repair external and internal wall surfaces by chiselling to remove loose mortar around the cracks (hair like) at least 150mm wide, fix chicken mesh and apply cement sand mortar plaster (1:3) finished smoothly to the same level of the existing plaster with wooden float.

Chisel to expose major cracks and reinforce with Y10 and plaster with 1:2 cement sand mortar internally and externally.

Apron floor repair, chisel to remove loose mortar around cracks (hair-like) and apply cement sand mortar screed (1:3) finished smoothly to the same level of the existing screed in wooden float.

Substructure repair

The contractor shall excavate *300mm wide by 300mm deep* trench around the block to expose the apron plinth wall.

To the sides of the plinth wall, the contractor shall apply 25 mm thick rendering to sides of the apron. The rendering mortar ratio should be 1:3 (cement: sand). All rendering shall be smoothly finished in wooden floats.

Access Ramp and Stairs

The contractor shall excavate the depth of 400-500mm x 300mm wide foundation trench for the splash apron as directed by the Site Engineer. A plinth wall shall be constructed to a height of 200 mm above ground level.

The Contractor shall construct ramps for ease of accessibility with 5% slope or ratio of 1:12. The ramp shall be constructed with concrete class C-20 concrete (ratio 1:2:4) with reinforced BRC wire mesh A142 with a minimum thickness of 100 mm at all points.

Install two lines of grip friendly handrails using CHS 40 diameter and 2mm thickness on both sides of the ramp. The height of the rails shall be 30, 60 and 90 cm from the ramp level with vertical support @ 100cm c/c. Horizontal rails shall be parallel to the slope. The edges of the handrails shall have a smooth finish. All iron parts must be painted with two coats of antirust paint and one coat of enamel paint.

Construct (04) stairs of 2 rise (maxi 165mm) and 2 tread (Mini 270mm) as shall be directed by the IRC Engineer. Min 1.2m wide stair, C-10, and C-20 plain concrete for blinding and capping of 50mm and 100mm thickness respectively, 200mm thick brick plinth wall min 300mm deep from Natural Ground level. Concrete C-20 (1:2:4) slab reinforced with A142 and vibrated including bending, tying wire, and spacing blocks. Apply 30mm floor screed and 25mm rendering to sides finished in wooden float.

Roof Repair

The Contractor shall remove the existing roof covering and check and remove damaged frames.

The damaged timber roof structure member shall be constructed using all new materials and the rates are inclusive of nails, hoop iron at joints, cutting and application of creosote or other approved wood preservative on the timber surfaces in two coats. The Contractor shall supply & fix gauge 28 pre-painted profiled roofing sheets (0.32mm) of approved color for block and Veranda attached to wooden purlins and rubber capping to tops of nails.

A wooden fascia board, 25mm x 225mm, shall be fixed to the rafters and purlins. A gutter shall be installed on both sides of the roof and to be connected to downpipes as per the BoQ.

The contractor shall supply & install an approved heat insulation layer fixed to purlins according to manufacturer's specifications.

Rainwater goods

The contractor shall ensure that the storm water is directed away from the building to an appropriate discharge site. This shall be determined by the Site Engineer based on the site layout.



The contractor shall supply and install a 6" (150mm) dia. and 3mm thick PVC gutter including all the fittings, screwed/nailed to 25 x 225mm wooden fascia board with support bracket placed at 800mm connected to 75mm x 3mm thick downpipes.

Doors, Windows

The contractor should provide all the ironmongery work of good quality, two coats of smoke grey primer shall be applied at the point of fabrication before delivery of steel doors and steel windows shutters to fit the structural opening as specified in the BoQ. Two (02) coats of enamel paint to be applied on site. The finish shall be clean and uniform in color with no blemishes. All surfaces shall be covered uniformly. Adjacent surfaces that have not been painted shall be protected from splashing. Any paint splashes shall be cleaned off at the contractor's expense.

Five (05) single leaf shutter steel doors (820mm x 2100mm) to fit opening size of high. RHS steel shutter frame 40mm x 40mm x 2mm, attached to existing door frames with socket hinges 03 in number per shutter, painted with 2 coats of antirust paint & one coat of blue enamel paint. Supply, fabricate and fix single wooden door shutter to fit opening size 830mm x 2070mm high, including all necessary accessories (internal and external locking mechanism) painted in two (2) coats of wood vanish.

Fourteen (14) steel windows shutters (480mm x 1190mm) to fit the opening as checked on site all windows shutters' panels to be cased with MS plate 2mm thick. RHS steel shutter frame to 30mm x 25mm 2mm attached to existing window frames with socket hinges 02 in number per shutter, painted with 2 coats of antirust paint & one coat of blue enamel paint.

Furniture

The Contractor shall fabricate and Supply 2 seater wooden students' desks with bench attached and wooden teachers table (1.2x0.6m) each with a wooden office chair all to be smoothly finished in at least two coats of wood vanish.

Finishes Work

All the walls to be painted shall be clean and dry. Any dirt shall be removed through scrubbing. Specified color coats on the BoQ shall be applied to the satisfaction of the IRC Site Engineer. Spills on the floors, walls and roof should be avoided and any accidental spillage should be thoroughly cleaned to a state that cannot be seen. The walls shall be painted in accordance with the BoQ specifications. The wooden fascia board shall be painted with 01 coat of emulsion under coat and finished with 03 coats of an oil-based gloss paint in white. Paint color and where to apply to be coordinated with the IRC Site Engineer.

Paint (12) veranda posts 2.96 meters height, 75mm CHS veranda post and apply 2 coats of enamel paint smoke grey color.

Ceiling

The contractor shall clean the existing ceiling frames and joists by removing the traces of boards and nails and apply approved wood preservative. Supply and install 6mm thick plywood boards complete with cover strips at the joints and all around the corners all fixed

with screw nails. The contractor must invite an IRC Engineer to inspect and verify the quality of the materials before installation.

Specifications-Two 4-stance Latrine Construction at Rumwel Primary School.

Site Layout

Orientation of latrine block: The orientation of the latrine block shall be as per the site assigned by the facility administration. Confirmation of the orientation shall be part of the initial site inspection.

Measurements: During the setting out, the Contractor shall obtain the correct measurements from the drawings and cross check the diagonals to see if they are equal.

Site Clearance

The Contractor shall clear the site and debris for an area 138.75 m² as specified in the BoQ and as guided by the Site Engineer.

Pit Excavation and Lining

The contractor shall excavate the pit for the block of latrine as per the dimension in the drawing and BoQ. The contractor must ensure that proper shoring of the excavation walls is installed.

After the excavation is completed, place a 50mm plain concrete blinding with C-10 concrete (Ratio 1:3:6). The pit wall foundation beams should be formed according to the beam details, *200 mm thick C-25 concrete (ratio 1:1:2) with reinforcement bars* as per the beam schedule. *A 100mm thick concrete (C-20 Ratio 1:1.5:3) with BRC mesh* shall be laid as the bottom pit slab.

The 400mm pit walls, to be formed with concrete blocks, are filled with $\phi 10 @ 100$ mm steel mesh and cement mortar (ratio 1:3). The contractor shall plaster the lined pit internally to a thickness not exceeding 15mm with mortar ratio of 1:3. At the top of the wall, a RC ground beam with a dimension of 200 mm X 300 mm (breadth and height) should be monolithically casted with the suspended slab using C-25 concrete (ratio of 1:1:2). The concrete cover shall be 25 mm for beams and 20 mm for floor slabs. Refer to the bar bending schedule for details of reinforcement.

Excavation for foundation work

Excavate as per the cross sections specified on the design drawing, *a rectangular C-shaped foundation strip on Axis B & C between 1 & 2 and on Axis 1&2 between B&C*. The Site Engineer reserves the right to increase the foundation size subject to the exposed soil conditions based on the following guidance:

The Contractor shall excavate for Normal soil (hard and gravel soil) to a depth of 600 - 1000mm and width of 600mm as per the footing and plinth wall layout.

In case of sandy soil and water prone areas, the depth should be 1000 – 1500 mm with a width of 600 mm.



Concrete foundation work

The Contractor should provide a weak concrete blinding (1:3:6) of 50 mm thickness after proper compaction of the soil. Concrete for the foundation shall be C-20 (Ratio of 1:1.5:3) (Cement: Sand: Aggregate). The ratio must be measured properly with a gauge box of 300 mm by 300 mm by 400 mm. After the casting of the foundation the foundation has been cured for 5 days prior to plinth wall construction.

Provide column bases as per the layout drawings: The column footing shall have 3-Y12 bars, L=600mm with 50 mm cover in both directions. Stirrup R8 shall be used spaced at 175mm c/c with an overlap of 50mm and 4-Y12 for all columns. Refer to C-1 to C-3 for more details on the reinforcement.

Plinth Wall and Ground Beam

A plinth wall should be constructed to a height of 150 mm above the ground level with 200 mm solid concrete blocks to receive the 200mm x 300mm ground beam. Mortar mix should be 1:3 (Cement: Sand) with wall thickness of 200 mm for the plinth wall. For the ground beam, C-25 structural concrete shall be used (1:1:2 Cement: Sand: Aggregate). For reinforcement details refer to the bar bending schedule for beams on different axes with their respective cross sections. All beams with stirrup R8 and for beams on *Axes 1, 2, A', B and C using Y-12* while the beam on *Axis A using Y-16*.

Back Filling the Soil

After completing the foundation work, the back-void spaces must be filled out with selected soil material. The selected material should be put in layers of up to 200 mm with each layer properly compacted. Minimum 500mm thick compacted selected fill to grade is required.

Hardcore Placing

The contractor shall place a 200 mm thick crushed stone/hardcore and compact the layer properly. The void shall be filled with marram, smaller aggregates, or broken bricks. Place a layer of 50 mm weak concrete blinding (ratio 1:3:6) to receive the damp proof membrane layer.

Concrete Slab

A reinforced concrete slab over the latrine pit (Y-10 mm @ 100 mm c/c both directions) must be casted according to the drawing with a thickness of 150 mm and concrete grade of C-25 (ratio of 1:1:2).

The floor slab of the lobby will be resting on top of the hardcore stones, with a weak concrete blinding and damp-proof membrane (i.e., plastic sheeting). It shall be casted monolithically with the ground beam over the excavated pit. The floor slab for the lobby is reinforced with wire mesh; BS 4483 A98 weighing 1.54 kgs per square meter, resting on spacers at least 50mm high.

The slab over the latrine pit should have openings for 2 squat holes (see drawing detail), 1 manhole of a size 600 mm x 600 mm and one ventilation pipe (PVC 4" diameter).



Walling

The contractor should construct the walls to a thickness of 150 mm by using good quality burnt clay bricks or concrete blocks, whichever is available, for all internal and external walls. A damp-proof course must be laid on the floor slab prior to laying mortar for the walls. The length and height of the wall must be constructed according to the drawings. The mortar ratio should be 1:3 (Cement: Sand).

Ring Beams

The contractor shall form the ring beams in situ with soffits fitted to the door and window openings. The ring beams are 150 mm x 300 mm C-25 concrete (ratio 1:1:2), reinforced with R8 stirrups spaced at 200mm c/c and 4-12Y bars, see reinforcement schedule for details.

Roofing Work, Metallic Elements

The contractor shall put complete roofing structure by using Timber roof structure. The contractor may submit a proposal for using a Metallic frame structure on Form QM06 - Approval for work/materials (AFW/M). The price contains construction of bonding elements for roof timber supporting structure according to the rules of craft using hoop iron, nails/roofing nails, and all according to the design. For details and dimensions of the timber structure elements, refer to the Roof, Beam and Truss Layout and Truss R-1 Detail in the drawings.

The lean-to roof shall be at 6-degree slope in accordance with the drawings. The contractor should put pre-coated corrugated galvanized iron sheet (28G) as per the specification mentioned in BoQ. The CGI sheet should be joined with the purlin with appropriate roofing nails and other necessary accessories. A wooden fascia board, 25mm x 225mm, shall be fixed to the rafters and purlins. A gutter shall be installed on the lower side of the roof and connected to the hand washing tank.

All timber parts of the roof construction shall be protected with 2 coating against termite attack using wood preservative.

Doors and Louvers

The contractor should provide all the ironmongery work of good quality, two coats of red oxide primer shall be applied at point of fabrication before delivery.

Steel doors and windows to fit structural opening as per the doors and window schedule. One coat of enamel paint to be applied on site. The finish shall be clean and uniform in color with no blemishes. All surfaces shall be covered uniformly. Adjacent surfaces that have not been painted shall be protected from splashing. Any paint splashes shall be cleaned off at the contractor's expense.

Ramps

The Contractor shall construct ramps for ease of accessibility with 5% slope or ratio of 1:20 for the pedestrian access. The ramps should be equipped with handrails on either side of the ramp as per the drawings and specifications. The ramp shall be constructed with C-20 concrete (ration 1:1.5:3) with BRC mesh A98 with a minimum thickness of 100 mm at all points.



Install two lines of grip friendly handrails using CHS 40 diameter and 2 mm thickness on both sides of the ramp. The height of the rails shall be at 70 and 90 cm from the ramp level with vertical support @ 100cm C/C. Horizontal rails shall be parallel to the slope. The edges of the handrails shall have a smooth finish. All iron parts to be painted with two coats of antirust paint and one coat of enamel paint.

Finishing work

For the floor finishing, a 50 mm floor screed should be applied on top of the slab. The ratio of cement to sharp sand should be 1:3.

The contractor shall provide 15 mm thick plastering and rendering on internal and external sides of the walls. The plastering and rendering mortar ratio should be 1:3 (cement: plaster sand).

All the walls to be painted shall be clean and dry. Any dirt shall be removed through scrubbing. Specified color coats on the BoQ shall be applied to the satisfaction of the IRC Site Engineer. Spills on the floors, walls and roof shall be avoided and any accidental spillage should be thoroughly cleaned to a state that can't be seen. The walls shall be painted with 1 coat of emulsion under coat and finished with 3 coats of matte vinyl paint in soft white for internal walls and emulsion weather guard paint in smoked grey for external walls. The wooden fascia board shall be painted with 1 coat of emulsion under coat and finished with 3 coats of an oil-based gloss paint in white. Paint color and where to apply to be coordinated with the IRC Site Engineer.

Drainage and Plumbing works

The contractor should cast a latrine seat that is 400mm high from the floor as per the PSN seat detail. The top and sides of the seat should be finished with tiles. Furthermore, the contractor shall install footrests reinforced with wire mesh for the two standard stances as per the drawing detail.

The contractor shall construct a perimeter drain around the building to collect and convey storm water to an appropriate discharge site. This shall be determined by the Site Engineer based on the site layout.

The contractor will also put in place one hand washing station as per the hand wash tank stand details in the drawing including the foundation, plinth wall, concrete slab, brick wall, compacted marram, top slab and 500L water tank with all fittings.

A 75mm diameter PVC pipe shall be connected from the hand wash station to the soak away pit. In locations where the soil conditions do not allow for effective infiltration, the grey water shall be directed to an appropriate discharge site located away from the facility.

A vent pipe should be installed with a vent cap and fly screen. The height of the vent opening shall be at least 30 cm above the roof height.

Role of the Contractor

The Contractor will have to provide for the construction and completion in every detail of the work described in the contract documents. All labor, materials, tools, equipment,

transportation, supplies required to complete the work in accordance with the specifications and terms of the contract should be well furnished. The Contractor cannot deviate from the construction designs or specifications without seeking permission and approval from IRC.

IRC reserves the right to reject any materials, equipment, or resources and to delete or reduce any work item, whether in whole or in part and update Annexes, as necessary and a reduced contract price shall be agreed.

If the Contractor is not able to finish the construction works or must abandon the works due to loss of tools, accidents or any unforeseeable circumstances, the Contractor should remove all unused materials from the site. IRC will pay only for the work done as per rates in the filled Bill of Quantities in the contract document.

The ECRP IRC Project Health and Safety Management Plan (HSMP) outlines the Contractor's roles and responsibilities in the management of activities to prevent dangerous acts that could lead to injuries, illnesses or serious incidents in the workplace and damage or loss of assets.

The ECRP Quality Management Plan (QMP) outlines the Contractor's roles and responsibilities for meeting the quality standards expected of this program and the process and procedure for verifying each step.

To complete the task timely and efficiently the Contractor should:

1. Deploy qualified and well experienced managers, site engineers and workers to complete the required tasks.
2. Prepare and submit staff deployment plan/organogram for the subproject implementation assigning the specific persons in charge of communication and coordination with the project supervisor.
3. Prepare and submit Work Plans, Emergency Preparedness and Response Plan, Waste Management Plan, Labour Management Plan and Environmental and Social Management Plan as per the HSMP
4. Preparation of "Resource Plan" (materials, machine/tools, manpower) in accordance with the submitted Work Plans.
5. Develop Risk Assessments using Form HS05 as per the HSMP
6. Based on the approved work plan, the Contractor shall execute multiple work activities simultaneously to save time.
7. The Contractor shall allow unlimited access to construction sites for the ECRP staff as required.
8. Follow Guideline GHS12 – Site Establishment in the HSMP,
 - A. The Contractor should arrange temporary office/accommodation at each site with necessary facilities for the staff and workers (water, toilets, first aid kits etc.)
 - B. The Contractor is responsible for maintaining pollution/contamination-free surrounding environment.
 - C. The contractor should display both work plan and resource plan at each site.
 - D. The debris from any demolition activity and garbage at the construction sites should be removed by the Contractor and disposed of in a safe area away from the site.
9. As per the Quality Management Plan (QMP),



- A. Ensure that materials are properly packed and covered during transportation to ensure that the materials are not damaged.
- B. Ensure that all materials, in particular cement, timber, paints etc. are properly stored on sites to prevent any deterioration of strength by water, moisture, or heat.
- C. All structural works such as foundation works, erection of columns, beams, support structures etc. shall be executed in the presence of IRC personnel.

Health, Safety and Environment

The Contractor is required to comply with the *ECRP IRC Project Health and Safety Management Plan (HSMP)* and the Generic *Environmental and Social Management Plan (GESMP)*. The following information is provided to guide the Contractor in the key aspects of HSMP only.

The main health and safety legislation and other relevant compliance requirements in South Sudan are described in the *South Sudan Legal Register* (Form HSE03).

Risk assessments for hazard identification and activities are required for safety-critical activities prior to each stage of work commencing. These shall be documented using Form HS05. All IRC personnel have the authority to stop any activity that has the potential to cause injury or damage to property until such times as the works are managed in a safe manner.

The Contractor's team leader shall take all reasonable precautions to prevent any death or injury to persons during said undertaken activities. These precautions shall include but not be limited to ensuring the crew wears the protective equipment such as safety helmets, hard-toed boots (safety boots) or gumboots, heavy-duty gloves and ensuring that all tools and equipment are in a safe condition and ensuring that their employees adopt safe working methods as instructed by IRC. No military-looking clothing will be accepted at any time. *Health, Safety, Social and Environmental inspection Site Reports* shall be carried out weekly on Form HSE05.

The Contractor's team leader has the obligation and responsibility to safeguard the safety and security of its personnel, the construction crew's equipment and other property, and personnel's personal effects and other property. The Contractor's team leader shall develop an *Emergency Preparedness and Response Plan* in consultation with IRC, including detailed procedures to cover evacuation, personnel, equipment, unlawful interference, and prevention of sabotage.

The Contractor is required to hire skilled and unskilled Labour from the local subproject area to execute the contract. The Contractor shall submit their *Labour Management Plan* in accordance with the guidelines in Annex F on the ECRP *Labour Management Procedures*. Justification must be submitted to IRC for approval before the Contractor can recruit non-local skilled Labour.

All selected staff to work as part of the construction crew are to abide by the Code of Conduct in the Construction Contract on the prohibition and prevention of sexual exploitation and abuse (SEA). The crew shall undertake a *PSEA (Prevention of Exploitation and Abuse), 1-day training* with IRC prior to conducting any work.

The Contractor is to ensure that all materials, solid or liquid, are stored in a manner so as not to damage or contaminate any surface by spillage. Further guidance is provided in *Guidelines*

on *Environmental Management*: GEM02 Waste Management & Hazardous Substances, GEM03 Protection of Water, GEM05 Borrow Pit Management, and GEM06 Preservation of Historical, Archaeological and Cultural Remains.

Quality Management

The ECRP *Quality Management Plan (QMP)* outlines the Contractor's roles and responsibilities for meeting the quality standards expected of this program and the process and procedure for verifying each step. The following information is provided to guide the Contractor in the key aspects of the QMP only. More detailed guidance on quality of workmanship is provided in Annex B.

Section 5 of the QMP provides the framework for project staff responsibilities during Construction. From IRC, each site will be assigned a Site Engineer and Community Site Supervisor who are supervised by a Project Engineer whose main task is to monitor and report on the performance of works being implemented. The Lead Engineer is responsible for the overall contract management.

The QA process, in brief, starts with approval from the Lead Engineer for a construction activity to proceed (Form QM06). Once approval is obtained, the work can proceed. During the work phase and upon completion, the Contractor must allow testing of materials, inspection of construction activity and survey compliance checks to be performed. For *material testing*, relevant forms include QM07A

Request for Inspection and Testing Results, QM07B Inspection of Materials on Site, and QM09 Inspection and testing plan. For inspection, the Contractor is responsible for submitting *QM10 Daily Logbook*, and *QM11 Weekly/Monthly Progress Report and Summary*.

Any materials or works that do not conform to the technical specifications, design drawings or BoQ shall be rejected with a *Non-Conformance Report (NCR)*. The Contractor will then be responsible for dismantling and removal of the rejected materials from the sites immediately. Rectification and reconstruction of works shall be carried out at the cost of the Contractor prior to continuing with the next phase of work. Refusal of this instruction will lead to immediate termination of the contract.

ANNEX 7: VOLUNTARY LAND DONATION FRAMEWORK (VLDF)

1. Purpose, scope and application of the Voluntary Land Donation Framework (VLDF)

The World Bank ESS5 recognizes that subproject -related land acquisition and restrictions on land use can have adverse impacts on communities and persons. subproject -related land acquisition or restrictions on land use may cause physical displacement (relocation, loss of residential land, or loss of shelter), economic displacement (loss of land, assets, or access to assets leading to loss of income sources or other means of livelihood), or both. The term “involuntary resettlement” refers to these impacts. Resettlement is considered involuntary when affected persons or communities do not have the right to refuse land acquisition or restrictions on land use that result in displacement¹.

subproject s funded by the World Bank require that the borrower (in this case, IPs as implementing agency) take all reasonably necessary measures to mitigate the subproject ’s negative social impacts, including those arising from voluntary land donations.

*Voluntary land donation, as referred to in footnote 10, is defined as the ceding of a property by an owner who is: (a) appropriately informed; and (b) can exercise free will, that is, can refuse to donate. There are situations in which people are willing to donate a portion of their land for subproject purposes for no compensation or reduced compensation. Voluntary land donations may involve some monetary or nonmonetary benefits or incentives provided to the land donor by the subproject or by community members benefiting from a subproject*⁸¹.

- **Scope of foreseen land transfers:** The subproject foresees no displacement of communities or households. Further the subproject foresees no procurement of land or transfer of rights to land and/or associated assets and natural resources to/ from beneficiaries. Rather, it is expected that the implementation of subproject sub-components leads to a transfer of public, communal, family and/or individual rights to a redefined purpose and a redefined set of rights holders.
- **Objective of VLDF:** This VLDF has been included in this ESMF in order to ensure that such transfers of rights, required for subproject -related activities are provided in a voluntary manner by all affected stakeholders, without coercion or duress, while avoiding corruption and with full understanding of what the donation would entail with regard to personal impacts (positive or negative) in relation to donating the land and the associated assets and/or natural resources, in question.
- **Application of the VLDF:** The VLDF applies in instances where a sub-project involves a transfer of tenure rights to land and associated immovable assets and natural resources through negotiated voluntary land donations from affected persons. The VLDF can only be applied for beneficiary communities and in cases with no involuntary land acquisition and based on community-driven demand. VLD will be accepted when small areas of private land and assets where the affected users of the assets and land have agreed to give their land and other assets as a voluntary contribution to the sub-project.
- **The VLDF avoids cases with high risk factors:** High risk factors include:
 - i.) the presence of significant number of existing or recent disputes or claims involving the land and its associated assets and natural resources, that are unresolved;
 - ii.) areas from which large-scale displacement has taken place and hence adequate consultation of legitimate stakeholders is perceived impossible / unreasonable for the scope of subproject implementation.

¹ World Bank, 2018: Guidance Note for Borrowers: ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement; <http://documents1.worldbank.org/curated/en/294331530217033360/ESF-Guidance-Note-5-Land-Acquisition-Restrictions-on-Land-Use-and-Involuntary-Resettlement-English.pdf>



- **Due diligence in the VLDF:** The underlying principle of the VLDF is due diligence. Sub-project staff will assure that voluntary contributions are made with the prior knowledge that other options are available, enabling a mechanism and taking due note of any grievance and redress and that the willingness for donation is obtained without coercion or duress.
- **Overall guidance for the VLDF:** The following overall guidance applies to the VLDF:
 - i.) Good faith, gender-sensitive consultations according to the principles of free, prior and informed consent should be held with all those whose rights and livelihoods may be affected, before the cut-off date. Such consultations may include the determination of alternative rights and benefits, as a compensation for the obstruction to the realization of rights and livelihood opportunities to the land voluntarily allocated.
 - ii.) Consultations must demonstrate that perceived legitimate tenure right holders and those stakeholders whose livelihoods will be disturbed by the obstruction of access to land and related resources will not be impoverished or economically displaced as a result of the land donation;
 - (i) During the feasibility assessments, IPs will ensure due-diligence documentation of voluntary land donations, including signed forms of written consent. To ensure that documentation is authentic, consent forms require at least two witnesses from within the affected community. The voluntary land donation due diligence information will be verified and updated as necessary.
 - (ii) The land in question should be given voluntarily with the consent of all perceived legitimate tenure right holders and those whose livelihoods will be disturbed by the obstruction of access to land and related resources.
- **Main elements of the VLDF:** Where voluntary land donation is required to implement a sub-project, sub-project managers will, as part of the environmental and social assessment of sub-projects requiring that donation, take reasonable measures to:
 - (i) establish an inventory of perceived legitimate tenure rights to land, assets and associated natural resources and rights holders to be affected by the subproject ²;
 - (ii) hold good faith consultations with those whose rights and/or livelihoods are affected to ensure free, prior and informed consent to this donation, prior to any works being done;
 - (iii) and provide grievance and redress mechanisms.
- **Principles of implementation of this VLDF:** The following principles, as set out in the VGGT, apply to all steps of this VLDF and its application process:
 - (i) *Human dignity:* recognizing the inherent dignity and the equal and inalienable human rights of all individuals.
 - (ii) *Non-discrimination:* no one should be subject to discrimination under law and policies as well as in practice.
 - (iii) *Equity and justice:* recognizing that equality between individuals may require acknowledging differences between individuals, and taking positive action, including empowerment, in order to promote equitable tenure rights and access to land, fisheries and forests, for all, women and men, youth and vulnerable and traditionally marginalized people, within the national context.
 - (iv) *Gender equality:* Ensure the equal right of women and men to the enjoyment of all human rights, while acknowledging differences between women and men and taking specific measures aimed at accelerating de facto equality when necessary. States should ensure that women and girls have equal tenure rights and access to land, fisheries and forests independent of their civil and marital status.
 - (v) *Holistic and sustainable approach:* recognizing that natural resources and their uses are interconnected, and adopting an integrated and sustainable approach to their administration.

² The inventory should include a detailed account, derived through a consultative, impartial and transparent process, of the full range of rights held or asserted by affected people, including those based on custom or practice, secondary rights such as rights of access or use for livelihoods purposes, rights held in common, etc.

- (vi) *Consultation and participation*: engaging with and seeking the support of those who, having legitimate tenure rights, could be affected by decisions, prior to decisions being taken, and responding to their contributions; taking into consideration existing power imbalances between different parties and ensuring active, free, effective, meaningful and informed participation of individuals and groups in associated decision-making processes.
- (vii) *Rule of law*: adopting a rules-based approach through laws that are widely publicized in applicable languages, applicable to all, equally enforced and independently adjudicated, and that are consistent with their existing obligations under national and international law, and with due regard to voluntary commitments under applicable regional and international instruments.
- (viii) *Transparency*: clearly defining and widely publicizing policies, laws and procedures in applicable languages, and widely publicizing decisions in applicable languages and in formats accessible to all.
- (ix) *Accountability*: holding individuals, public agencies and nonstate actors responsible for their actions and decisions according to the principles of the rule of law.
- (x) *Continuous improvement*: Mechanisms for monitoring and analysis should be implemented in order to develop evidence-based programmes and secure on-going improvements.

Monitoring mechanism: To ensure conformity with the selection criteria, land donation issues during subproject implementation shall be monitored by project coordination structures at community levels by regularly reviewing the land donation agreement documents. Individuals will be randomly picked from the community for interviews to ascertain conformity with the guidelines for the voluntary land donation.

Grievance and redress Mechanism: In instances where land is allocated under duress and/or the donation constitutes more than 10% of a private land holding, the issue will be addressed by the grievance redress committee (GRC) established for the project. The Voluntary Land Donation Consent Form will be translated into local languages to allow for due recourse, in case of any disputes.

2. Key definition of terms and concepts of the VLDF

The following key definitions of terms and concepts apply to Annex 9, Voluntary Land Donation Framework of this ESMF.

| | |
|------------------|---|
| Key definitions | |
| Affected persons | <p>Refers to all stakeholders who, as a result of land transfers through subproject activities, would have their:</p> <ul style="list-style-type: none"> i.) Recognized legitimate tenure rights to land and/or associated assets and natural resources affected; ii.) Habitual access and use of land and associated assets and natural resources as a fundamental basis for livelihoods, restricted without alternatives. <p>Stakeholders can include any person, households, communities and /or private or public entity. Recognition can be based on formal law or on customary practices.</p> |
| Beneficiary | All persons and households from the community who voluntarily seek to avail of and be part of the subproject . |
| Cut-off Date | The last date on which it is possible for affected persons to make claims about being eligible to be categorized as affected persons. The cut-off date is established as part of the VLDF. |



| | |
|-------------------------|--|
| Improvements | Structures constructed (dwelling unit, fence, waiting sheds, pig pens, utilities, community facilities, stores, warehouses, etc.) and crops/plants planted by the person, household, institution, or organization. |
| Tenure | Tenure systems define and regulate how people, communities and others gain access to land and other natural resources, whether through formal law or informal arrangements. The rules of tenure determine who can use which resources, for how long, and under what conditions. |
| Tenure rights | Includes all rights associated with the natural resources including common property rights, use rights, tenancy rights, seasonal rights, rights of passage and hence also overlapping and shared rights. They may be based on written policies and laws, as well as on unwritten customs and practices. |
| Transfer of rights | The process whereby the right holder loses ownership, use of, or access to, and designates rights and responsibilities to others. Land acquisition can lead to a range of associated impacts, including loss of residence or other fixed assets (fences, wells, tombs, or other structures or improvements that are attached to the land). |
| Voluntary land donation | In accordance with community customary practices, stakeholders may choose to voluntarily contribute land or assets without compensation, under certain conditions. This may be justified if the sub-project provides a direct benefit to the affected people. |

3. National and international legal and context specific considerations of the VLDF

Being the newest nation in the world, the Government of South Sudan had to develop its legal, policy and institutional framework from scratch following the establishment of a regional autonomous government in 2005 and independence in 2011. Since then, the Government of South Sudan has made great strides in developing its legal and policy framework.

With regard to land governance, the Government of South Sudan enacted its Land Act in 2009 and is currently in the process of developing a land policy. The Draft National Land Policy is set to be tabled for adoption in Parliament in 2020 and intended to inform a comprehensive land tenure reform including through the development of new and amendment of existing laws. Next to the 2009 Land Act, current relevant legal instruments include the Local Government Act, the Investment Promotion Act and the Petroleum Act. In view of the complexity and related time-requirement to develop and implement a responsible, harmonious and effective nationwide institutional, legal and policy framework that governs and clearly demonstrates tenure rights, gaps persist at the time of reporting. As such, stakeholders at decentralized levels, such as in the target locations of the subproject, commonly emphasize existing governance gaps, and more specifically the lack of awareness, clarity, documentation, gaps, monitoring and enforcement of the legal framework, including its rules and regulations. Moreover, in some instances, stark controversies exist between parties at the community level between applicable rules and regulations that provide a potential underlying factor for disputes and conflicts.

The VLDF is strictly in line with the national legal framework of the Republic of South Sudan and adds additional procedural considerations, in line with the VGGT, for due diligence and conflict sensitivity purposes.

4.1 Relevant national legal provisions

Access to land and other associated natural resources are administered through a communal tenure system in most parts of South Sudan, particularly in the target areas of the subproject. Pursuant to Article 171 of the Constitution, communities must be consulted in decisions affecting their land rights. They are furthermore entitled to prompt and equitable compensation on just terms for any acquisition or development of their land in the public interest. The 2009 Land Act further defines the allocation of land as, “the process by which a right to hold and use land is provided for by government or customary institutions to an individual, group or corporate body”. Chapter V, Section 15, of the 2009 Land Act



specifically addresses the allocation of customary rights to land including the following relevant provisions:

- (i) The traditional authority of a community may allocate land for agricultural, forestry, and grazing purposes.
- (ii) The size and boundaries of the allocated land can be determined by the traditional authority, only subject to consultation with other members of the community, in accordance with the customary law and practices.
- (iii) Prior to allocation of a customary land right, the Traditional Authority should notify the County Land Authority or the Payam Land Council or any other relevant land administration institution, and furnish the relevant information pertaining to the allocation for records.
- (iv) Subject to the conditions of allocation agreed upon, and unless the right is relinquished by the holder, an allocated customary land right may endure for the natural life of the person to whom it is allocated. Such a right may be inherited, subject to encumbrances but cannot be alienated.

4.2 The international framework

The VGGT promotes responsible governance of tenure of land, fisheries and forests, with respect to all forms of tenure: public, private, communal, indigenous, customary, and informal.

Their overarching goals are to achieve food security for all and support the progressive realization of the right to adequate food in the context of national food security. While supporting efforts towards the eradication of hunger and poverty, the VGGT are also intended to contribute to achieving sustainable livelihoods, social stability, housing security, rural development, environmental protection, and sustainable social and economic development.

The VGGT serves as a reference and set out principles and internationally accepted standards for practices for the responsible governance of tenure. They provide a framework that States and other stakeholders can use when developing their own strategies, policies, legislation, programmes and activities. They allow governments, civil society, the private sector and citizens to judge whether their proposed actions and the actions of others constitute acceptable practices.

1. Voluntary Land Donation (VLD) process

All steps described should strictly adhere to the principles of implementation of the VLDF, in accordance with the VGGT, and as described in section 1 of the VLDF. In addition, each step should be accompanied by a briefing on the key definition of terms and concepts of the VLDF, as described in section 2 of this VLDF.

Step 1: First official information and consultation on target locations and beneficiaries (county-level)

This step is to be conducted within the process of selecting subproject locations and beneficiaries, as described in the project documents. The selection of subproject locations and beneficiaries will be informed by given selection criteria and potential benefits for beneficiaries as well as roles and responsibilities of all stakeholders involved within the subproject, including the VLDF and its process. For the purpose of the VLDF, this dialogue should provide the first overall assessment of the applicability of the VLD. In specific, stakeholders are asked to select target locations for voluntary land donations, which avoid the following risk areas, as described in section 1 of the VLDF, these include the following:

1. the presence of significant number of existing or recent disputes or claims involving the land and its associated assets and natural resources, that are unresolved;
2. areas from which large-scale displacement has taken place and hence adequate consultation of legitimate stakeholders is perceived impossible / unreasonable for the scope of subproject implementation.

Step 2: First official information and consultation on specific location for VLD (village-leader-level)

This step is to be conducted at the onset of sub-project activities, when informing the communities of subproject benefits, roles and responsibilities, at the village-level. For the purpose of the VLDF, this dialogue should include the following guiding questions:



1. Where would be the most suitable location in terms of accessibility by those intended to benefit from the renewed use after the VLD?
2. Is the suggested location safe from natural hazards and potential theft and vandalism?
If the answer is no:
 - identify another suitable location, which is suitable but safe from natural hazards and theft and vandalism;
 - and / or identify additional measures to make it safe.
3. For the identified location can you identify who uses the land and other assets or natural resources there using the below template:

Explain that at this stage you just want to know who that is. It is not important whether they actually have a right to it. This will be determined later on.

The below identification of perceived and actual rights, may lead to stakeholders reconsidering whether there are a number of existing or recent disputes or claims involving the land and its associated assets and natural resources that are unresolved. In this case, ask participants to again identify another suitable location, which is suitable but safe from natural hazards and theft and vandalism.

Step 3: Validation of steps 1 and 2 with respective stakeholders

Demarcate the suggested land on a map and validate the results of steps 1 and 2 with the following groups:

- Representative set of community-level stakeholders
- Chiefs and representative set of community-level stakeholders from potentially adjacent IDP / refugee camp, seasonal pastoralists, any other group that has been mentioned in steps 1 and 2.

Step 4: Establish grievance and redress mechanism, cut-off line and communicate both to all relevant stakeholders

The grievance and redress mechanisms should be available to all stakeholders, with due consideration to the specific needs of women and with the opportunity should be provided to make use of this service without facing negative precautions.

The cut-off line shall be determined with the relevant stakeholders, to allow appropriate time for those having claims to make these.

Both the grievance and redress mechanism as well as the cut-off line shall be appropriately communicated in applicable languages to all stakeholders involved, through means such as sign posts, radio or boda-boda talk-talk, as appropriate.

All voluntary land donations will be documented in line with the requirements of ESS5. This calls for (a) written notification indicating the location and amount of land that is sought and its intended use; and (b) a formal statement of donation signed by each owner or user involved, establishing informed consent and confirming that there is no disputed ownership and that there are no claims by renters, users, squatters, or encroachers. A sample consent form is provided below. Documentation will be made available for review in any grievance that may arise.



ANNEX 8: SAMPLE ENVIRONMENTAL AND SOCIAL SCREENING REPORT

SECTION A: GENERAL INFORMATION

| Environmental and Social Screening Report - ECRP II | |
|---|--|
| <p>Subprojects are screened for their inherent social and environmental risks regardless of planned mitigation and management measures. It is necessary to identify potential inherent risks in the event that mitigation measures are not implemented or fail. This means that risks should be identified as if no mitigation or management measures were to be put in place.</p> | |
| <p>SECTION A: General Information</p> | |
| Date of screening | 13/06/2025 |
| Subproject title | REHABILITATION OF ONE BLOCK OF 4 CLASSROOMS WITH STAFF ROOM, 2 BLOCKS OF 2 STANCES VIP LATRINE AND CONSTRUCTION OF ONE BLOCK OF 4 STANCES VIP LATRINE AT DENYIC PRIMARY SCHOOL, MAROL LACH BOMA, MALUAL BAAI PAYAM, AWEIL EAST COUNTY. |
| Subproject component | Component 3: Emergency flood response activities in Aweil South and Aweil East Counties in Northern |
| Implementing Agency | International Rescue Committee-(IRC) |
| Proposed subproject budget | \$ 129, 000.00 |
| Proposed subproject duration | 6 months |
| ES Screening Team Leader and Contact Details | DR. PETER K. GAKAI – CONSULTANT pgakai@gmail.com +254720847676 |
| ES Screening Team Members | ENG. SEBIT TOT – IRC Sebit.Tot@rescue.org +211921708408 Isaac Said Kenyi – IRC Peter Bol Angok Angok - IRC Angelina Akech - IRC |
| Program/Site/Subproject location | County: Aweil East Payam: Malual Baai Boma: Marol Lach Village: Denyic 9°05'01"N 27°44'47"E "E 419m AMSL |



Subproject Description

Denyic Primary School has 2 blocks of permanent buildings with each block having four classrooms and blocks of dilapidated latrines. However, on one block, the roof was blown off by strong winds, leaving it unused for a couple of years. This situation has significantly impacted the number of learners who aspire to attend that school. Learners and teachers abandon the pit latrines in the school compound because the structure has become dirty and dilapidated. Apart from minimal air and noise pollution that may accompany construction work, there is no concern about other negative impacts on people and their environment.

This subproject is justified by its direct contributions to fostering an optimal learning environment and a healthy school setting through the provision of suitable facilities that are climate-resilient, considering the incidence of flooding. Beyond educational benefits, the Sub-project will stimulate economic growth and generate employment opportunities during construction, operation, and decommissioning phases.

Major Construction Components

- **Classroom Blocks:** Rehabilitation of 4 classroom blocks with an office and the other 4 with a store.
- **Latrines:** Separate latrine blocks for males (2 stances) and females (4 stances) plus an additional 1-stance latrine.

CONSTRUCTION ACTIVITIES

The subproject's construction activities will focus on rehabilitating the classrooms and latrines to enhance climate-resilience and ensure the school facilities are functioning. These activities will prioritize the use of local resources, community involvement, and durable construction methods to ensure the long-term sustainability of the school.

Site Preparation and Foundation Works

- **Initial Assessment and Survey:** The subproject begins with a comprehensive structural assessment of the existing school buildings and infrastructure. This is followed by a detailed site survey to identify areas of damage, assess the condition of foundations and map the existing drainage system. This survey will inform the specific rehabilitation work needed for the classroom blocks and latrines.
- **Rehabilitation and Foundation Reinforcement:** The focus will be on repairing and strengthening the foundations of the existing buildings. This may involve injecting grout, underpinning the foundations or reinforcing the structure to address cracks and structural weaknesses caused by local ground conditions or seasonal flooding. The subproject will also include repairing walls, roofs and floors to bring them back to a safe and functional state.

Building Construction

- **Superstructure:** Walls for all buildings will be constructed using durable, locally available materials such as stabilized earth blocks, locally produced fired bricks, or concrete blocks.
- **Roofing:** New roof structures will be fabricated using local timber and covered with durable corrugated galvanized iron sheets. The design will include extended eaves and oversized gutters to manage rainwater and prevent waterlogging around the buildings.
- **Windows and Doors:** Secure and well-ventilated windows and doors will be installed, with designs that maximize natural light and cross-ventilation.

Water, Sanitation and Hygiene (WASH) Facilities

- **Latrine Construction:** Culturally appropriate, gender-segregated latrine blocks will be constructed for students and staff.



- **Borehole rehabilitation.** The existing borehole at Denyic Primary School will be rehabilitated to ensure a reliable source of safe water for both the school and the community.

External Works and Furnishing

- **Fencing:** A new chain link fence will be established around the school compound to secure the premises.
- **Finishes and Furnishings:** The final stage includes the application of interior and exterior finishes, such as plastering and flooring. Essential furniture, including desks, benches, and blackboards, will be provided for all new classrooms and offices.

Local Capacity Building

- Throughout the construction process, local labourers and artisans will be employed, fostering skill transfer and providing employment opportunities within the community.

OPERATIONAL ACTIVITIES

Operational activities encompass the day-to-day functions and ongoing management required to ensure the school effectively delivers education and serves its community, especially considering the unique challenges of the region. These activities go beyond the physical infrastructure and focus on the human and systemic elements that keep the school running.

Instruction and Curriculum Delivery:

- **Daily Teaching:** Regular lessons delivered by teachers according to the South Sudanese national curriculum, adapted where necessary for local context. This includes core subjects like literacy, numeracy, and life skills.
- **Teacher Management:** Daily supervision of teachers, monitoring attendance, lesson planning, and classroom management.
- **Learning Materials:** Ensuring a consistent supply and proper distribution of textbooks, exercise books, pencils, and other essential learning aids.
- **Assessment:** Regular student assessments to monitor progress and identify learning gaps, with tailored support for struggling students.

School Administration and Management:

- **Enrolment and Attendance:** Managing student registration, maintaining accurate attendance records, and actively following up on absent students to understand reasons for non-attendance (e.g., household chores, illness, long distances).
- **Financial Management:** Handling of any school funds (e.g., small community contributions, grants) with transparency and accountability, often managed by a school committee. This includes budgeting for basic supplies, teacher incentives (if applicable), and minor repairs.
- **Record Keeping:** Maintaining essential school records, including student data, teacher information, inventory of assets, and financial transactions.
- **Community Communication:** Regular communication with parents and the wider community on school activities, student progress, challenges, and opportunities for involvement.

Facilities Management and Maintenance (Ongoing):

- **Daily Cleaning and Hygiene:** Regular cleaning of classrooms, latrines, and school grounds to maintain a healthy environment. This often involves student and community participation.



- **WASH Facility Maintenance:** Ensuring latrines are clean and functional, and water points (e.g., boreholes) are operational. This includes periodic checks for leaks, blockages, and ensuring soap is available for handwashing.
- **Minor Repairs:** Promptly addressing minor damages to the school building (e.g., patching walls, fixing broken doors/windows, repairing benches) using readily available local materials and community labor where possible.
- **Security:** Establishing basic security measures, such as locking classrooms at night, and coordinating with community leaders to ensure the safety of students, teachers, and school property, particularly in areas prone to insecurity.

Health and Well-being:

- **Basic First Aid:** Having a designated first-aid kit and at least one staff member trained in basic first aid to address minor injuries or illnesses.
- **Hygiene Promotion:** Continuous promotion of good hygiene practices among students and staff, reinforced through lessons and daily routines.
- **Water Access:** Ensuring continuous access to safe drinking water for all students and staff throughout the school day.

Community and External Relations:

- **Parent-Teacher Association (PTA) Activities:** Regular meetings and collaboration with PTAs to discuss school progress, challenges, and mobilize community support and resources.
- **Coordination with Local Authorities:** Maintaining communication with local education authorities, community leaders, and relevant NGOs to ensure alignment with educational policies, seek support, and address broader community needs.
- **Reporting:** Preparing and submitting periodic reports to relevant government bodies or funding organizations on school performance, attendance, and resource utilization.

DECOMMISSIONING PHASE

Decommissioning activities would be highly influenced by the school's construction materials, the reason for decommissioning, and the long-term plans for the site. Unlike a highly industrialized demolition, the process would likely be more about responsible dismantling, material salvage, and community repurposing.

Pre-Decommissioning Assessment and Planning:

- **Assessment & Planning:** This crucial phase ensures a safe and responsible end-of-life for the school's facilities. It involves determining the specific reason for decommissioning (e.g., replacement or relocation).
- **Material Evaluation:** A structural assessment is conducted to identify all salvageable materials and any potential hazards.
- **Community Consultation:** The process is driven by close consultation with local community members and authorities to ensure the plan for repurposing materials and the site aligns with their needs.
- **Resource Mobilization:** Necessary tools, protective gear, and local labor are organized to prepare for the safe and efficient dismantling of the structures.

Material Salvage and Repurposing:

- **Building Components:** All main building materials are carefully salvaged. This includes corrugated iron sheets and structural timbers from the roof, which are repurposed for new construction, shelters, or



for community members' homes. Doors, windows, and their frames are also removed for reuse in other community buildings.

- Walls and Foundations: Depending on the construction, fired bricks, stabilized earth blocks, or local stones are carefully dismantled and cleaned for reuse in new foundations, walls, or boundary markers. Any robust concrete or stone foundations may be left in place for future use or broken up for use as aggregate for pathways.
- Fixtures and Fittings: All fixtures, including blackboards, benches, tables, water tanks, and latrine slabs, are removed. These items are cleaned, repaired if needed, and redistributed to other schools, community centers, or households.

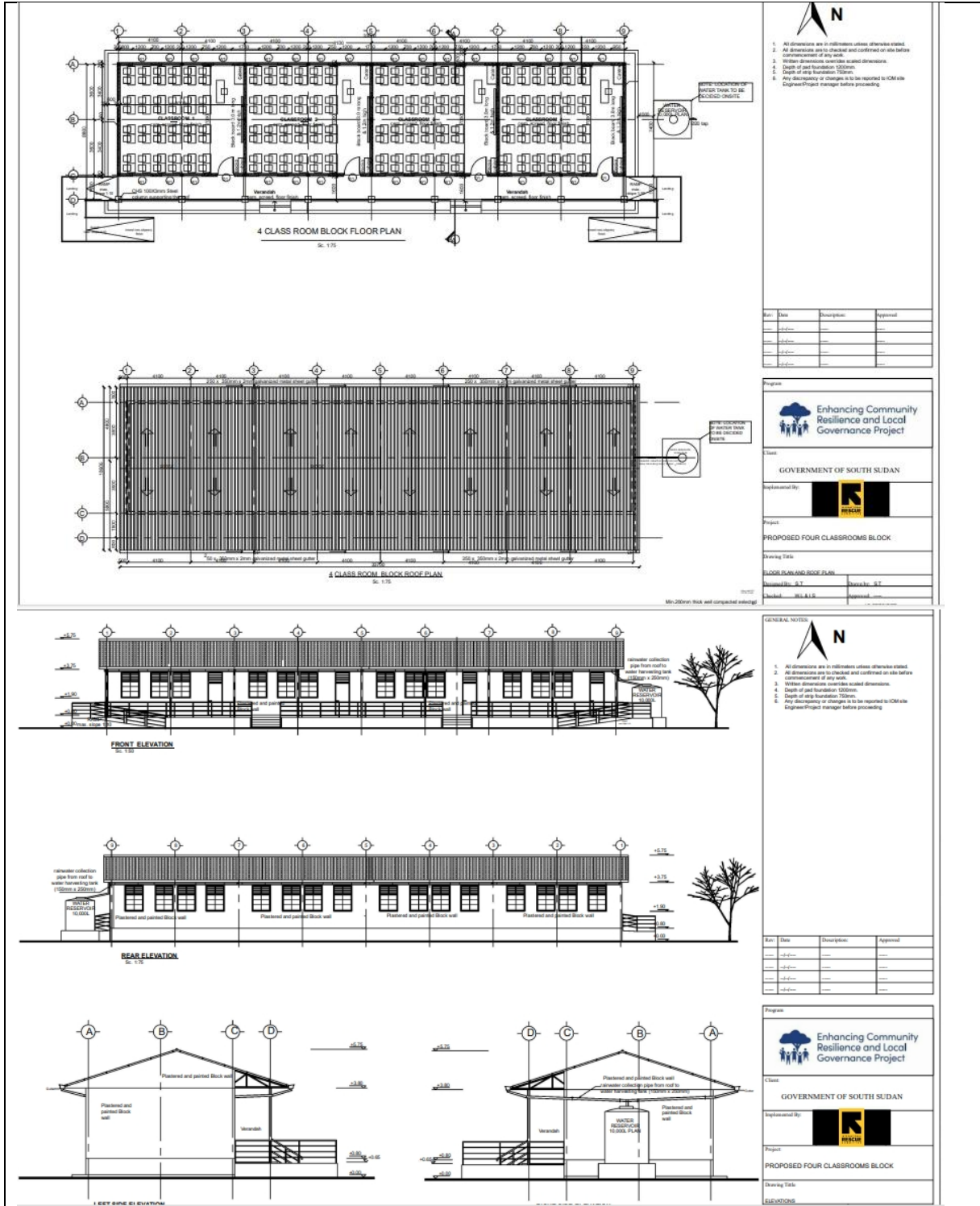
Site Clearance and Restoration:

- Non-Salvageable Waste Management: Gather any truly unusable materials and manage them responsibly. This might involve designated community waste pits or transportation to the nearest appropriate disposal site, if available. Burning of waste should be a last resort and managed carefully to minimize environmental impact.
- Latrine Decommissioning: Pit latrines would be safely filled in and covered with soil to prevent health hazards. New latrines would be constructed at the new site or as part of any replacement building.
- Ground Levelling and Landscaping: The site would be levelled and cleared of any remaining debris. Depending on future plans, this could involve planting trees, establishing a community garden, or simply leaving it as open ground for other community uses.
- Security: Ensure the site is left in a safe condition, with no remaining hazards.

Documentation and Handover:

- Inventory: Document all salvaged materials and their intended repurposing or disposal.
- Formal Handover: Officially hand over the cleared site to the local community leaders, local authorities, or the designated new user, along with any relevant documentation.

DRAWINGS:



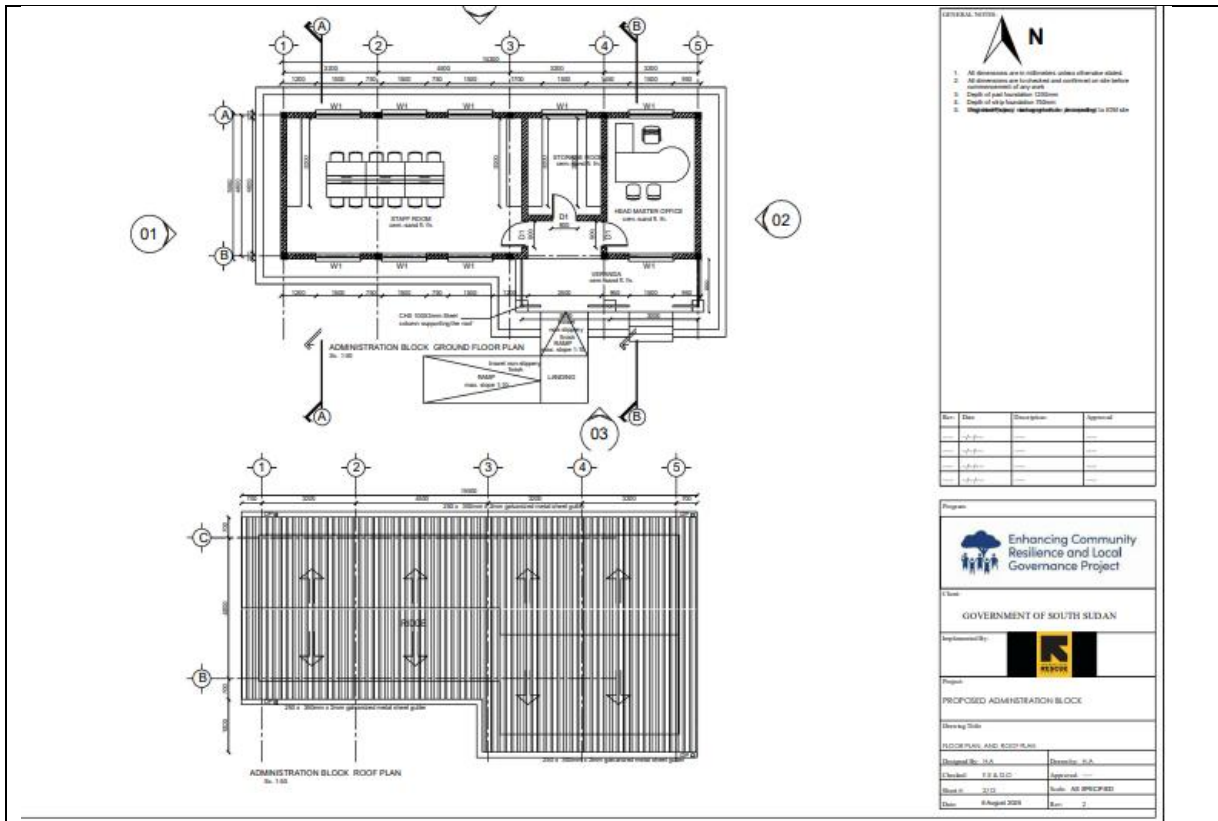




Figure 1 Site map for sub-project

Categorize subproject Activities into List A, List B , List C or List D. Refer to subproject Description and Project Categories under section C of this screening format.

B



| Potential Environmental/Social Risks Impacts of Subprojects | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|--|--|
| Risk Category <i>(Please check each line appropriately. At this stage, questions are answered without considering magnitude of impact – only yes, no or I don't know are applicable answers)</i> | Yes | No | Don't know | If these risks ('yes') are present, refer to: | Comment |
| ESS 1: Assessment and Management of Environmental and Social Risks and Impacts | | | | | |
| Is an Environmental and/or Social Assessment required? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMF | All subprojects under ECRP II are subjected to ES screening to allow IRC to identify possible Environmental and Social risk to determine which environmental and social management tool to develop to ensure sustainable project implementation. |
| Is there a risk of subproject beneficiaries not getting the subproject benefits? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP), Grievance Redress Mechanisms (GRM) | |
| Is there a risk of lack of monitoring of the subproject activities due to remoteness of location and insecurity? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Security Management Plan (SMP) | |
| Is there a risk that the subproject benefits may not reach truly vulnerable populations? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | The school rehabilitation will benefit all pupils within the community. |
| Is there a risk that activities may be influenced by other groups? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | All the stakeholders of the project are engaged inclusive of all youth groups. |
| Is there a risk that the selection of any location/beneficiaries in the activity will lead to a conflict? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Security Management Plan (SMP) Grievance Redress Mechanisms (GRM) | There is only risk of conflict of interest from few individuals when the selection criteria of the workers |



| | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|--|--|
| | | | | | or casual labours are not properly explained and if the contractor bring people all from outside. |
| Does the activity pose a security risk for local staff? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Security Management Plan (SMP) | The sub-project site is surrounded by peaceful communities. |
| Is there a risk that the subproject activity will further facilitate disputed authority structures or will cause an increase in local disputes? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | All stakeholders including local leaders, community members and youths will be made aware of all the sub-project activities. |
| Is there any risk of the subproject activity to natural habitat, Nile Basin, or SUDD Wetland? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | No natural habitats, community's ecosystem will be affected by the sub-project. |
| ESS 2: Labour and Working Conditions | | | | | |
| Does any subproject activity include any of the known labor rights /ESS 2 non-compliance risks in South Sudan risk of child and forced labor use? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) Occupational Health and Safety Plan (OHS) | |
| Does the subproject include a construction component? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) | The scope of work includes concrete work, masonry, roofing and painting. |
| Does the subproject include labour-intensive activities? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) | May include materials mixing, transporting, placing concrete and manual excavations. |
| Does the subproject include or influence primary agricultural activities? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| Will the subproject require a larger contractor workforce? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) Occupational Health and Safety Plan (OHS), C-ESMP | This is a small-scale project. |



| | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--|---|
| Is there a security risk for subproject Workers? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Security Management Plan (SMP) | |
| Is there a risk that the subproject facilities cause OHS issues? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Occupational Health and Safety (OHS) management Plan | The sub project activities will involve the working at heights during construction and roofing, dust by moving vehicles transporting materials, noise during concrete mixing and construction, chemicals during painting, lifting during roofing, moving objects, slips, trips and falls. |
| Is there a risk of labour induced in migration? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) | |
| Is there a risk of lacking OHS for workers at the construction site? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Occupational Health and Safety management Plan (OHS) | |
| Is there a risk of delayed payment of workers? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) | |
| Is there a risk that workers are underpaid? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Labor Management Procedures (LMP) | |
| Is there a risk that women will not be employed? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | GBV Action Plan | Women and men will equally participate in community activities. |
| Is there a risk that provision of contracts causes conflicts? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grievance Redress Mechanisms (GRM) Security Management Plan (SMP) | |
| ESS 3: Resource Efficiency and Pollution Prevention Management | | | | | |
| Will the subproject result in the production of solid waste? (Directly by the subproject or by workforce) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Waste Management Plan ESMP | Solid waste will be produced e.g., bags of used cement, off-cuts, and construction debris. |
| Will the subproject result in the production of toxic or hazardous waste? (e.g., used oils, inflammable products, pesticides, solvents, pharmaceuticals, industrial chemicals, ozone depleting substances) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMP | Waste from paint, anti-termites, wood preservatives will be generated. |



| | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|-------------------------------|---|
| Will the subproject result in the generation of dust and noise? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMP | Noise from concrete mixer, vibrator, during roofing or welding and movement of trucks bringing material to site. Dust produced from material fixing, demolition works and movement of trucks bringing material to site |
| Will the subproject result in soil erosion? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| Will the subproject produce effluents (wastewater)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Waste Management Plan ESMP | No significant wastewater will be produced. |
| Will the subproject result in increased levels of vibration from construction machinery? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | No heavy-duty construction machinery will be used. |
| Will the subproject produce air pollution? (e.g. significant greenhouse gas emissions, dust emissions and other sources) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMP | Demolition and mixing of materials will result in the generation of Particulate Matter. |
| Will the subproject disturb any fauna and flora? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | No wild animals nearby and there are few trees on the proposed site which will not be affected. |
| Will the subproject result in polluted irrigation water? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP Waste management plan | |
| Will the subproject affect the surface or groundwater in quantity or quality? (e.g., discharges, leaking, leaching, boreholes, etc.) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| Will the subproject require use of chemicals? (e.g. fertiliser, pesticides, paints, etc.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMP | There will be use of paints, anti-termites and wood preservatives. |
| Is there any risk of accidental spill or leakage of material? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Waste Management Plan | |
| Will the subproject require (during execution or after completion) significant amounts of water, energy, materials, or other natural resources? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMP | Water is required for mortar and concrete preparation. Concrete curing and general washing. Water is required for compacting back feelings. Significant amounts of sand are required for the construction works. |



| ESS 4: Community Health and Safety | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|-----------------------------------|---|
| Is there any risk of increased GBV/SEA cases due to labor influx? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | GBV/SEA Action Plan | |
| Is there any risk of spread of communal diseases due to labor influx? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | There will be sensitization of project workers, contractors and community members on risks of contracting diseases and prevention of common diseases. |
| Is there a security risk to the community triggered by subproject activities? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Security Management Plan (SMP) | |
| Does the subproject have the potential to upset community social dynamics? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Grievance Redress Mechanism | Female workers may delay at construction which could potentially lead to GBV by the spouse. |
| Will the subproject include payments or cash transfers among the community/workers? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | |
| Will the subproject expose community members to physical hazards on the subproject site? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESMP | Excavations pose safety risks to the community as injuries of both people and livestock can occur. |
| Will the subproject pose traffic and road safety hazards to the people? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| Is there a possibility that the subproject activities contaminate drinking water sources i.e. open wells? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| Is there a possibility that the subproject activities cause spread of pathogens and other pollutants (e.g. latrines) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| Will the subproject contribute to the spread of disease (e.g. health facilities)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Waste Management Plan | |
| ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement | | | | | |
| Will the subproject lead to physical displacement (relocation, loss of residential land, or loss of shelter) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | See negative list | |
| Is the subproject located in a conflict area, or has the potential of social problems which may cause social conflicts, for instance, land tenure and access to resources issues (e.g. a new road providing unequal access to a disputed land)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grievance Redress Mechanism | |



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| Would the subproject potentially discriminate women and girls based on their gender vulnerability, especially their participation in subproject implementation and/or access to the opportunities and benefits of subproject? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grievance Redress Mechanism | |
| Is there a risk that the associated subproject activities lead to economic displacement (loss of land, assets, or access to assets leading to loss of income sources or other means of livelihood) to any of the stakeholder? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | See negative list | |
| Will the subproject lead to disputes over land ownership? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMP | |
| ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources | | | | | |
| Will the subproject affect sensitive areas such as habitats, wetland area? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is there a risk that the subproject causes ecological disturbances? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is there a risk that the subproject causes changes in land form and habitat, habitat fragmentation, blockage or migration routes, water consumption and contamination? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is there a risk that the subproject causes loss of precious ecological assets? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Does the subproject involve harvesting or depletion of natural resources (e.g. forest, fisheries, etc)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Can the subproject cause disruption of wild life migratory routes? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Can the subproject introduce alien species or GMOs? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Can the subproject impact ecosystems upon which communities rely for food, water, fibers or other basic needs, including cultural and spiritual needs? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is the subproject likely to cause soil erosion, siltation or degradation? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is the subproject located directly on river embankments? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |



| | | | | | |
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| Will construction, operation or decommissioning of the subproject involve physical changes, such as topography or land use (e.g. construction camps, housing, etc.)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| ESS 8: Cultural Heritage | | | | | |
| Will the subproject be located in or close to a site of cultural value, any archaeological or naturally important site? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is the subproject site known to have the potential for the presence of cultural and natural heritage remains? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Will the subproject adversely impact the intangible cultural heritage? This includes practices, representations, expressions, knowledge, and skills including, objects, artefacts, and cultural spaces? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| Is there a risk that the subproject will have negative impacts on movable or immovable objects, sites, structures, groups of structures, and natural features and landscapes that have archaeological, paleontological, historical, architectural, religious, aesthetic, or other cultural significance? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ESMF | |
| ESS 10: Stakeholder Engagement and Information Disclosure | | | | | |
| Is there a risk that the subproject fails to incorporate measures to allow meaningful, effective and informed consultation of stakeholders, such as community engagement activities? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | Series of stakeholder engagement have been carried out and frequent consultation will continue. |
| Is there a historical exclusion of disabled persons in the area? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | |
| Are women likely to participate in decision-making processes in regard to the subproject? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | |
| Is there a risk that exclusion of beneficiaries leads to grievances? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grievance Redress Mechanism | There is GRM box selected with the BDCs where Stakeholders and communities can channel their complaints/ grievances. |
| Is there a risk that the subproject component will have poor access to beneficiaries? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) Grievance Redress Mechanism | |
| Will the Covid-19 outbreak hamper proper stakeholder engagement and information disclosure? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grievance Redress Mechanism | |



| | | | | | |
|---|--------------------------|-------------------------------------|--------------------------|-----------------------------------|--|
| Is there a risk that the subproject activities will not provide affected parties with accessible and inclusive means to raise issues and grievances, including provision to respond and to manage such grievances? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | |
| Is there a risk that appropriate project information on environmental and social risks and impacts will not be disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stakeholder Engagement Plan (SEP) | |


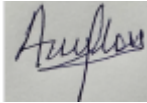



SECTION B: SUMMARY OF THE SCREENING PROCESS

| E&S Screening | Results and Recommendations | |
|---|--|---|
| <p>Is Additional Assessment Necessary? Evaluate the Risks/Impacts and reflect on options in Section C.</p> <p>Is the activity excluded under the subproject (does it fit under List D in Section A)?</p> | <p>Screening Result</p> | <p>Summary of Screening Result Justification</p> |
| | <p>1. No1. No further ES Assessment required.</p> | |
| | <p>2. No 2. No further ES Assessment required but requires simple ESMP.</p> | <p>No further ES Assessment required but requires simple ESMP.</p> |
| | <p>3. Yes 1. Detailed ESMP. Done internally.</p> | |
| | <p>4. Yes 2. Detailed ESMP. Contracted to Consultancy.</p> | |
| | <p>5. YES 2. ESIA required. Contracted to consultancy.</p> | |
| | <p>Yes</p> | <p>No</p> |



Approvals

| ES Screening Conducted by (Names/Signatures, Department) | Recommended/Not Recommended by IRC Environmental & Social Safeguards Expert | Approved/Not Approved by Project Leads |
|---|---|--|
| <p>DR. PETER K. GAKAI - CONSULTANT pgakai@gmail.com +254720847676</p>  | <p><u>Mathew Koma Binyiri</u> <u>Senior Environmental Social Risk and</u> <u>Safeguards Officer</u> <u>Mathew.koma@rescue.org</u> <u>+211929778844</u></p>  | <p><u>Wilfred Lokuju</u> <u>Project Manager</u> <u>Wilfred.Lokuju@rescue.org</u> <u>+211924719999</u></p>  |

PMU Approvals

| Recommended/Not Recommended by Environmental Safeguards Expert | Recommended/Not Recommended by Social Safeguards Expert | Approved/Not Approved by PMU Manager |
|---|--|---|
| | <p>Samuel Manyok</p> | <p>Guyson Adikobaa Androga</p> |



SECTION C: SUBPROJECT CATEGORIZATION

| Is the level of Social/Environmental risk already known? | | | | |
|--|--|--|---|--|
| To which list does the subproject belong? Please select the relevant list; if the subproject type is not listed, please specify. The lists are indicative and provide examples of subprojects that are normally falling into list A, B, C or D. | | | | |
| List A: Minimal or no adverse environmental or social risks and/or impacts | List B: Moderate adverse environmental or social risks and/or impacts | List C: substantial environmental or social risks and/or impacts | List D: High adverse environmental or social risks and/or impacts | Unknown adverse environmental or social risks and/or impacts |
| | <p>Construction of a new school infrastructure. The scope includes four classroom blocks, with a dedicated office and a store, a separate 2-stance latrine block for males, a 4-stance latrine block for females, an additional 1-stance latrine and borehole rehabilitation. The subproject will also supply furniture for the classrooms and secure the school compound with a 100x40 chain-link fence.</p> | | | |



SAMPLE OF THE POSSIBLE SCREENING OUTCOMES AND REQUIRED ACTIONS

| ES Screenin g | Results and Recommendation | | |
|---|---------------------------------------|---------------|--|
| Screening Results: Summary of Critical Risks and Impacts Identified | Risk/Impact | Risk Rating | Mitigation |
| | Occupational Safety and Health | High | <ul style="list-style-type: none"> ● Use of appropriate PPE. ● Provision of first aid kit on site and some workers trained on first aid service provision. ● Provision of firefighting equipment on site and some workers trained on their use. ● The proponent should ensure that the contractor adheres to the Occupational Health and Safety rules and regulations. |
| | Dust Emissions | Medium | <ul style="list-style-type: none"> ● Use of PPEs inclusive of dust masks and overalls should be strictly emphasized. ● All trucks hauling soil, sand and other loose materials should be covered. ● The dry earth surface should be damped during excavation works. ● Sprinkle water on graded access routes to reduce dust generation by construction vehicles. |
| | Noise Pollution | Medium | <ul style="list-style-type: none"> ● All workers should be provided with the necessary PPE's including ear muffs/ plugs. ● All construction activities should be limited to day time between 0800 and 1700 hours. |
| | Solid Waste Management | Low | <ul style="list-style-type: none"> ● Recycling/ reuse of construction material for productive use of materials. ● Use of durable/ long lasting materials that will not need often replacement. ● Provision of waste bins and a temporary disposal area within the site. |

| Is Additional Assessment Necessary? | Screening Result | Summary of Screening Result Justification | |
|-------------------------------------|--|---|--|
| | 1. No 1. No further ES Assessment required. | | |
| | 2. No 2. No further ES Assessment required but requires simple ESMP | No further ES assessment is required. The proposed school construction sub-project was screened and classified as posing moderate environmental risks. These risks are localized, manageable, and can be effectively addressed through the implementation of recommended mitigation strategies. | |
| | 3. Yes 1. Detailed ESMP. Done internally. | | |
| | 4. Yes 2. Detailed ESMP. Contracted to Consultancy | | |
| | 5. YES 2. ESIA required. Contracted to consultancy. | | |
| Next Steps | Screening Result | Action. Select applicable action consistent with the Summary of Risks. All end results of the screening and follow up tools should be disclosed at the appropriate level. | |
| | 1. No1. No further ES Assessment required. | Proceed to sub-project implementation in compliance with ESMF. | |
| | 2. No 2. No further ES Assessment required but requires simple ESMP. | <ol style="list-style-type: none"> 1. Produce the ESMP and submit it with Screening Form for review and approval by PMU. 2. Proceed to subproject implementation in compliance with ESMF. | |
| | 3. Yes 1. Detailed ESMP. Done internally. | <ol style="list-style-type: none"> 1. Submit the Screening form with the TORs for the ESMP for review and approval by PMU. 2. Produce the ESMP and submit it to PMU for review and approval by PMU. 3. Ensure the detailed ESMP mainstreams the ESMF. 4. Do not implement works until approval of the ESMP by PMU, World Bank | |
| | 4. Yes 2. Detailed ESMP. Contracted to Consultancy | <ol style="list-style-type: none"> 1. Submit the Screening form with the TORs for the ESMP for review and approval by PMU. | |



| | | | |
|--|---|--|--|
| | | <ol style="list-style-type: none"> 2. Engage a Registered ESIA Consultant to produce ESMP and submit to PMU first for initial review, then to World Bank and EMA for review and approval. 3. Ensure the ESMP mainstreams the ESMF. 4. Do not implement works until approval of the ESMP by PMU, World Bank. | |
| | <p>5. YES 2. ESIA required. Contracted to Registered Consultancy.</p> | <ol style="list-style-type: none"> 1. Submit the Screening form with the TORs for the ESIA for review and approval by PMU. 2. Engage a Registered ESIA consultant to produce ESMP and submit to PMU first for initial review, then to World Bank and EMA for review and approval. 3. Ensure the detailed ESMP mainstreams the ESMF. 4. Do not implement works until approval of the detailed ESMP by PMU, World Bank and The Ministry of Environment and Forestry. | |

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