REPUBLIC OF SERBIA

MINISTRY OF EDUCATION



SERBIA INCLUSIVE PRIMARY EDUCATION IMPROVEMENT PROJECT (IPEIP)

P181557

**ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK**

**(ESMF)**

December 5th 2024

Table of Contents

[Abbreviations and Acronyms 3](#_Toc184130478)

[Executive Summary 4](#_Toc184130479)

[1. Introduction 6](#_Toc184130480)

[2. Project Description 6](#_Toc184130481)

[3. Environmental and Social Policies, Regulations, and Laws 10](#_Toc184130483)

[4. Potential Environmental and Social Risk Impacts and Standard Mitigation Measures 15](#_Toc184130484)

[5. Procedures and Implementation Arrangements 25](#_Toc184130485)

[6. Stakeholder Engagement, Disclosure, and Consultations 34](#_Toc184130486)

[ANNEX 1: Screening Form 35](#_Toc184130487)

[ANNEX 2: Environmental and Social Codes of Practice (ESCOP) 40](#_Toc184130488)

[ANNEX 3: Environmental and Social Management Plan (ESMP) Template 52](#_Toc184130489)

[ANNEX 4: ESMP Checklist (ESMPCL) 65](#_Toc184130490)

[ANNEX 5: Monitoring Plan 72](#_Toc184130491)

[ANNEX 6: Chance Find Procedures 77](#_Toc184130492)

## Abbreviations and Acronyms

|  |  |
| --- | --- |
| **Abbreviation** | **Definition**  |
| ACM | Asbestos Containing Material |
| CPD  | Continuous Professional Development |
| ECEC | Early Childhood Education and Care |
| EIA | Environmental Impact Assessment |
| EHS | Environmental, Health and Safety |
| ES | Environmental Social |
| E&S | Environmental and Social |
| ESSI | Enriched Single Shift Schools |
| ESF | Environmental and Social Framework |
| ESCOP | Environmental and Social Codes of Practice  |
| ESMF | Environmental and Social Management Framework |
| ESIA | Environmental and Social Impact Assessment |
| ESMP | Environmental and Social Management Plan |
| ESMPCL | Environmental and Social Management Plan Check List |
| ESCP | Environmental and Social Commitment Plan |
| ESSs | Environmental and Social Standards |
| ESMP | Environmental and Social Management Plan |
| ESCP | Environmental and Social Commitment Plan |
| EU | European Union |
| GIIP | Good International Industry Practice |
| GoS | Government of Serbia |
| GRM | Grievance Redress Mechanism |
| HVAC | Heating, Ventilation and Air Conditioning |
| IEQE | Institute for Education Quality and Evaluation |
| IIE | Institute for Improvement of Education |
| IPCM | Institute for Protection of Cultural Monuments |
| IPEIP | Serbia Inclusive Primary Education Improvement Project |
| LMP | Labor Management Procedures |
| MoE | Ministry of Education |
| MoEP | Ministry of Environmental Protection |
| OHS | Operational Health and Safety |
| PAP | Project Affected Person |
| PMU | Project Management Unit |
| PPE | Personal Protective Equipment |
| RF | Resettlement Framework |
| RPF | Resettlement Policy Framework |
| RS | Republic of Serbia |
| SEA | Sexual Exploitation and Abuse |
| SEDS | Strategic Education Development Strategy |
| SEP | Stakeholder Engagement Plan |
| SH | Sexual Harassment |
| WB | World Bank |
| WDS | Whole-Day Schooling |
| WHO | World Health Organization |

## Executive Summary

The World Bank will be supporting the Ministry of Education (MoE) of the Republic of Serbia in implementing the Serbia Inclusive Primary Education Improvement Project (IPEIP). The objective of the project is to improve the quality of learning conditions in selected primary schools in Serbia. The project will support the following activities ensuring schools to provide adequate learning opportunities, supporting teachers and administrators with necessary skills and resources, and placing schools at the center of reform. Additionally, a stronger framework for monitoring and evaluating national education progress is necessary. The Project encompasses three components:

* Component 1: Strengthening Assessment and Teaching in Primary Education,
* Component 2: Improving School Learning Conditions in Targeted Primary Schools to Enable Whole-Day Schooling,
* Component 3: Improving Communication to foster inclusivity, System Monitoring, Evaluation, and Project Management.

The project activities will be implemented nationwide across the Republic of Serbia, targeting primary schools throughout the country. The specific locations of subproject activities are not yet determined, as the selection process for schools and sites is ongoing. This process will be based on detailed criteria, including school needs, existing infrastructure conditions, and the concentration of disadvantaged or vulnerable pupils, such as Roma students and those from low-income households.

The identification and finalization of subproject locations are expected to occur during the early phases of project implementation, following detailed assessments, through site visits, environmental and social (E&S) screenings, and consultations with key stakeholders, including local authorities, school representatives, and relevant communities.

This Environmental and Social Management Framework (ESMF) has been prepared to identify potential environmental and social risks and impacts associated with the proposed project activities and to propose appropriate mitigation measures to address and manage these risks effectively. It outlines the relevant laws and regulations of the Republic of Serbia, as well as the applicable World Bank policies, and defines the principles, approaches, implementation arrangements, and mitigation measures that will be applied throughout the project.

Environmental risks primarily arise from activities which involve infrastructure improvements such as classroom renovation, reconstruction, and potentially new construction based on the condition of the schools. While the exact scope of works is yet to be determined, it is confirmed that all construction will occur within existing school boundaries on publicly owned land.

Potential environmental, health, and safety risks include noise, air, water, and soil pollution, occupational health and safety (OHS) issues, and waste management concerns. These impacts are anticipated to be limited in scale, site-specific, short-term, reversible, and manageable through the implementation of standard mitigation measures. Additionally, there is a possibility of encountering asbestos during the demolition of old buildings and roofing, which will require careful handling and disposal in line with applicable environmental and safety regulations. The Technical Assistance (TA) activities that project will support are likely to have minimal or no adverse environment impacts, however the Terms of References (ToRs) for the TA activities will include environmental and social requirements aligned with the World Bank Environmental and Social Standards (ESSs) to ensure potential risks from downstream outcomes of the TA are recognized and addressed.

The social risks identified in the project are as follows:

* Encroachment and Project-Induced Displacement - There is a possibility of encroachers occupying old or abandoned school premises, particularly in areas with a shortage of affordable housing or informal settlements. This could lead to potential displacement issues.
* Inclusion of Vulnerable Groups - There may be challenges related to the inclusion of Roma and other vulnerable populations in the project, particularly in terms of social conflicts between Roma and non-Roma families. Some families may resist the inclusion approach outlined by the government.
* Cultural Sensitivity - The project must ensure that both the school environment and the curriculum do not undermine the culture and values of Roma and other minority groups.
* Accessibility for Children with Disabilities - The design of educational facilities needs to include accessibility features for children with disabilities, which will require further assessment during project preparation.

These environmental and social risks will be managed and mitigated through the implementation of site-specific Environmental and Social Management Plans (ESMPs) and/or an ESMP checklist, which will be prepared and disclosed prior to the commencement of works; The ESMPs will undergo the public consultation process. These documents will be included in the tendering process, and clear instructions will be provided to contractors to ensure adherence to the standards and requirements outlined in the ESMPs and/or ESMP checklists, Labor Management Procedure (LMP) and the Stakeholder Engagement Plan (SEP) has been developed for the project.

**Implementation Arrangements.** The Project Management Unit (PMU) as well as the individual schools’ authorities will be responsible for the implementation of the instruments. For ESMPs, this responsibility will be shared with contractors and supervising consultants when applicable. The PMU will also provide implementation support and supervision.

**Monitoring.** Project Supervision Consultant will monitor and report to PMU about implementation of ESMP, LMP, SEP requirements for subprojects. Regular World Bank missions will include specialists to monitor the project’s compliance with World Bank Environmental and Social Framework (ESF) . The progress of environmental monitoring will be formally communicated to World Bank through regular progress reports and updates as per the compliance monitoring agreement made during project implementation.

There will be two types of reports, monthly from the Contractors to the PMU and quarterly reports from the PMU to the Bank as per Environmental and Social Commitment Plan (ESCP).

A separate Stakeholder Engagement Plan (SEP) has been prepared for the Project, based the World Bank’s Environmental and Social Standard 10 on Stakeholder Engagement. The SEP can be found here:

This ESMF should be read together with other instruments prepared for the project, including the Stakeholder Engagement Plan (SEP), the Environmental and Social Commitment Plan (ESCP) and Labor Management Procedure (LMP).

# Introduction

This Environmental and Social Management Framework (ESMF) is developed to support the environmental and social due diligence provisions for activities financed by the World Bank in the Serbia Inclusive Primary Education Improvement Project (IPEIP). The project will support improvement of quality of teaching and learning environments in selected primary schools in Serbia. Improvement of quality of teaching will be achieved by activities directed to teachers with improved pedagogical capacities through professional development training as well as targeted training on enriched learning programs, equipment/teaching aids, and school improvement planning. To improve quality of learning environments IPEIP will provide access to enriched learning programs, improved and equipped physical learning spaces for single-shift schools, and activities organized and planned according to a school improvement plan and with leadership of a skilled school director. The Ministry of Education will be implementing the Project activities.

This ESMF follows the World Bank Environmental and Social Framework (ESF) as well as the national laws and regulations of the Republic of Serbia. The objective of the ESMF is to assess and mitigate potential negative environmental and social risks and impacts of the Project consistent with the Environmental and Social Standards (ESSs) of the World Bank ESF and national requirements. More specifically, the ESMF aims to (a) assess the potential environmental and social risks and impacts of the proposed Project and propose mitigation measures; (b) establish procedures for the environmental and social screening, review, approval, and implementation of activities; (c) specify appropriate roles and responsibilities, and outline the necessary reporting procedures, for managing and monitoring environmental and social issues related to the activities; (d) identify the staffing requirements, as well as the training and capacity building needed to successfully implement the provisions of the ESMF; (e) address mechanisms for public consultation and disclosure of project documents as well as redress of possible grievances; and (f) establish the budget requirements for implementation of the ESMF.

This ESMF should be read together with other plans prepared for the project, including the Stakeholder Engagement Plan (SEP), the Environmental and Social Commitment Plan (ESCP), and Labor Management Procedures (LMP).

# **Project Description**

The Project includes three components:

**Component 1:** Strengthening Assessment and Teaching in Primary Education. This component is conceived as a system-level component, with two subcomponents: i) implement a national learning assessment and favor its use, and ii) strengthen teacher professional development.

**Sub-component 1.1:** **Learning Assessments:** The objective of the first subcomponent is to address the issue of limited data on student learning outcomes by providing technical assistance and capacity building to the MoE and the Institute for Education Quality Evaluation (IEQE) on the production and use of data.

The goal is to provide an accurate picture of student competencies, thereby responding to a clearly recognized need of the system and a national priority as specified in the SEDS 2030. National assessment data will be able to characterize regional trends, tracking student progress against national standards. To monitor the progress of students attending ESSI and WDS schools, both groups of schools will be oversampled. Schools can use this data to enhance school improvement and teacher development plans.

**Sub-component 1.2: Teacher Professional Development:** The objective of the second subcomponent is to strengthen the continuous professional development (CPD) of teachers by establishing a systematic process for collecting data on teachers’ CPD needs, strengthening the content of CPD through an increased focus on: i) project-based learning, ii) the use of formative assessment in the classroom, iii) digital resources for CPD, iv) teacher mobility exchange and v) peer learning programs.

**Component 2: Improving School Learning Conditions in Targeted Primary Schools to Enable Whole-Day Schooling.** The second component of the project will support a gradual rollout of the WDS model, that recognizes that schools differ in their initial conditions and require flexible implementation arrangements.

The objective is to operationalize a concept of a ‘model’ primary school that accommodates collaborative, interdisciplinary, and experiential learning, provides space for extracurricular and project-based activities strongly embedded within the broader community, with a potential to transition to a Whole Day School model (at least where this is feasible in the short and medium term).

To achieve this objective, the Project would finance the following activities according to three different school categories, disaggregated based on the infrastructure needs and pre-existing conditions. In the first pilot phase, approximately 50-80 schools (to be confirmed) will be selected among those that have already introduced single-shift schooling and which meet other specified conditions for minimum infrastructure conditions – e.g. a functioning kitchen - and adequacy of teaching staff (at least 50% of teachers exclusively deployed in that school). For this first group of schools (Category 1), minor repair and/or maintenance support will focus on improving what they have already started and the project will finance those small civil works. In parallel to this, the project would identify and support a second group of schools that plan to transition to single-shift schooling by financing their renovation and/or construction needs (Categories 2a and 2b).

**Sub-component 2.1: School Improvement Plans and School Leadership:** As a first step, the project will provide technical assistance to the Ministry to review the existing concept of enriched single shift schools and offer recommendations to enhance the scope of the ESSI.

**Sub-component 2.2: Enriched Learning Programs :** The second sub-component would finance enriched learning activities and diverse learning programs, especially for vulnerable students, e.g. students from poor families, students with disabilities, and students from ethnic minorities. Depending on the school needs and pre-existing conditions, the Project will finance grants to support the design and the implementation of curricular and extracurricular activities. Special emphasis will be given to remedial actions to improve the foundational skills of students lagging behind, and interventions to improve student mental health and socioemotional skills.

**Sub-component 2.3: Learning Environments:** This activity centers on providing support to upgrade infrastructure (maintenance, renovation, expansion, and reconstruction) in selected schools that are ready to undergo transition meeting specific criteria for the single-shift model schools. The criteria for school selection will be determined under the project and will prioritize pro-poor schools and those that cater to vulnerable groups of students. Additionally, the project will support construction of a limited number of large schools in high-density urban areas where demand for WDS is high. The project will finance the creation of flexible, healthy, and accessible learning environments through repurposing of spaces, renovating classrooms, and providing additional inputs, such as furniture, digital tools, lab equipment, and other resources needed to accommodate extended school days and more interactive and inclusive activities. This sub-component will also support technical assistance for green and climate friendly infrastructure works and technologies to ensure that schools address climate vulnerabilities, environmental and energy efficiency standards.

**Component 3: Improving Communication to foster inclusivity, System Monitoring, Evaluation, and Project Management.** The third proposed component will have two main objectives. First, it will contribute to improve communication among all the actors involved in the IPEIP and raise awareness about its importance at national level. Second, it will enhance the overall management of the project by financing quantitative and qualitative evaluations and project management activities.

**Sub-component 3.1: Promoting Communication for Inclusivity.** This subcomponent will finance a communication program that facilitates contact and engagement of all relevant stakeholders in achieving the Project’s goals, as well as promoting, supporting, and affirming the reforms defined by the above 2030 Education Strategy. Particular attention will be devoted to strategies aiming to increase the inclusion and accessibility of education to students from vulnerable backgrounds (e.g students with disabilities, those from rural and impoverished areas, Roma population), and support the transition of vulnerable students to the next levels of education, thus reducing dropout rates in primary education.

**Sub-component 3.2: System Monitoring, Evaluation and Project Management.** This component will finance technical assistance for data collection and analysis with the objective to ensure access to accurate and reliable information for timely decision making; It will also finance a qualitative and process evaluation of activities in Category 1 schools with the objective of informing the scale-up; and potentially a survey to measure school managers’ skills. This component will also finance the day-to-day management of project implementation and the Monitoring and Evaluation of its objectives and outcomes.

In addition, the following corporate priorities are embedded in the project interventions:

**a) Gender:** While Serbia has made significant strides toward gender equality, specific equity challenges still persist in education. Addressing these at an early stage is crucial to ensure that all members of society benefit equally from opportunities. The project seeks to create equitable opportunities by ensuring access to enriched learning programs and integratinggender and diversity considerations into teachers' CPD curricula. This approach will enhance teachers' knowledge, attitudes, and practices related to gender equality.

**b) Inclusive Education.** Concrete efforts are needed to boost the inclusion of children with disabilities in mainstream schools and preschools. This includes adapting learning resources and materials, improving education quality, and enhancing the capacity of inclusive education teachers and school staff. The project design will reflect national special education requirements and align with global best practices for inclusive education. The project will ensure that all resources and materials produced include disability content and are accessible to students with special educational needs, ensuring that no child is left behind.

**c) Stakeholder and Citizen Engagement.** As part of project preparation, the Bank and MoE teams will hold in-depth consultations with key stakeholders, including teachers, principals, development agencies, and the general public. These consultations will further inform the project's design and refine key aspects of the proposed reforms. A Stakeholder Engagement Plan (SEP) will be developed, detailing a public outreach strategy and the specifics of consultations with relevant groups.

**d) Climate Change and Co-benefits.** Environmental and climate considerations are crucial in the rehabilitation and construction of schools. The project will ensure that any conversions of existing schools or construction of new buildings adhere to natural hazard regulations and incorporate climate-smart and resilience measures. This includes addressing extreme temperatures and wind by selecting appropriate insulation thickness and facade materials, as well as implementing effective shading, solar panels, landscape design, and building orientation. These measures will enhance energy efficiency and maximize climate co-benefits. To achieve these goals, the project will follow national school infrastructure and general construction standards that emphasize energy efficiency and resilience.

**C. Project Beneficiaries**

Beneficiaries include primary-level students, particularly disadvantaged students (including rural students, Roma, and students with disabilities) in target areas. The exact number of beneficiaries will be computed once the number of schools for each category will be determined, following the costing exercise. At least 20,000 teachers in ESSI and WDS schools will be direct beneficiaries of improved training and professional development programs, and 250-360 professionals in school leadership positions will directly benefit from leadership capacity building. Units of the Ministry of Education (MoE), Institute for Improvement of Education (IIE), and Institute for Education Quality and Evaluation (IEQE) will also benefit from technical assistance and extensive capacity building. Most of these beneficiaries primarily live and work in disadvantaged areas.

The Ministry of Education will coordinate project activities, including day-to-day implementation, coordination, supervision, and overall management of project activities.

# Environmental and Social Policies, Regulations, and Laws

**3.1 Serbia Legal Framework**

Environmental protection in Republic of Serbia is regulated by a set of laws and secondary laws. Table 1 below lists Serbian policies, laws, and regulations that are relevant and directly applicable to the environmental and social risks and impacts of subproject activities.

Table - Serbian Relevant Legal Framework

| Law | Description and Relevance to Project Activities |
| --- | --- |
| Law on Environmental Protection | ” Official Gazette of the RS”, no. 135/04, 36/09, 72/09, 43/11, 14/16, 76/18 and 95/18. This Law shall regulate the integral environmental protection system in Serbia |
| Law on Environmental Impact Assessment | ” Official Gazette of the RS”, no. 135/04, 36/09, 72/09, 43/11, 14/16, 76/18 and 95/18. This Law regulates the impact assessment procedure for projects that may have significant effects on the environment and i.a. the participation of authorities andorganizations concerned, the public participation, etc. |
| Decree on establishing the List of Projects for which the Impact Assessment is mandatory and the List of projects for which the EIA can be requested | ” Official Gazette of the RS”, no. 114/08.This regulation establishes List I Projects for which an environmental impact assessment is mandatory and List II Projects for which an environmental impact assessment can be requested, which are printed with this regulation and form an integral part of it.Sub-project that require ESIA Study will be excluded from financing under the Project. |
| Law on Planning and Construction | ”Official Gazette of the RS”, no. 72/09, 81/09, 56/10, 24/11, 121/12, 42/13, 50/13, 98/13, 132/14, 145/14, 83/18, 31/19, 37/19 and 9/20.This law provide clear distinction between the construction, extension, reconstruction, adaptation and rehabilitation/remediation activities. Construction and extension activities as defined by this law will be considered as non-eligible for this Project. |
| Law on Waste Management | "Official Gazette of RS", no. 36/2009, 88/2010, 14/2016, 95/2018 - other laws and 35/2023This law regulates: types and classification of waste; waste management planning; entities of waste management; responsibilities and obligations in waste management; organizing waste management; management of special waste streams; etc. |
| Law on Environmental Noise Protection | ” Official Gazette of the RS”, no. 96/21.The provisions of this law refer to noise in the environment to which people are exposed. |
| Regulation On Noise Indicators, Limit Values, Methods For Assessing Noise Indicators, Disturbance And Harmful Effects Of Noise In The Environment | "Official Gazette of RS", no. 75/2010This regulation prescribes noise indicators in the environment, limit values, methods for evaluating noise indicators, disturbance and harmful effects of noise on human health. |
| Law on Air Protection | "Official Gazette of RS", no. 36/2009, 10/2013 and 26/2021 - other lawsThis law regulates the management of air quality and determines the measures, way of organizing and controlling the implementation of protection and improvement of air quality as a natural value of general interest that enjoys special protection. |
| Rulebook on the management of waste containing asbestos | ” Official Gazette of the RS”, no. 75/10.This rulebook prescribes the method of packaging, criteria, conditions and method of final disposal of waste which contains asbestos and other measures to prevent the spread of asbestos fibers and dust in the environment the environment. |
| Rulebook on preventive measures for safe and healthy work when using work equipment | ” Official Gazette of the RS”, no. 23/09, 123/12, 102/15, 101/18 and 130/21.These regulations prescribe are the minimum requirements that the employer is obliged to fulfill in ensuring the application of preventive measures when using work equipment. |
| Rulebook on the method of storage, packaging and marking of hazardous waste | "Official Gazette of RS", no. 92/10 and 77/21.This rulebook regulates the storage, packaging and marking of hazardous waste. |
| Law on fire protection | ”Official Gazette of the RS”, no. 111/09, 20/15 and 87/18.This law regulates the fire protection system, rights and obligations of different legal and natural persons in case of fire. |
| Law on energy efficiency and rational energy use | ”Official Gazette of the RS”, no. 40/21.This law regulates the conditions and manner of efficient use of energy and energy sources, policy of efficient use of energy, energy management system and energy efficiency policy measures. |
| Occupational Health and Safety Law | ”Official Gazette of the RS”, no. 35/23.This law regulates the improvement and implementation of safety and health measures at work for persons participating in work processes, as well as persons who find themselves in the working environment, in order to prevent injuries at work and occupational and work-related diseases. |
| Labor Law | ” Official Gazette of the RS”, no. 24/05, 61/05, 54/09, 32/13, 75/14, 13/17, 113/17 and 95/18.Labor rights, obligations and responsibilities are regulated by this law and a separate law, in accordance with ratified international conventions. |
| Law on peaceful settlement of labor disputes | ” Official Gazette of the RS”, no. 125/04, 104/09 and 50/18.This law regulates the method and procedure for the peaceful settlement of collective and individual labor disputes. |
| Law on prohibition of discrimination | ” Official Gazette of the RS”, no. 22/09 and 52/21.This law regulates the general prohibition of discrimination, forms and cases of discrimination, as well as procedures for protection against discrimination. |
| Law on prevention of discrimination against persons with disabilities | ”Official Gazette of the RS”, no. 33/06 and 13/16.This law regulates the general regime of prohibition of discrimination on the basis of disability, special cases of discrimination against persons with disabilities, the procedure for the protection of persons exposed to discrimination and measures taken to encourage equality and social inclusion of persons with disabilities. |
| Personal Data Protection Act | ”Official Gazette of the RS”, no. 87/18.This law regulates the right to the protection of natural persons in connection with the processing of personal data and the free flow of such data.Healthcare providers as data processors must maintain records of the processing activities, appoint a data protection officer, notify data breaches to the data controller and abide by the rules of cross-border transfers of personal data |
| Law on Free Access to Information of Public Importance | "Official Gazette RS" No. 120/04, 54/07, 104/09, 36/10 and 105/21.This Law regulates the rights to access information of public importance held by public authority bodies, with the purpose of the fulfillment and protection of the public interest to know and attain a free democratic order and an open society. |

Environmental protection in the Republic of Serbia is regulated by a set of laws and secondary legislation. A full list of regulations in the field of environmental protection, available in both English and Serbian, can be accessed at the following websites:

<https://www.ekologija.gov.rs/sites/default/files/inline-files/List_of_regulations.pdf> and <https://www.ekologija.gov.rs/sites/default/files/inline-files/Spisak_propisa_iz_oblasti_ZZS_-_230217.pdf>

**3.2 National Environmental and Social Assessment and Permitting**

The Environmental Impact Assessment procedure in the Republic of Serbia as governed by the Law on Environmental Impact Assessment, is harmonized with European EIA Directive (85/337/EEC, 97/11/EC, 2003/35/EC and COM 2009/378 as codified by the Directive 2011/92/EU). The EIA Law defines procedures of impact assessment for activities that may have significant effects on the environment, the contents of the Environmental Impact Assessment Study, the required engagement of authorities and organizations concerned, citizen engagement, transboundary exchange of information for projects that may have transboundary impacts, supervision and other issues of relevance to impact assessment.

The Competent authorities on three different levels are the key institutions in Republic of Serbia responsible for formulation and implementation of environmental policy matters. Competent authorities responsible for carrying out the EIA procedure within the functions set forth by the Law on EIA are:

* The Ministry responsible for environmental protection matters – for those projects for which the permit for project implementation is under the responsibility of the Republic authority;
* The Provincial authority responsible for environmental protection matters – for those projects for which the permit for project implementation is under the responsibility of the authority of the autonomous province;
* The local self-government authority responsible for environmental protection matters – for those projects for which the permit for project implementation is under the responsibility of the local self- government authority.

The other aspects of environmental management related to the environmental aspects of projects are dealt with several other institutions, among which are Serbian Environmental Protection Agency, OHS Administration, Labor Inspectorate, and the Ministry of Construction, Transport and Infrastructure.

The Government of the Republic of Serbia (GoS) has adopted lists sensitized by risks[[1]](#footnote-1):

* LIST I - The Projects for which an impact assessment is mandatory. Those are the projects with significant environmental and social impacts.
* LIST II - Projects for which an impact assessment may be required. For these the PMU will be required to submit a Request for Decision about the Need for Environmental Impact Assessment to the relevant institution. Based on the outcome of the process a Decision whether an EIA is required or not will be issued.

**3.3 World Bank Standards and Key Gaps with the National Framework**

The project will follow the World Bank Environmental and Social Standards (ESSs), as well as the World Bank Group Environmental, Health and Safety (EHS) Guidelines. Based on these policies, the environmental and social risk of the project is categorized as moderate.

The environmental risk is categorized as moderate due to short-term, site-specific impacts related to classroom renovation, reconstruction, and potential new construction within existing school boundaries. Key risks include noise, pollution, occupational health and safety issues, and asbestos removal, all manageable through standard mitigation measures outlined in the ESMF. The project also promotes green approaches and climate-informed designs, ensuring positive environmental outcomes.

The social risk is categorized as moderate due to potential issues such as encroachment on old or abandoned school premises, possible project-induced displacement, and challenges in including Roma and other vulnerable groups. Risks also include potential social conflicts between Roma and non-Roma families, the need for accessible designs for children with disabilities, and ensuring cultural sensitivity in educational activities. Mitigation measures will be integrated through the SEP and LMP, with further assessments and stakeholder engagement planned during project preparation.

The World Bank’s environmental and social standards applicable to project activities are summarized below.

Table - Relevant World Bank ESS and Key Gaps with the National Framework

| E&S Standard | Relevance |
| --- | --- |
| ESS1 Assessment and Management of Environmental and Social Risks and Impacts | This standard is relevant. Component 2, subcomponent 2.2 of the Project are related to infrastructure support in terms of classroom renovation and reconstruction, and potential new construction depending on the condition of the schools. During the concept stage, it’s uncertain which schools will need rehabilitation, and which will require additional classrooms. Impacts from these activities should be typical for civil works, e.g. noise emission, dust emission, wastewater, construction waste, and risks to workers (OHS issues), and as such, predictable and easily manageable. The Serbian legal framework in the area of EIA is fully aligned with the EU EIA Directives and amendments. The area where the alignment with ESS1 is lacking is related to the comprehensive assessment of Social risks and impacts.  |
| ESS2 Labor and Working Conditions | This standard is relevant. Component 2, subcomponent 2.2 of the Project are related to infrastructure support in terms of classroom renovation and reconstruction, and potential new construction depending on the condition of the schools. During the concept stage, it’s uncertain which schools will need rehabilitation, and which will require additional classrooms. This will require employment of local labor, and their number is not expected to be significant.The Serbian legal framework is less a few minor gaps fully aligned with ESS2 requirements. The two most prominent gaps are in the area of payment at the time of termination, a structured labor grievance mechanisms and the need to consult with worker on OHS issues. |
| ESS3 Resource Efficiency and Pollution Prevention and Management | This Standard is relevant. It is expected that a certain amount of waste will be generated as a result of the construction works. The amount of waste is expected to be low, so provisions of proper waste management will be included into the relevant ESMP/ESMP checklist and will include information on estimated volumes of various types of waste (waste management, wastewater, communal, hazardous waste), arrangements for temporary storage, transport and final disposal. In addition, mitigation and prevention measures shall be required in the form of site-specific Contractor's management plans.During demolition works of old buildings and roofing asbestos removal may occur. Provisions for safe storing and handling of ACM will be included in the ESMP/ESMP checklist. Mitigation and prevention measures shall be required in the form of site-specific Contractor's management plans.The legal framework does not require regular monitoring. |
| ESS4 Community Health and Safety | The Standard is relevant to the project, given the possibility that some adverse impacts on the health and safety of the surrounding communities, staff and users may occur during construction and demolition works; these risks are related to generation of waste, noise, dust, fires and other similar events, increased traffic and road accidents (due to material and waste transportation, construction machinery movement, etc.). Generally, the gaps between the national requirements and the ESS are not substantial. However, mitigation and prevention measures shall be required in the form of site-specific Contractor's management plans. In case double standards are detected within the ESF and national requirements the more stringent will prevail. |
| ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources | The Standard is relevant to the project, particularly where new facilities are being built. Potential removal of trees and existing vegetation must be accompanied by adequate measures. Relevant institutions (e.g. the Institute for Nature Conservation) must be consulted before work begins. Relevant provisions will be included in the ESMP/ESMP checklist. |
| ESS8 Cultural Heritage | Chance finds procedures, as part of sub-projects’ ESMP or ESMP checklists, shall be part of all contracts involving any works under the project. |
| ESS10 Stakeholder Engagement and Information Disclosure | This standard is relevant. Although exact locations are not defined at the concept stage, the civil works activities will be confined within the schools' land owned by the GoS therefore, no land acquisition is expected. The project specifically targets school spaces or areas owned by the government. However, the criteria for selection will prioritize schools serving poor communities and those catering to vulnerable student populations, including Roma beneficiaries. Though rare, there is still a possibility of encroachers occupying old or abandoned school premises, especially in areas with a shortage of affordable housing or where informal settlements have developed. ESS5 has been triggered on a precautionary basis to tackle potential issues related to encroachers and displacement induced by the project. Since the project activities will not result in land acquisition, restrictions on legally owned land use, or large-scale resettlement, a standalone RPF will not be necessary. |

# Potential Environmental and Social Risk Impacts and Standard Mitigation Measures

**Potential Negative Environmental and Social Risks and Impacts**

Given the nature of the operation and the potential environmental and social impacts, the project's environmental risk is considered to be moderate. Some potential short-term risks and adverse impacts are primarily linked to infrastructure activities which include classroom renovation, reconstruction, and potential new construction within existing school boundaries. The key environmental and social impacts are as follows:

* Environmental pollution. Noise emissions, dust emissions, wastewater generation, and soil pollution during construction activities.
* Waste management. Generation of construction and demolition waste, including hazardous materials such as asbestos, which may be present in old buildings or roofing.
* OHS risks to workers involved in construction and renovation activities, including those related to asbestos removal.
* OHS risks related to construction activities associated with the project, such as renovations, reconstruction, or new construction. These include hazards related to working at heights, welding and hot work, handling chemicals, and potential exposure to infectious materials or radiation.
* Community health and safety related risks. The community health and safety risks associated with the project primarily stem from construction activities, particularly during the renovation, and possible new construction of school facilities. Those are:
1. Construction-related health risks. Construction activities, including demolition and renovation work, can generate significant dust and airborne particles that could pose health risks to the community, particularly respiratory health issues. Additionally, the use of machinery and tools in these processes may lead to noise pollution, which could disturb the mental well-being of students, staff, and nearby residents.
2. Traffic and transportation risks. The movement of heavy machinery and construction vehicles around the school premises could increase traffic congestion, particularly in areas where roads are narrow or near school entry points. This could potentially lead to accidents involving students and staff, particularly during school hours when children are crossing streets or walking to and from school. The risk is particularly high in areas where pedestrian pathways may be obstructed by construction vehicles or equipment.
3. Interaction between workers and the school environment. The presence of external construction workers on or near school grounds may raise safety concerns regarding interactions with students and staff.
4. Waste management risks. During the construction and demolition phases, there may be a risk of improper disposal of construction waste, including hazardous materials such as asbestos or lead-based paint. If not properly handled, these materials could contaminate the environment and pose health risks to the surrounding community.
5. Limited access to school facilities. Construction works may restrict access to certain areas of the school, such as playgrounds, hallways, or evacuation routes. This could impact the ability of students, staff, and parents to move around the school freely and safely.
6. Fire and Safety Hazards. Construction activities, particularly those involving welding, hot work, or the handling of chemicals, can present fire and explosion risks.
* SEA/SH risks arise even if there isn’t a large influx of workers, as those coming from outside the community may pose threats, especially when interacting with students or local residents. Girls, school staff, and women in the community are particularly vulnerable to exploitation by construction workers who may misuse their position. In less developed areas, these risks are higher due to power imbalances, cultural differences, and weak safeguarding systems, such as insufficient training and poor reporting mechanisms. Without proper oversight, risks can escalate unchecked and without clear, accessible, and confidential ways to report issues, incidents may go unresolved.

All above listed risks are expected to be small to medium in scale, reversible, and manageable with proper planning and implementation of relevant mitigation measures.

**Positive Impacts**

The Project will result in positive impacts given that investments in infrastructure support and equipment would prioritize green approaches in line with the EU best practices with a view towards climate adaptation, resilience, and mitigation, such as climate-informed design in construction and/or rehabilitation of classrooms in selected schools.

Key positive Project outcomes also include:

* Enhanced Educational Infrastructure. Renovation, reconstruction, and potential expansion of classrooms will improve the quality of educational facilities, creating a better learning environment for students.
* Inclusion of Vulnerable Groups. Prioritization of schools serving poor communities and vulnerable populations, including Roma beneficiaries, ensures equitable access to improved education services.
* Accessibility Improvements. Design of educational facilities will include features to accommodate children with disabilities, promoting inclusivity and equal opportunities.
* Community Development. The project fosters human development by addressing educational disparities and strengthening social cohesion through inclusive approaches.
* Cultural Preservation. Efforts to ensure that school environments and curricula respect and preserve the culture and values of Roma and other minority groups will contribute to maintaining cultural diversity.

Table - Environmental and Social Risks and Mitigation Measures

| **Subcomponent Activity** | **Risks and Impacts** | **Mitigation Measures** |
| --- | --- | --- |
| **Planning and Design phase** |
| Construction of new or reconstruction of the existing facilities | * Occupational health and safety risks
 | * Prior to contracting, the bidders will be required to submit a statement confirming their awareness of WB ESS, their firm compliance with the national labor and employment and occupational health and safety laws and labor management procedures in accordance with WB ESS2, and their willingness to refrain from any practice that can be interpreted or perceived as discriminatory or unfair to their employees.
* OHS plan developed.
* Emergency Preparedness and Response Plan (EPRP) developed.
 |
| Construction works on built new or reconstruction of the existing facilities | * Exclusion of non-eligible sub- projects
 | * Sub-project ES screening and preparation of adequate ES instrument (ESMP or ESMP checklist)
 |
| Design or redesign of facilities | * Potential to ignore universal access for persons with a disability,
* Potential to ignore measures for energy and resource efficiency
 | * All physical infrastructure designs should consider universal access making sure that there is access for persons with a disability.
* Design and construction works should incorporate measures for sustainable use of energy and water resources (e.g. consider solar wherever feasible and effective).
* Material specifications for rehabilitation works should consider general environmental concerns.
 |
| **Construction phase** |
| Construction works on built new or reconstruction of the existing facilities | * Waste generation, disposal, and pollution
 | * Install bins for waste segregation,
* Collect, store and dispose-off of waste at designated facilities or hand over to licensed company,
* Store solid waste temporarily on-site in a designated place prior to off-site transportation and disposal.
* Dispose of waste at designated place identified and approved by local authority. Open burning or burial of solid waste shall not be allowed. It is prohibited for the contractor(s) to dispose of any debris or construction material/paint in environmentally and culturally sensitive areas (including watercourses, natural habitats, and cultural sites).
* To the degree feasible, recyclable materials such as wooden plates for trench works, steel, site holding, packaging material, etc., shall be segregated and collected on-site from other waste sources for reuse or recycle (sale).
* PMU will ensure that construction works will be carried out in compliance with a site-specific ESMP / ESMPCL based on the templates of this ESMF.
* Follow the template of the ***Environmental and Social Management Plan (ESMP) included in Annex 3***.
* Follow the template of the ***Environmental and Social Management Plan Check List (ESMPCL) included in Annex 4.***
 |
| Construction works on built new or reconstruction of the existing facilities | * Resource efficiency and material supply,
* Solid waste and wastewater generated from construction activities,
* Pollution-related to noise, dust, emission, and hazardous waste,
* Occupational Health and Safety (OHS) related issues,
* Community health and safety issues including pollution and road safety,
* Impact on the health and safety of students, school staff and communities
* within or near construction/rehabilitation areas
* Disruption of community and local facilities/services,
* Influx of labor,
* Increased exposure for workers and community in the vicinity,
* The potential risk of SEA/SH due to increased workers for construction activities particularly in the rural areas,
* Possible use of child labor or forced labor,
* Discrimination at employment, non-payment of wages.
* SEA/SH risks
 | * Ensure that all construction material is acquired from licensed sites and licensed operators.
* Plan and carry out construction working hours to minimize noise, dust, emission and waste impact on nearby population.
* Provide appropriate PPE to workers including earplugs during working hours.
* The PMU will ensure that all construction works done under the project will be carried out in compliance with a site-specific ESMPs prepared based on the template in in Annex 3. The PMU will also ensure that the site-specific ESMPs will be included in any works or supervision contracts.
* Provide signage for safety at critical locations for warning and informing the community with images and text in local language.
* Consultation with the local community to identify issues and ways to minimize the disturbance of local facilities.
* Different communication approach and materials should be developed which is clear and designed to be easily understood, particularly by the vulnerable groups including Roma population and people with disability.
* Develop Labor and SEA/SH code of conduct and include in civil works contracts. Orientation to the labor force, contractor, and the project.
* SEA/SH prevention training,
* Contractors to enforce codes of conduct, hire locally,
* PIU to engage communities and establish accessible SEA/SH sensitive GRM.
* Effective monitoring, oversight and reporting on SEA/SH risk aspect.
 |
| Construction works on built new or reconstruction of the existing facilities | * Removal, handling, and disposal of Asbestos Contained Materials (ACM)
 | * The removal, handling, and disposal of Asbestos Contained Materials (ACM) should be done in accordance with the Rulebook on the treatment of asbestos-containing waste "Official Gazette of RS" 75/2010.
* Follow the template of the ***Environmental and Social Management Plan (ESMP) included in Annex 2.***
 |
| Construction works on built new or reconstruction of the existing facilities | * Impacts on the health and safety of the surrounding communities (generation of waste, noise, dust, fires and other crisis events, increased traffic and road accidents)
 | * Set of mitigation measures shall be specified in the ESMPs/ESMP checklists.
* Follow the template of the ***Environmental and Social Management Plan (ESMP) included in Annex 2.***
 |
| Construction works on built new or reconstruction of the existing facilities | * Risks specific to labor and working conditions
 | The PMU will require the contractor to adhere to standards relating to:* Labor management and working conditions as laid out in the ‘Labor Management Procedure’ prepared under the project,
* Labor issues to be incorporated in the ESMP, as mentioned above.
* Awareness about and access to Labor grievance mechanism that will among others, address grievances relating to GBV/Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH)
 |
| Stakeholder Engagement and Grievance Mechanism | * Perceived or real exclusion from project benefits
 | * Continued engagement with stakeholders on construction-related activities to be undertaken. Effective and efficient Grievance Mechanism in place.
 |
| **Operation phase** |
| Health and Safety issues during operation phase | * Student and staff safety risks
* Health risks due to poor sanitation
* Fire and safety hazards
* Inadequate waste management
* Inadequate maintenance of facility
 | * Implement emergency preparedness plans, conduct regular safety drills, and ensure proper maintenance of school facilities.
* Maintain clean and functional sanitation facilities, ensure regular cleaning schedules, and promote hygiene awareness programs.
* Ensure that all fire and safety measures are in place - Install and maintain fire safety equipment, conduct regular fire drills, and train staff and students in emergency response.
* Implement a waste segregation system, ensure regular waste collection, and promote recycling and reuse.
* Develop and implement a facility maintenance plan, including periodic inspections and prompt repairs.
 |
| Social issues during operation phase | * Bullying and social conflict
 | * Establish a clear anti-bullying policy, provide counseling services, and train staff in conflict resolution.
 |
| Health and safety and Community safety  | * Increased traffic around schools
 | * Collaborate with local authorities to ensure proper traffic management, including signage and designated crossing areas.
 |
| Data protection  | * Cybersecurity and data privacy risks (for digital systems)
 | * Implement secure IT systems, train staff and students on cybersecurity practices, and regularly update digital safety protocols.
 |
| Stakeholder engagement  | * Stakeholder and community dissatisfaction
 | * Establish regular communication channels with parents and local communities and address grievances promptly through a grievance mechanism.
 |

**4.1 Risks and Mitigation Measures Specific to Disadvantaged and Vulnerable Groups**

Disadvantaged and vulnerable groups refer to individuals who may be disproportionately impacted by the project’s activities or face barriers in accessing its benefits. Vulnerable groups that might be affected by the project include LGBTQ+ individuals (students, parents, teachers), children, women, elderly individuals, people with disabilities, ethnic minorities (e.g., Roma communities), low-income communities, and migrants or refugees.

**Potential Risks**

* Exclusion from Decision-Making - Vulnerable groups may be excluded from consultations and decision-making processes due to social stigmas or marginalization. This exclusion can lead to their needs and concerns being overlooked, resulting in an inequitable distribution of project benefits.
* Unequal access to Project benefits - Vulnerable groups may be discriminated against or marginalized in terms of accessing employment, training opportunities, or services provided through the project. This can exacerbate existing social and economic inequalities.
* Sexual Exploitation and Harassment - Even outside the construction phase, the project may involve interactions with external personnel, service providers, or contractors who may engage in inappropriate behavior. The increased presence of external workers or contractors in the community could lead to sexual exploitation, harassment, and abuse, particularly affecting women, children, and LGBTQ+ individuals.
* Disruption of livelihoods - Both construction and post-construction activities could disrupt livelihoods for vulnerable groups, particularly informal workers or those who rely on community spaces or services affected by the project. Changes in local economies or the loss of access to certain facilities could worsen the existing challenges faced by vulnerable populations.
* Social and Cultural marginalization - Vulnerable groups may experience marginalization or cultural erosion if their voices and needs are not prioritized during the project’s design and implementation phases. This may be particularly significant for ethnic minorities, such as Roma communities, who may have unique educational, cultural, or social needs that are not adequately addressed.
* Safety Hazards around construction sites - Vulnerable groups, particularly children and elderly persons, may be exposed to safety hazards during both construction and post-construction phases. Inadequate safety measures around construction zones, or newly constructed facilities that are not accessible, may pose risks to these groups.
* Stigma and Discrimination - LGBTQ+ individuals may experience stigma or discrimination both in the workplace and in school environments, particularly if they are not included in the planning or decision-making process. If their specific needs and protections are not considered, they may face exclusion or harassment, impacting their safety and well-being.
* Limited access to school facilities - Construction activities may limit access to important school facilities (e.g., playgrounds, restrooms, classrooms), impacting the ability of students, including vulnerable children, to access education. These limitations may disproportionately affect students with disabilities or those who already face barriers to education.

**Mitigation Measures**

* Engage vulnerable groups, including LGBTQ+ students, parents, and teachers, in inclusive consultations and decision-making processes. These should be culturally sensitive and tailored to ensure that their voices are heard, and their specific needs are incorporated into the project design and implementation.
* Ensure equal access to project benefits by enforcing anti-discrimination policies and focusing on hiring marginalized individuals from vulnerable groups. Provide opportunities for training, employment, and participation in project-related activities, ensuring that vulnerable groups are not left out or unfairly treated.
* Establish clear Codes of Conduct for all workers, service providers, and contractors, with a focus on preventing sexual exploitation, harassment, and discrimination. Implement training programs to ensure that all personnel understand and respect the rights of vulnerable groups.
* Set up a robust and confidential Grievance Redress Mechanism (GRM) that allows vulnerable groups to report any issues or incidents related to discrimination, harassment, or abuse. The GRM should be accessible to all and ensure that concerns are addressed promptly and effectively. Support the GRM with engagement from local organizations to build trust within the community.
* Prioritize the hiring of local workers, including those from marginalized and vulnerable groups, for both construction and post-construction activities. Provide them with necessary training to enhance their skills and increase their opportunities for long-term employment.
* Implement extensive safety measures around construction sites, ensuring they are secure and do not pose risks to children, the elderly, or other vulnerable groups. In addition, all newly constructed or renovated facilities must be designed with accessibility in mind to ensure they are fully inclusive for individuals with disabilities.
* Ensure that the project respects and integrates the culture and values of minority groups, such as Roma communities, to prevent social and cultural marginalization. Educational curricula and school environments should be designed to reflect and respect the cultural diversity of students and their families.

Establish a monitoring system to track the implementation of the project, particularly focusing on its impacts on vulnerable groups. Seek regular feedback from the community, ensuring that the voices of vulnerable individuals are heard and their concerns addressed. Adjust the project strategies as necessary to mitigate any negative effects.

**4.2 Planning and Design Considerations for Avoidance of Environmental and Social Risks and Impacts**

Key ESES issues that should be considered at the planning and design stage may include considering the following features of the subproject:

* Subprojects ES screening and preparation of adequate ES instrument (ESMP or ESMP checklist)
* Confirmation that no land acquisition is envisaged considering that building of new facilities will take place on publicly owned land.
* Illegal waste disposal will not be permitted. Only existing legal waste management landfills and facilities will be used for waste disposal. Construction waste will be managed in compliance with the latest national procedures.

**Subproject environmental and social screening**

The PMU will screen each subproject for potential environmental and social risks per World Bank Group EHS Guidelines, and the screening form contained in Annex 1 will include:

* Determination of any needed design changes in the school facility or its operation, such as classroom layouts, structural and equipment safety, accessibility for all students (including those with disabilities), sanitation and hygiene facilities, fire safety (fire protection) etc.;
* Identification of the scope of works expected (e.g., rehabilitation of classrooms, installation of sanitation stations, enhancement of water supply systems, installation of safety features, renovation of existing infrastructure, etc.);
* Incorporation of universal access standards to ensure facilities are accessible to all students, including those with disabilities;
* Determination that utilities (power, water, heating, etc.) are adequate for the planned works;
* Identification of how such works might interfere with the normal operation of the school, such as disruptions to class schedules, student safety, or school activities;
* Determination if works are eligible for financing – for example, activities excluded from financing under the project might include those requiring land acquisition or any works conducted in areas with hazardous materials like asbestos in existing structures (a list of excluded activities can be found in Annex 1);
* Determination as to whether additional security personnel are needed to ensure the safety of students and staff during construction and renovation activities;
* Based on the findings of the screenings, the PMU will decide on the preparation of a site-specific instrument – either Environmental and Social Management Plan (ESMP), ESMP checklist, or Environmental and Social Codes of Practice (ESCOP) based on the screening form presented in Annex 1.

The PMU will ensure that all construction works under the project will be carried out in compliance with a site-specific ESMP based on the template in Annex 3 of this ESMF. The PMU will develop site specific ESMPs through the ES consultants hired for the project before the approval of each subproject. The site-specific ESMPs will include:

* Environmental risks and impacts associated with resource efficiency and material supply; construction related solid wastes, wastewater, noise, dust and emission management; hazardous materials management including construction waste and asbestos containing materials (ACM) generated from rehabilitation or minor civil works,
* Occupational Health and Safety (OHS) issues,
* Community health and safety issues,
* Social issues, including in relation to labor influx, Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) risks, gender or disability, or LGBT+Q status.
* Labor and working conditions. Arrangements for employment and accommodation of workers to be engaged in project activities, and issues relating to working, particularly if these are impacted by emergency legislation.

The ESMP, ESMP checklist and/or ESCOPs, will form part of the Contract and will be part of the tender documentation. The key suggestions are given below.

The site-specific ESMP will include:

* Environmental risks and issues such as resource efficiency (e.g., water and energy usage), material supply, and ensuring sustainable sourcing of construction materials.
* Construction-related solid waste management, including safe disposal of non-hazardous waste and recycling practices, along with management of wastewater, noise, dust, and emissions to minimize environmental impact during the construction phase.
* Hazardous materials management, ensuring safe handling, storage, and disposal of any materials that may be hazardous to human health or the environment, such as asbestos (if applicable), paints, or chemicals.
* Occupational Health and Safety (OHS) issues, focusing on ensuring that workers are provided with the necessary protective equipment, training, and safety protocols to minimize the risk of injury or accidents during construction.
* Community Health and Safety, ensuring that construction activities do not negatively impact the local community, including noise, dust, traffic, or other disruptions, and safeguarding students, staff, and residents in the surrounding area.
* Labor influx, with measures to manage an influx of workers from outside the community, including the prevention of Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA), along with promoting gender equality and addressing gender-related issues.
* Labor and working conditions, including fair wages, safe working conditions, compliance with local labor laws, and addressing any potential risks related to the employment of underage workers or exploitation of labor.
* SEA/SH risks

For sub-projects with a lower to moderate risk level, an **ESMP Checklist** must be prepared.
The ESMP Checklist includes the following components:

* General Project and Site Information
* Environmental and Social Impacts Screening
* Mitigation Measures
* Monitoring Plan

A filled-out example for the ESMP Checklist is available in Annex 4. It is structured to identify potential risks and suggest appropriate mitigation measures across various domains, including Occupational Health and Safety (OHS), cultural heritage, waste management, life and fire safety, among others.

**ESCOPs** These are pre-prepared environmental and social risk management measures for standard construction, livelihood, or household support activities. Depending on the specific activities at each project site, the examples provided in the Annex 2 may include or exclude certain sections, and new sections may be added based on the financed activities.

The PMU will require the contractor to adhere to standards relating to:

* Labor management and working conditions as laid out in the ‘Labor Management Procedure’ prepared under the project.
* Labor issues to be incorporated in the ESMP, as mentioned above.
* SEA/SH provisions and code of conduct for all workers.
* Arrangements for employment and accommodation of workers to be engaged in project activities, and issues relating to working conditions.

The PMU will ensure that following measures are implemented:

* Continued engagement with stakeholders throughout the construction phase to ensure all parties are informed about construction-related activities, timelines, and potential disruptions.
* Information dissemination and awareness within local communities surrounding the schools, including the implementation of measures to ensure community health and safety.
* Awareness and access to grievance redress mechanisms, ensuring that the local community and workers are aware of how to report grievances. This will include addressing concerns related to labor influx and any grievances related to Gender-Based Violence (GBV), Sexual Exploitation and Abuse (SEA), or Sexual Harassment (SH). The grievance mechanism will be accessible, transparent, and effective in handling complaints.

These actions will ensure ongoing stakeholder engagement, maintain transparency throughout the project, and prioritize the well-being of both the community and the workforce involved in the construction activities.

# Procedures and Implementation Arrangements

**5.1 Environmental and Social Risk Management Procedures**

The environmental and social risk management procedures will be implemented through the Project’s subproject selection process. In summary, the procedures aim to do the following:

Table - Project Cycle and E&S Management Procedures

| **Project Stage** | **E&S Stage** | **E&S Management Procedures** |
| --- | --- | --- |
| **a. Assessment and Analysis:** Subproject identification | Screening | * During subproject identification, ensure subproject eligibility by referring to the ***Exclusion List in Table 5.***
* For all activities, use the ***Screening Form in Annex 1***to identify and assess potential environmental and social risks and impacts, and identify the appropriate mitigation measures for the subproject.

Identify the documentation, permits, and clearances required under the government’s Environmental Regulation. |
| **b. Formulation and Planning:** Planning for subproject activities, including human and budgetary resources and monitoring measures | Planning | * Based on ***Screening Form*** adopt and/or prepare relevant environmental and social instruments with procedures and plans.
* For activities requiring Environmental and Social instruments, adequate ES instruments will be prepared and categorized for similar activities or grouped by activities (e.g. procurement and installation of equipment, small scale refurbishment works, construction works etc.). Only the first ES instrument from each category of subproject (unless otherwise agreed with the World Bank) will be submitted to the World Bank for prior review and no objection prior to initiating bidding processes (for subprojects involving bidding processes) and/or launching activities (for subproject activities not subject to bidding).
* Ensure that the contents of the ESMPs and ESMP checklists are shared with relevant stakeholders in an accessible manner and consultations are held with the affected communities in accordance with the SEP.
* Complete all documentation, permits, and clearances required under the government’s Environmental Regulation.
* Train staff responsible for implementation and monitoring of plans.

Incorporate relevant environmental and social procedures and plans into contractor bidding documents; train contractors on relevant procedures and plans. |
| **c. Implementation and Monitoring:** Implementation support and continuous monitoring for projects | Implementation | * Ensure implementation of plans through site visits, regular reporting from the site, and other planned monitoring.
* Track grievances/beneficiary feedback.

Continue awareness raising and/or training for relevant staff, volunteers, contractors, communities. |
| **d. Review and Evaluation:** Qualitative, quantitative, and/or participatory datacollection on a sample basis | Completion | * Assess whether plans have been effectively implemented.

Ensure that physical sites are properly restored. |

**Subproject Assessment and Analysis – ES Screening**

As a first step, all proposed activities should be screened to ensure that they are within the boundaries of the Project’s eligible activities, and they are not considered as activities listed on the ES Exclusion List in Table 5.

Table - Exclusion List

|  |
| --- |
| * [Weapons, including but not limited to mines, guns, ammunition, and explosives
* Support of production of any hazardous good, including alcohol, tobacco, and controlled substances
* Any construction in protected areas or priority areas for biodiversity conservation, as defined in national law
* Activities that have the potential to cause any significant loss or degradation of critical natural habitats, whether directly or indirectly, or which would lead to adverse impacts on natural habitats
* Activities that involve extensive harvest and sale/trade of forest resources (post, timber, bamboo, charcoal, wildlife, etc.) for large-scale commercial purposes
* Activities involving changing forestland into agricultural land or logging activities in primary forest
* Purchase or use of banned/restricted pesticides, insecticides, herbicides, and other dangerous chemicals (banned under national law and World Health Organization (WHO) category 1A and 1B pesticides)
* Construction of any new dams or rehabilitation of existing dams including structural and or operational changes; or irrigation or water supply subprojects that will depend on the storage and operation of an existing dam, or a dam under construction for the supply of water
* Activities that involve the use of international waterways
* Any activity affecting physical cultural heritage such as graves, temples, churches, historical relics, archeological sites, or other cultural structures
* Activities that may cause or lead to forced labor or child abuse, child labor exploitation or human trafficking, or subprojects that employ or engage children, over the minimum age of 14 and under the age of 18, in connection with the project in a manner that is likely to be hazardous or interfere with the child’s education or be harmful to the child’s health or physical, mental, spiritual, moral, or social development
* Any activity on land that has disputed ownership or tenure rights
* Any activity that will cause physical relocation of households or will require the use of eminent domain
* Any activity with significant environmental and social risks and impacts that require an Environmental and Social Impact Assessment (ESIA)
* Any activity that will require Free, Prior and Informed Consent (FPIC) as defined in ESS7.]
 |

As a second step, the Project Management Unit (PMU) within the Ministry of Education will use the ES Screening Form in Annex 1 to identify and assess relevant environmental and social risks specific to the activities and identify the appropriate mitigation measures. The Screening Form lists the various mitigation measures and plans that may be relevant for the specific activities (such as the Environmental and Social Codes of Practice, the Environmental and Social Management Plan, the Labor Management Procedures, Chance Find Procedures, etc.)

The process of screening of ES risks and impacts begins at the subproject planning stage to allow early identification of potential impacts and mitigation measures. The screening process will:

* Screen the eligibility of the activities,
* Identify potential environmental and social risks and impacts of the proposed subproject activity,
* Determine the subproject category (High, Substantial, Moderate or Low); and
* Determine the level of environment and social assessment and management required to address the potential risks and impacts and determine E&S instrument to be prepared.

The PMU will also identify the documentation, permits, and clearances required under the government’s Environmental Regulation.

**Subproject Formulation and Planning – ES Planning**

Upon screening, proposed activities will be categorized based on the scope of risks and the sensitivity of the receptive environment as below. The screening will also determine the extent of assessment and management plans to be developed. Based on the process above and the Screening Form, the PMU will adopt the necessary environmental and social management measures already included in the Annexes of this ESMF (ESCP, LMP and SEP) or develop relevant site-specific environmental and social management plans (ESMP, ESMPCL).

* **High Risk** sub-projects will not be included in the project.
* **Substantial Risk** sub-projects will not be included in the project.
* **Moderate Risk** sub-projects are eligible for financing and may require the preparation of ESMPs or ESMPCLs. Support measures to address the issues related to vulnerable groups will be integrated into the ESMPs. ESMPs will be included as an integral part of any works or supervision contract. (see Annex 3 ESMP). The management plans (final draft version) will be submitted to the World Bank for review and / clearance. ES risk as well as the level of assessments required will be agreed with the World Bank.
* **Low Risk** activities will not require assessment beyond screening. The screening report will recommend mitigation measures for minor issues/impacts identified by the screening exercise.

The PMU and individual school facilities will ensure that all subprojects and activities involving construction or reconstruction works prepare the necessary Environmental and Social Management Plans (ESMPs). These plans will detail and prioritize mitigation measures, corrective actions, and monitoring measures essential to manage the impacts and risks identified during the environmental and social screening assessments.

**Preparation of ESMPs and ESMPCLs**

If site-specific Environmental and Social Management Plans (ESMPs) or ESMP Checklists (ESMPCLs) are necessary, the PMU will prepare these plans using the templates provided in Annex 3 and Annex 4, respectively, and will include other applicable documents as required. The PMU will ensure the approval and compilation of the ESMPs, ensuring that they meet the necessary environmental and social standards.

The contents of the ESMPs ESMP Checklists will be shared with relevant stakeholders in an accessible manner, and consultations will be conducted with affected communities to discuss the identified environmental and social risks, as well as the proposed mitigation measures. If multiple subprojects or contracts are being initiated at the same time or within the same location, a consolidated ESMP and ESMP Checklists covering all the activities can be prepared to streamline the process (if applicable).

The first 5 ESMP checklist for refurbishment/equipping works will be submitted to the World Bank for prior review and no objection. Subsequent ES instruments for similar subprojects will follow a post-review process, using the approved templates and procedures to ensure that the necessary mitigation and monitoring measures are in place. However, each ESMP for new construction will be submitted to the WB for prior approval. These will be publicly discussed, and only after this process is complete can the bidding process begin, with the ESMP included.

The PMU will also ensure that all necessary documentation, permits, and clearances required under the government’s environmental regulations are obtained before any project activities commence.

At this stage, staff involved in various subproject activities should be trained on the relevant ESMPs associated with their specific tasks. The PMU will be responsible for providing this training to site staff, ensuring they are fully informed of the environmental and social requirements, and equipped to implement the necessary mitigation measures effectively throughout the project's execution.

The PMU will ensure that all selected contractors, subcontractors and other relevant personnel, such as suppliers, understand and integrate environmental and social mitigation measures relevant to their tasks as part of their standard operating procedures for construction works. The PMU will provide training to contractors to ensure that they fully understand these environmental and social requirements. In addition, the PMU will oversee the development of a training plan to ensure that contractors cascade this training to subcontractors and suppliers, ensuring consistency in the application of environmental and social mitigation measures at all project levels.

The PMU will ensure that all consultancies, studies (including feasibility studies, if applicable), capacity building, training, and other technical assistance activities under the Project are conducted in alignment with terms of reference that are acceptable to the World Bank and consistent with the Environmental and Social Standards (ESSs). The PMU will also ensure that the outputs of these activities meet the requirements specified in the terms of reference.

**Implementation and Monitoring**

The PMU, along with the individual school facility, will be responsible for implementing the ESMPs and other relevant environmental and social instruments. For ESMPs, this responsibility will be shared with contractors and supervising consultants, when applicable. The PMU will also provide support and supervision during the implementation phase.

The responsible parties within the PMU will ensure that monitoring practices incorporate the environmental and social risks identified in the ESMF. They will also monitor the implementation of environmental and social risk management and mitigation plans as part of regular project monitoring activities, with a particular focus on the specific risks associated with school infrastructure and community impact.

Supervision of the final ESMPs for subprojects, along with other project activities related to school construction and reconstruction, will involve monitoring, evaluative review, and reporting. These actions aim to achieve the following objectives:

* Ensure the project is being carried out in conformity with environmental and social legal requirements, including specific standards for school environments.
* Identify issues during project implementation, especially those that could impact students, staff, and the surrounding community, and recommend solutions in a timely manner.
* Suggest changes to the proposed concept or project design, if necessary, as the project progresses or if circumstances change, with a focus on maintaining a safe, conducive learning environment.
* Identify key risks to the sustainability of school facilities and propose appropriate risk management strategies.

An appropriate environmental and social supervision plan will be developed to ensure successful implementation of the ESMF across the project and shared with the World Bank. The environmental and social team within the PMU will be responsible for monitoring the ESMF’s implementation for each subproject until project closure, after which management will be transferred to the designated authority.

A proposed template for the Environmental and Social Compliance Monitoring Checklist for project activities is presented in Annex 4.

Compliance monitoring reports will be submitted to the World Bank on a semi-annual basis from the commencement of the contract.

Regular World Bank missions will include specialists to monitor the project’s compliance with World Bank safeguard policies. The progress of environmental monitoring will be formally communicated to the World Bank through regular progress reports and updates as per the compliance monitoring agreement during project implementation.

Two types of the report will be produced:

1. **Monthly Reports**. Each Contractor will prepare and submit monthly reports to the PMU. These reports will include updates on ongoing works, any grievances received via the GRM, and other relevant information.
2. **Quarterly Reports.** The PMU will submit an overall report of project implementation to the World Bank every quarter. This report will include a summary of project implementation, a summary of grievances and their resolutions, updates on activities for each subproject, and copies of screenings and instruments prepared during the six-month period.

At a minimum, the reporting will include (i) the overall implementation of ES risk management instruments and measures, (ii) any environmental or social issues arising as a result of project activities and how these issues will be remedied or mitigated, including timelines, (iii) Occupational Health and Safety performance (including incidents and accidents), (iv) community health and safety, (v) stakeholder engagement updates, in line with the SEP, (vi) public notification and communications, (vii) progress on the implementation and completion of project works, and (viii) summary of grievances/beneficiary feedback received, actions taken, and complaints closed out, in line with the SEP. Reports from the local levels will be submitted to the PMU, where they will be aggregated and submitted to the World Bank on a quarterly basis.

Throughout the project implementation phase, the PMU will continue to provide training and raise awareness among relevant stakeholders, including staff, contractors, and school communities, to support the implementation of environmental and social mitigation measures. An initial list of training needs is proposed below, in Section 5.5.

The PMU will also track grievances and beneficiary feedback (in line with the SEP) during project implementation, using this feedback as a monitoring tool for project activities and mitigation measures.

If the project involves the use of an external monitoring mechanism, such as a third-party consultant, the monitoring arrangement, responsibility, and frequency will be clearly outlined.

Finally, if the PMU becomes aware of a serious incident in connection with the project that may have significant adverse effects on the environment, the affected communities, the public, or workers, the PMU should notify the World Bank within 48 hours of becoming aware of the incident. Incidents such as fatalities, forced or child labor, gender-based violence, abuses by project workers, violent protests, or kidnappings are automatically classified as serious incidents.

**Review and Evaluation – ES Completion**

Upon completion of project activities, the PMU will review and evaluate the progress and completion of all project activities, including the implementation of environmental and social mitigation measures. In particular, for construction works, the PMU will monitor site restoration and landscaping activities in affected areas to ensure that these are carried out to an appropriate and acceptable standard before closing the contracts. This will be in accordance with the measures identified in the ESMPs and other relevant plans.

The sites must be restored to at least the same condition and standard that existed prior to the commencement of the works. Any outstanding issues must be resolved before a subproject is considered fully completed. The PMU will prepare a Completion Report detailing the final status of compliance with the environmental and social risk management measures and submit this report to the World Bank for review.

**5.2 Technical Assistance Activities**

The PMU will ensure that the consultancies, studies (including feasibility studies, if applicable), capacity building, training, and any other technical assistance activities under the Project are carried out in accordance with Terms of Reference acceptable to the Bank, that are consistent with the ESSs. They will also ensure that the outputs of such activities comply with the Terms of Reference.

**5.3 Implementation Arrangements**

The Project will be implemented by the Ministry of Education (MoE) as the key implementing agency over a five-year period. The MoE has a strong track record in implementing World Bank-financed projects, including the Inclusive Early Childhood Education and Care (ECEC) Project (P157117). The MoE PMU will maintain the same organizational structure established for the ECEC project, which includes one part-time environmental specialist and one part-time social specialist. Additional technical staff will be hired to assist with project activities related to the project as needed. This team will oversee the preparation and implementation of the Project and provide technical support to other project implementation partners.

The MoE will collaborate closely with regional school authorities, the Institute for Education Quality and Evaluation (IEQE), and the Institute for the Improvement of Education (IIE). The MoE will also coordinate with municipalities to select and support schools. The MoE PMU will be responsible for the technical implementation of the Project's activities, including ensuring that all environmental and social mitigation measures are integrated into project activities.

The PMU will be responsible for coordinating and overseeing all environmental and social activities under the Project, including the implementation of the ESCP, ESMF, ESMPs, LMP, and SEP. In coordination with other relevant Divisions, the PMU will be responsible for ensuring due diligence, screening of activities, and ongoing monitoring throughout the Project's implementation, up to its closure, and eventual transfer to the designated authority.

The MoE PMU will be responsible for overall procurement under the Project, ensuring all procurement activities comply with established guidelines.

The project will require clear and strong implementation oversight, regular consultation among key stakeholders, and robust decision-making mechanisms to prevent and address potential bottlenecks. A PMU will be established within the MoE, headed by a Project Director (PD).

The PMU will recruit an Environmental Specialist and a Social Specialist, each responsible for their respective areas of expertise. The Environmental Specialist will oversee the screening of subprojects for environmental issues, ensuring proper disclosure, review and clearance of subprojects, and monitoring the implementation of the ESMP. The Social Specialist will handle the preparation and consultation of required ES instruments, address social risks and impacts, monitor the implementation of all ESMP measures, and oversee the functioning of the Grievance Redress Mechanism (GRM).

Both specialists will collaborate closely to ensure the effective implementation of environmental and social safeguards, monitoring compliance, and facilitating communication with stakeholders throughout the project.

Contractors will be required to comply with the project's ES risk management plans and procedures, including the ESMP, LMP, and applicable local legislation. These requirements will be specified in the contractor agreements. Contractors will be expected to disseminate and raise awareness among their workforce regarding environmental and social ES risk management compliance to ensure effective implementation of these measures.

Supervision engineers will be responsible for overseeing the implementation of the Project’s ES risk management plans, including the ESMP, LMP, and compliance with local legislation. Their role will include conducting regular site inspections to ensure that contractors are adhering to the ES requirements specified in their agreements. They will be required to provide technical guidance to contractors on ES best practices and risk management, monitor the implementation of community health and safety measures, and ensure the proper functioning of the grievance redress mechanism (GRM). Supervision engineers will report on compliance and any non-compliance issues, ensuring that corrective actions are taken in a timely manner. They will work closely with the PMU to ensure that all ES instruments are being implemented effectively across the project.

**5.4 Proposed Training and Capacity Building**

Table - Proposed Training and Capacity Building Approach

| **Level** | **Responsible Party** | **Audience** | **Topics/Themes that May Be Covered** |
| --- | --- | --- | --- |
| **National level** | World Bank | PMU E&S specialists responsible for overall implementation of ESMF | ESMF and approach:- Identification and assessment of E&S risks- Selection and application of relevant E&S risk management measures/instruments - E&S monitoring and reporting - Incident and accident reporting- Application of LMP, including Code of Conduct, incident reporting, Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH), COVID-19 mitigation - Application of SEP and the grievance/beneficiary feedback mechanism |
| **Regional level**  | National staff | Regional staffContractors  | ESMF and approach:- Identification and assessment of E&S risks- Selection and application of relevant E&S risk management measures- E&S monitoring and reporting- Incident and accident reporting- Application of LMP, including Code of Conduct, incident reporting, Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH), COVID-19 mitigation- Application of SEP and the grievance/beneficiary feedback mechanism  |
| **Local/site level**  | Regional staff  | Local staff Local contractors | - Application of SEP and the grievance/beneficiary feedback mechanism - Application of LMP, including Code of Conduct, incident reporting, Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH), COVID-19 mitigation- Application of ESCOPs or ESMPs, as relevant |
| **Community level** | Local staff  | Community membersCommunity Workers, if relevant  | - Basic OHS measures and Personal Protective Equipment- Community health and safety issues- Worker Code of Conduct- SEA/SH issues, prevention, measures]- COVID-19 mitigation - Grievance redress- Workers’ grievance redress  |

# Stakeholder Engagement, Disclosure, and Consultations

A separate Stakeholder Engagement Plan (SEP) has been prepared for the Project, based on the World Bank’s Environmental and Social Standard 10 on Stakeholder Engagement. The SEP can be found here: (to be added once the document is publicly disclosed and available)

This ESMF, Labour Management Procedures (LMP) as well as the SEP and the Environmental and Social Commitment Plan (ESCP) that have been prepared for this project, have been disclosed as draft for stakeholder consultations on the following website: (to be added once the document is publicly disclosed and available). Key feedback on the disclosed ESMF is listed within the *Annex X – Report on public consultations* (to be updated).

The Project will be implemented nationwide, with a Grievance Mechanism (GM) established at the central project level. The administration of the GM will be the responsibility of the PMU. Given the nationwide scope, the GM will consist of a Central Feedback Desk (CFD), managed by the PMU, and Local Grievance Admission Desks (LGADs) established at schools and institutions directly involved in implementing project activities. Collectively, these components will form the Grievance Mechanism (GM).

The CFD will oversee overall grievance administration, including resolution, while the LGADs will serve as local entry points for submitting grievances and acknowledging their receipt through local channels. All grievances, concerns, and queries can be directed to the following address:

*Contact information will be provided once the PMU structure is confirmed and finalized.*

The ESMF and other ESF instruments are disclosed in Serbian and English on the MoE website: (to be updated)

### ANNEX 1: Screening Form

This form is to be used by the Project Management Unit (PMU) to screen for the potential environmental and social risks and impacts of a proposed subproject. It will help the PMU in identifying the relevant Environmental and Social Standards (ESS), establishing the ES category for these subprojects, and specifying the type of environmental and social assessment required, including specific instruments/plans. The use of this form will allow the PMU to form an initial view of the potential risks and impacts of a subproject. **It is not a substitute for project-specific ES assessments or specific mitigation plans.**

A note on Considerations and Tools for ES Screening and Risk Rating is included in this Annex to assist the process.

**Subproject Information**

|  |  |
| --- | --- |
| **Project** | **Serbia Inclusive Primary Education Improvement Project** |
| **Subproject Title** |  |
| **Subproject Location** |  |
| **Regional Unit in Charge** |  |
| **Estimated Cost** |  |
| **Start/Completion Date**  |  |
| **Brief Description of Subproject** |  |

**Environmental and Social Screening Questionnaires**

| **Questions** | **Answer** | **Next Steps** |
| --- | --- | --- |
| **Yes** | **No** |
| ***ESS1***  |
| 1. Is the subproject likely to have significant adverse environmental impacts that are sensitive and unprecedented that trigger the ‘Ineligible Activities’ or other exclusion criteria? |  |  | If “Yes”: Exclude from project. |
| 2. Does the subproject involve new construction or significant expansion of ponds, solid waste management systems, shelters, roads (including access roads), community centers, schools, bridges and jetties?  |  |  | If “Yes”: 1. Prepare a site-specific E&S Assessment and/or ESMP for the proposed subproject, based on the template in Annex 3.2. Include E&S risk management measures in bidding documents.  |
| 3. Does the subproject involve renovation or rehabilitation of any small-scale infrastructure, such as groundwater wells, latrines, showers/washing facilities, or shelters?  |  |  | If “Yes”: 1. Apply relevant measures based on the ESCOPs in Annex 2 (unless one of the questions below raises specific environmental risks and requires a site-specific ESMP).2. Include E&S risk management measures in bidding documents.  |
| 4. Will construction or renovation works require new borrow pits or quarries to be opened? |  |  | If “Yes”: 1. Prepare a site-specific ESMP for the proposed subproject, based on the template in Annex 3.2. Include E&S risk management measures in bidding documents.  |
| 5. Does the project lead to any risks and impacts on, individuals or groups who, because of their particular circumstances, may be disadvantaged or vulnerable.**[[2]](#footnote-2)** |  |  | If “Yes”: Apply relevant measures described in the ESMF and SEP.  |
| ***ESS2***  |
| 6. Does the subproject involve uses of goods and equipment involving forced labor, child labor, or other harmful or exploitative forms of labor? |  |  | If “Yes”: Exclude from project. |
| 7. Does the subproject involve recruitment of workforce including direct, contracted, primary supply, and/or community workers? |  |  | If “Yes”: Apply LMP. |
| 8. Will the workers be exposed to workplace hazards that needs to be managed in accordance with local regulations and EHSGs? Do workers need PPE relative to the potential risks and hazards associated with their work? |  |  | If “Yes”: Apply LMP. |
| 9. Is there a risk that women may be underpaid when compared to men when working on the project construction? |  |  | If “Yes”: Apply LMP. |
| ***ESS3***  |
| 10. Is the project likely to generate solid or liquid waste that could adversely impact soils, vegetation, rivers, streams or groundwater, or nearby communities? |  |  | If “Yes”: 1. Prepare a site-specific ESMP for the proposed subproject, based on the template in Annex 3.2. Include E&S risk management measures in bidding documents.  |
| 11. Do any of the construction works involve the removal of asbestos or other hazardous materials? |  |  | If “Yes”: Apply asbestos guidance provide in the ESCOP. |
| 12. Are works likely to cause significant negative impacts to air and / or water quality? |  |  | If “Yes”: 1. Prepare a site-specific ESMP for the proposed subproject, based on the template in Annex 3.2. Include E&S risk management measures in bidding documents.  |
| 13. Does the activity rely on existing infrastructure (such as discharge points) that is inadequate to prevent environmental impacts? |  |  | If “Yes”: 1. Prepare a site-specific ESMP for the proposed subproject, based on the template in Annex 3.2. Include E&S risk management measures in bidding documents. |
| ***ESS4***  |
| 15. Is there a risk of increased community exposure to communicable disease (such as COVID-19, HIV/AIDS, Malaria), or increase in the risk of traffic related accidents? |  |  | If “Yes”: Apply LMP and relevant measures in SEP. |
| 16. Is an influx of workers, from outside the community, expected? Would workers be expected to use health services of the community? Would they create pressures on existing community services (water, electricity, health, recreation, others?) |  |  | If “Yes”: Apply LMP. |
| 17. Is there a risk that SEA/SH may increase as a result of project works? |  |  | If “Yes”: Apply LMP. |
| 18. Would any public facilities, such as schools, health clinic, church be negatively affected by construction? |  |  | If “Yes”: Apply relevant measures based on the ESCOPs in Annex 2 (unless one of the other questions in the screening form raises specific environmental and social risks and requires a site-specific ESMP). |
| 19. Will the subproject require the government to retain workers to provide security to safeguard the subproject? |  |  | If “Yes”: Prepare a site-specific ESMP for the proposed subproject, including an assessment of potential risks and mitigation measures of using security personnel. |
| ***ESS5*** |
| 20. Will the subproject require the involuntary acquisition of new land (will the government use eminent domain powers to acquire the land)?[[3]](#footnote-3) |  |  | If “Yes”: Refer to and apply the project Resettlement Framework (RF).  |
| 21. Will the subproject lead to temporary or permanent physical displacement (including people without legal claims to land)? |  |  | If “Yes”: Refer to and apply the project RF.  |
| 22. Will the subproject lead to economic displacement (such as loss of assets or livelihoods, or access to resources due to land acquisition or access restrictions)? |  |  | If “Yes”: Refer to and apply the project RF. |
| 23. Has the site of the subproject been acquired through eminent domain in the past 5 years, in anticipation of the subproject? |  |  | If “Yes”: Refer to and apply the project RF. |
| 24. Are there any associated facilities needed for the subproject (such as access roads or electricity transmission lines) that will require the involuntary acquisition of new land? |  |  | If “Yes”: Refer to and apply the project RF. |
| 25. Is private land required for the subproject activity being voluntarily donated to the project?[[4]](#footnote-4) |  |  | If “Yes”: Refer to and apply the project RF. |
| ***ESS6***  |
| 26. Does the subproject involve activities that have potential to cause any significant loss or degradation of critical habitats[[5]](#footnote-5) whether directly or indirectly, or which would lead to adverse impacts on natural habitats[[6]](#footnote-6)? |  |  | If “Yes”: Exclude from project. |
| 27. Will the project involve the conversion or degradation of non-critical natural habitats?  |  |  | If “Yes”: 1. Prepare a site-specific ESMP for the proposed subproject, based on the template in Annex 3.2. Include E&S risk management measures in bidding documents.  |
| 28. Will this activity require clearance of mangroves? |  |  | If “Yes”: Exclude from project. |
| 29. Will this activity require clearance of trees, including inland natural vegetation? |  |  | If “Yes”: 1. Prepare a site-specific ESMP for the proposed subproject, based on the template in Annex 3.2. Exclude from project if more that x hectares of tree and vegetation cutting is expected. 2. Include E&S risk management measures in bidding documents. |
| 30. Will there be any significant impact on any ecosystems of importance (especially those supporting rare, threatened or endangered species of flora and fauna)? |  |  | If “Yes”: Exclude from project. |
| ***ESS7*** |
| 31. Are there any Indigenous Peoples or Sub-Saharan African Historically Underserved Traditional Local Communities present in the subproject area and are likely to be affected by the proposed subproject negatively? |  |  | If “Yes”: Prepare an Indigenous Peoples Plan OR Include the requirements of an Indigenous Peoples Plan in the SEP. |
| ***ESS8*** |
| 32. Is the subproject to be located adjacent to a sensitive site (historical or archaeological or culturally significant site) or facility? |  |  | If “Yes”: Apply Chance Find Procedures in Annex 6. |
| 33. Locate near buildings, sacred trees or objects having spiritual values to local communities (e.g. memorials, graves or stones) or require excavation near there? |  |  | If “Yes”: Apply Chance Find Procedures in Annex 6. |

**Conclusion**

Based on the result from the screening above, please list the E&S risk management instruments to be prepared / adopt and implemented:

1.
2.

**Name and title of person who conducted screening:**

**Date of screening:**

### ANNEX 2: Environmental and Social Codes of Practice (ESCOP)

To manage and mitigate potential negative environmental impacts, the project applies Environmental Codes of Practice (ESCOPs), which are outlined in this document. The ESCOPs contain specific, detailed, and actionable measures designed to mitigate the potential impacts of each type of eligible subproject activity. They are categorized according to their relevance for the planning, implementation, or post-implementation phases of the project. These codes provide straightforward risk mitigation and management measures that are easily applicable by the Borrower and contractors.

1. **ESCOPs for Infrastructure Subprojects**

**General ESCOP for Infrastructure Subprojects**

| **Issue** | **Environmental Prevention/Mitigation Measure**s | **Responsible Party** |
| --- | --- | --- |
| 1. Noise during construction
 | 1. Plan activities in consultation with communities so that noisiest activities are undertaken during periods that will result in least disturbance. (Planning phase)
2. Use when needed and feasible noise-control methods such as fences, barriers or deflectors (such as muffling devices for combustion engines or planting of fast-growing trees). (Implementation phase)
3. Minimize project transportation through community areas. Maintain a buffer zone (such as open spaces, row of trees or vegetated areas) between the project site and residential areas to lessen the impact of noise to the living quarters. (Implementation phase)
 |  |
| 1. Soil erosion
 | 1. Schedule construction during dry season. (Planning phase)
2. Contour and minimize length and steepness of slopes. (Implementation phase)
3. Use mulch, grasses or compacted soil to stabilize exposed areas. (Implementation phase)
4. Cover with topsoil and re-vegetate (plant grass, fast-growing plants/bushes/trees) construction areas quickly once work is completed. (Post-Implementation phase)
5. Design channels and ditches for post-construction flows and line steep channels/slopes (e.g., with palm frowns, jute mats, etc.). (Post-Implementation phase)
 |  |
| 1. Air quality
 | 1. Minimize dust from exposed work sites by applying water on the ground regularly during dry season. (Implementation phase)
2. Avoid burn site clearance debris (trees, undergrowth) or construction waste materials. (Implementation phase)
3. Keep stockpile of aggregate materials covered to avoid suspension or dispersal of fine soil particles during windy days or disturbance from stray animals. . (Implementation phase)
4. Reduce the operation hours of generators /machines /equipment /vehicles. (Implementation phase)
5. Control vehicle speed when driving through community areas is unavoidable so that dust dispersion from vehicle transport is minimized. (Implementation phase)
 |  |
| 1. Water quality and availability
 | 1. Activities should not affect the availability of water for drinking and hygienic purposes. (Implementation phase)
2. No soiled materials, solid wastes, toxic or hazardous materials should be stored in, poured into or thrown into water bodies for dilution or disposal. (Implementation phase)
3. Avoid the use of waste water pools particularly without impermeable liners.
4. Provision of toilets with temporary septic tank. (Implementation phase)
5. The flow of natural waters should not be obstructed or diverted to another direction, which may lead to drying up of river beds or flooding of settlements. (Implementation phase)
6. Separate concrete works in waterways and keep concrete mixing separate from drainage leading to waterways. (Implementation phase)
 |  |
| 1. Solid and hazardous waste
 | 1. Segregate construction waste as recyclable, hazardous and non-hazardous waste. (Implementation phase)
2. Collect, store and transport construction waste to appropriately designated/ controlled dump sites. (Implementation phase)
3. On-site storage of wastes prior to final disposal (including earth dug for foundations) should be at least 300 metres from rivers, streams, lakes and wetlands. (Implementation phase)
4. Use secured area for refuelling and transfer of other toxic fluids distant from settlement area (and at least 50 metres from drainage structures and 100 metres from important water bodies); ideally on a hard/non-porous surface. (Implementation phase)
5. Train workers on correct transfer and handling of fuels and other substances and require the use of gloves, boots, aprons, eyewear and other protective equipment for protection in handling highly hazardous materials. (Implementation phase)
6. Collect and properly dispose of small amount of maintenance materials such as oily rags, oil filters, used oil, etc. Never dispose spent oils on the ground and in water courses as it can contaminate soil and groundwater (including drinking water aquifer). (Implementation phase)
7. After each construction site is decommissioned, all debris and waste shall be cleared. (Post-Implementation phase)
 |  |
| 1. Asbestos
 | 1. If asbestos or asbestos containing materials (ACM) are found at a construction site, they should be clearly marked as hazardous waste. (Implementation phase)
2. The asbestos should be appropriately contained and sealed to minimize exposure. (Implementation phase)
3. Prior to removal, if removal is necessary, ACM should be treated with a wetting agent to minimize asbestos dust. (Implementation phase)
4. If ACM is to be stored temporarily, it should be securely placed inside closed containers and clearly labeled. (Implementation phase)
5. Removed ACM must not be reused. (Implementation and post-implementation phase)
 |  |
| 7. Health and Safety | 1. When planning activities of each subproject, discuss steps to avoid people getting hurt. (Planning phase)

It is useful to consider:* Construction place: Are there any hazards that could be removed or should warn people about?
* The people who will be taking part in construction: Do the participants have adequate skill and physical fitness to perform their works safely?
* The equipment: Are there checks you could do to make sure that the equipment is in good working order? Do people need any particular skills or knowledge to enable them to use it safely?
* Electricity Safety: Do any electricity good practices such as use of safe extension cords, voltage regulators and circuit breakers, labels on electrical wiring for safety measure, aware on identifying burning smell from wires, etc. apply at site? Is the worksite stocked with voltage detectors, clamp meters and receptacle testers?
1. Mandate the use of personal protective equipment for workers as necessary (gloves, dust masks, hard hats, boots, goggles). (Implementation phase)
2. Follow the below measures for construction involve work at height (e.g. 2 meters above ground (Implementation phase):
* Do as much work as possible from the ground.
* Do not allow people with the following personal risks to perform work at height tasks: eyesight/balance problem; certain chronic diseases – such as osteoporosis, diabetes, arthritis or Parkinson’s disease; certain medications – sleeping pills, tranquillisers, blood pressure medication or antidepressants; recent history of falls – having had a fall within the last 12 months, etc.
* Only allow people with sufficient skills, knowledge and experience to perform the task.
* Check that the place (eg a roof) where work at height is to be undertaken is safe.
* Take precautions when working on or near fragile surfaces.
* Clean up oil, grease, paint, and dirt immediately to prevent slipping; and
* Provide fall protection measures e.g. safety hardness, simple scaffolding/guard rail for works over 4 meters from ground.
1. Keep worksite clean and free of debris on daily basis. (Implementation phase)
2. Provision of first aid kit with bandages, antibiotic cream, etc. or health care facilities and enough drinking water. (Implementation phase)
3. Keep corrosive fluids and other toxic materials in properly sealed containers for collection and disposal in properly secured areas. (Implementation phase)
4. Ensure adequate toilet facilities for workers from outside of the community. (Implementation phase)
5. Rope off construction area and secure materials stockpiles/ storage areas from the public and display warning signs including at unsafe locations. Do not allow children to play in construction areas. (Implementation phase)
6. Ensure structural openings are covered/protected adequately. (Implementation phase)
7. Secure loose or light material that is stored on roofs or open floors. (Implementation phase)
8. Keep hoses, power cords, welding leads, etc. from laying in heavily traveled walkways or areas. (Implementation phase)
9. If school children are in the vicinity, include traffic safety personnel to direct traffic during school hours, if needed. (Implementation phase)
10. Control driving speed of vehicles particularly when passing through community or nearby school, health center or other sensitive areas. (Implementation phase)
11. During heavy rains or emergencies of any kind, suspend all work. (Implementation phase)
12. Fill in all earth borrow-pits once construction is completed to avoid standing water, water-borne diseases and possible drowning. (Post-Implementation phase)
 |  |
| 8. Other | 1. No cutting of trees or destruction of vegetation other than on construction site. [Implementing agency] will procure locally sourced materials consistent with traditional construction practices in the communities. (Planning phase)
2. No hunting, fishing, capture of wildlife or collection of plants. (Implementation phase)
3. No use of unapproved toxic materials including lead-based paints, un-bonded asbestos, etc. (Implementation phase)
4. No disturbance of cultural or historic sites. (Planning and implementation phases)
 |  |

**Specific ESCOPs for Infrastructure Subprojects**

| **Subproject Type** | **Environmental Prevention/Mitigation Measures** | **Responsible Party** |
| --- | --- | --- |
| ***Buildings*** |
| In general | 1. Provide adequate drainage in the building’s immediate surroundings to avoid standing water, insect related diseases (malaria, etc.) and unsanitary conditions. (Implementation phase)
2. Include sanitary facilities such as toilets and basins for hand-washing. (Implementation phase)
3. Restrict use of asbestos cement tiles as roofing. (Implementation phase)
4. Tiled floors are preferred for easier cleaning and more hygienic. (Planning and implementation phases)
 |  |
| Shelters, community centers, schools, kindergartens.  | 1. Design of schools, community centres, markets should follow relevant requirements on life and fire safety required by National Building Codes and relevant guidelines from the concerned Ministries. (Planning phase)
2. Schools: Maximise natural light and ventilation systems to minimise needs for artificial light and air conditioning; use large windows for bright and well-ventilated rooms. (Planning phase)
 |  |
| ***Roads, Bridges and Jetties*** |
| Roads connecting villages, between villages and townships. | General Considerations:1. Control placement of all construction waste (including earth cuts) to approved disposal sites (at >300 m from rivers, streams, lakes, or wetlands). If we do have to dispose spent oil unexpectedly, we should use safe disposal method capable by rural community. For example- burning spend oil as fuel. (Implementation phase)
2. Erosion control measures should be applied before the rainy season begins, preferably immediately following construction. Maintain, and reapply the measures until vegetation is successfully established. (Implementation and post-implementation phases)
3. Sediment control structures should be applied where needed to slow or redirect runoff and trap sediment until vegetation is established. (Implementation and post-implementation phases)
4. Avoid road construction in unstable soils, steep slopes and nearby river banks. Additional measures (see the section below) need to be applied should there be no alternatives for road alignments. (Planning phase)
 |  |
| Protect slopes from erosion and landslides by the following measures (Implementation phase):1. Indigenous Species, fast-growing grass on slopes prone to erosion. These grasses help stabilise the slope and protect soil from erosion by rain and runoff. Locally available species possessing the properties of good growth, dense ground cover and deep root shall be used for stabilisation.
2. Provide interceptor ditch, particularly effective in the areas of high intensity rainfall and where slopes are exposed. This type of ditch intercepts and carries surface run-off away from erodible areas and slopes before reaching the steeper slopes, thus reducing the potential surface erosion.
3. For steep slopes, a stepped embankment (terracing) is needed for greater stability.
4. Place a retaining wall at the lower part of the unstable slope. The wall needs to have weeping holes for drainage of the road sub-base, thus reducing pressure on the wall.
5. Rocks (riprap) can be used in addition to protect the slope.
6. Prevent uncontrolled water discharge from the road surface by sufficiently large drainage ditches and to drain water away from the down slope.
 |  |
| Bridges (less than 20 meters) and Jetties  | Erosion protection (Planning and implementation phases): 1. The main method of slope and erosion protection is the construction of gabions (gravity walls that support jetties bankment or slopes which have a potential to slip) and ordinary stone pitching.
* The slope of gabions should be in the ratio of at least 1 vertical: 2 horizontals. Flatter slopes may be adopted depending on the site terrain.
* The filling of the gabions should be from strong and competent rock which is laid very closely packed to maximize the weight.
* Bracing wire should be used to prevent the gabion bulging out. The bracing wire should be placed at each third of the gabion height.
* The gabions should be firmly anchored into the ground by founding the gabions below the expected scour depth level.
* In cases where stone pitching is not provided, the top layer should be covered by soil to encourage the growth of grass and the stabilization of the slopes.
1. Stone pitching may be provided as the only erosion protection measure in those cases where the erosion potential is deemed minimal. Stone pitching is not very resistant to strong water current and is mainly used as the top finish on gabion walls.
 |  |
| Water Quality and Fauna (Implementation phase):1. Restrict duration and timing of in-stream activities to lower flow periods (dry season) and avoid periods critical to biological cycles of valued flora and fauna (e.g., spawning)
2. Water flow diversion should be avoided; if it is impossible to avoid, impacts should be assessed and mitigation proposed.
3. Establish clear separation of concrete mixing and works from drainage areas and waterways
 |  |
| ***Water Supply*** |
| Shallow Groundwater Wells  | 1. Site wells so that appropriate zone of sanitary protection can be established. (Planning phase)
2. Equip with slab around the well for easy drainage, a crossbeam and a pulley to support the use of only one rope and bucket for collecting water. One rope and bucket is more hygienic for the well and water. (Implementation phase)
3. Install steel steps/rungs (inside wall of a deep well) for maintenance and in case of emergency. (Implementation phase)
4. A groundwater well usually has a wide open water area. It is necessary to provide a cover/roof/wire mesh on top to protect this area from falling leaves or debris. (Implementation phase)
5. Wells should always be located upstream of the septic tank soak-away. Build the soak-away as far away as possible from the well (minimum 15 m/50 feet) as it can influence the quality of the drinking water when it is too close.(Planning and implementation phases)
6. Before using a new water source, test water quality and when intended for potable purposes ensure water meets the national drinking water standard. Water quality should also be monitored in the case of all well rehabilitation. (Post implementation phase)
 |  |
| Spring | 1. Every spring capture should be equipped with a filter and a sand trap. Add a wall between the inflow and the outlet pipe to create chamber for settling out sand; build the wall with a notch (lowered section) for controlled flow. Sand must be cleaned out periodically (operation and maintenance). (Implementation and post-implementation phases)
2. Collection basin for spring capture needs to have a perforated PVC pipe (holes diameter 2mm) to be used as a screen for the water intake. Alternatively, a short pipe with wire mesh (screen) around the open end should be provided. (Implementation phase)
3. Collection basin needs to have a fence to protect the spring from public access and risk of contamination; and a roof/cover over the spring to prevent leaves or other debris from entering the basin. (Implementation phase)
 |  |
| Rainwater harvesting | 1. Rainwater storage reservoir should be intact, connected to roof gutter system, with all faucets and piping intact. (Implementation phase)
2. If distribution pipes are attached into the storage reservoir, install the distribution pipes 10cm above the storage/tank bottom for better use of the storage capacity. (Implementation phase)
3. Cover must be fitted tightly onto the top of the storage reservoir to avoid overheating and growth of algae (from direct sunlight), and to prevent insects, solid debris and leaves from entering the storage tank. (Implementation phase)
4. A ventilation pipe with fly screen should be placed in the cover to help aerate the tank/reservoir which is necessary for good water quality. (Implementation phase)
5. Roof gutters need to be cleared regularly, as bird and animal feces and leaf litter on roofs or guttering can pose a health risk if they are washed into the reservoir tank. (Post-implementation phase)
6. Reservoir tanks need an overflow so that in time of really heavy rain, the excess water can drain away. The overflow should be designed to prevent backflow and stop vermin/rodents/insects entering the system. A good design will allow the main storage tank to overflow at least twice a year to remove built up of floating sediment on the top of the stored water and maintain good water quality. (Planning and implementation phases)
 |  |
| Installation / Rehabilitation of pipelines  | Preventing contamination at water sources:1. Build a structure with roof over the water source to prevent leaves or other debris from entering into the basin. (Implementation phase)
2. A fence is needed to protect the water sources (springs particularly) from public access and risk of contamination. (Implementation phase)
3. The sand/gravel filter traps sediment before the spring flow enters the collection chamber and has to be changed during periodical maintenance. (Implementation and post-implementation phases)

Pipe Laying:1. PVC water transmission and distribution piping need to be buried underground (coverage 50cm minimum) to prevent pipe against external damage (e.g. passing vehicles, solar UV radiation, etc.). Exposing PVC pipe to UV radiation causes the plasticiser in the PVC pipe to evaporate causing loss of integrity and brittleness. (Implementation phase)
2. Pipe shall be laid in a straight line, over a constantly falling slope. (Implementation phase)
3. When conditions do not allow piping to be buried (i.e. pipe is used above ground), then metal pipe must be used, and supported/braced as excessive movement may lead to leaks and breaks. (Implementation phase)
4. Outlet pipes and fittings from water storage/basin shall not be PVC pipe due to exposure to solar UV/sunlight. Metal piping and fittings are preferred. (Implementation phase)
5. When the distribution pipes are laying via forest area, the following considerations are needed (Planning and implementation phases):
* The route must be considered with minimum effects of changing the existing situations of the forest as well as the least habitats area of the animals
* Setbacks distances from important natural features (e.g. mineral licks, wildlife features such as nest, leks, dens, staging areas, lambing areas, calving areas) to conserve wildlife values should be kept, if necessary.
 |  |
| ***Electrification*** |
| Solar power supply | 1. Tidy wiring for easy maintenance and reduces the risk of accidents. (Implementation phase)
2. Need to raise community awareness on electrical hazards and health and safety concerns, as well as proper maintenance of solar panels (Implementation and post-implementation phases)
3. Need to raise community awareness on proper disposal of solar panels, specifically avoiding disposal of panels near water bodies (Post-implementation phase)
 |  |
| ***Access to Sanitation***  |
| Public latrines/toilets | 1. All toilets must have a septic tank made from non-permeable material such as concrete, plastic or fiberglass to provide primary treatment of fecal waste. (Implementation phase)
2. PVC pipe used to connect pour-flush toilet to a septic tank must be buried underground or covered over (with cement) for protection and to prevent exposure to sunlight. (Implementation phase)
3. Metal pipe is a preferred choice to be used as the gas vent pipe on septic tanks. Never use PVC pipe as it is unable to withstand long-term exposure to sunlight. (Implementation phase)
4. A toilet should be at least 20 meters from water sources (well, spring, river). (Planning and implementation phases)
 |  |
| ***Wastewater Systems***  |
| Wastewater sewerage and treatment | 1. Septic tanks must have a vent pipe to prevent the build-up of gas inside the chamber and shall have a ‘manhole’ that provides access inside the tank if needed. (Implementation phase)
2. Ensure that the septic tanks have two chambers: first chamber is for settling of sludge, and the second chamber is for aerobic treatment. These chambers will generally treat wastewater better. Partially treated septic tank effluent can pollute groundwater and surface water. (Implementation phase)
3. Do not discharge septic tank effluent to an open drain or other surface water. The effluents need to be treated before final disposal. This may be achieved through: (i) an underground leach field, (ii) a vegetated leach field, or (iii) a pit for soaking away. (Implementation phase)
4. Community awareness should be raised so that the community inspects the septic tanks periodically and ensures that the septic tanks are emptied every few years for the tank to continue to function properly. (Implementation and post-implementation phases)
 |  |
| Solid Waste Management | 1. Solid waste depots/disposal need to be located on hard-standing areas that prevent waste entering surface or groundwater. (Implementation phase)
2. Waste depots/storage/disposal should be contained, sealed and/or roofed/covered to prevent storm water contamination. Wastes need to be emptied regularly. (Implementation phase)
 |  |

1. **ESCOPs for Livelihood Support Subprojects**

**ESCOPs for Livelihood Support Subprojects**

| **Risk/Concern** | **Environmental Prevention/Mitigation Measures** | **Responsible Party** |
| --- | --- | --- |
| **General** |
| To minimize water pollution  | 1. Avoid any activity causing excessive erosion and turbidity. (Planning phase)
2. Keep waste and hazardous materials away from surface water bodies, drinking water sources and do not dispose of waste in creeks or rivers. (Implementation phase)
3. Properly dispose contaminated wastewater and hazardous materials, if any, passing through conventional treatment process such as screening, settling, oil-water separation, etc. (Implementation phase)
4. Avoid contamination of drinking water source (e.g. well) from inflow of waste materials and pollutants. (Implementation phase)
5. Avoidlarge-scale animal farming and aquaculture activities in water catchment area. (Planning and implementation phases)
 |  |
| To minimize air pollution | 1. Limit burning post-harvest waste material in close proximity to village; choose days with limited wind for burning; limit number and size of areas for burning per day; do not burn non-agricultural waste such as garbage, plastics or animal waste. Rather than burning post-harvest waste, consider alternative good practices such as composting to produce organic fertilizer or utilization as fuel for bioenergy production. (Planning and implementation phases)
2. Reduce dust generation through application of water where practical. (Implementation phase)
3. Limit idling of vehicles, machineries equipment. (Implementation phase)
 |  |
| To minimize noise disturbance | 1. Repair and maintain machineries for safe and quiet operation. (Implementation phase)
2. Avoid emission of continuous/noisy sounds during working. (Implementation phase)
 |  |
| To minimize soil pollution | 1. Store petrol / diesel on impermeable floor (e.g. compacted clay, concrete floor) and surrounded by an embankment or berm. (Implementation phase)
2. Storage for hazardous materials including petroleum should be above ground and isolated. (Implementation phase)
3. Establishing an appropriate disposal area for hazardous materials and waste where prevents hazardous material from leaching into the soil and surface water. (Implementation phase)
4. Do not dispose hazardous wastes anywhere except in areas designated by pollution control agencies. (Implementation phase)
 |  |
| To minimize impact from non-agricultural waste generation  | 1. Collect waste systematically, store and dispose at appropriately designated dump sites, far away from households. (Implementation phase)
2. Reuse and recycle appropriate and viable materials. (Implementation phase)
3. Segregate hazardous and non-hazardous wastes. (Implementation phase)
 |  |
| To minimize emergency risks | 1. Build appropriately designed infrastructure safe from natural hazards. (Planning and implementation phases)
2. Avoid areas prone to natural hazard events (flooding, spring tides, etc.), steep slopes and vulnerable to erosion and landslides, etc. (Planning and implementation phases)
 |  |
| To secure the safety | 1. Proper use and management of hazardous materials and waste. (Implementation phase)
2. Awareness of dangers on working area, occupation, health and safety equipment through signage where applicable. (Implementation phase)
3. Lock storage of fuels, paints, and chemicals. (Implementation phase)
 |  |
| **Agriculture Support to Farmers** |
|  | 1. Use sustainable agricultural practices / approaches / technologies. (e.g., Agroforestry Practices, Polycultures and Crop rotation, Integrated Pest Management (encouraging the predators of crop-eating pest insects such as birds and bats), etc.) (Planning and implementation phases)
2. Reduce top-soil losses from erosion and the reduction in soil fertility.

(Cover Crops and Mulches (Establishing leguminous ground cover and applying plant residues), Grass Barriers (planting grass in strips along the contour lines), etc.) (Implementation phase)1. Induce conservation and efficient use of water. (Planning and implementation phases)
2. Reduce misuse of agrochemicals, contributing to a reduction of toxic substances in soil and water. (Planning and implementation phases)
3. Reduce usage of pesticides and promote integrated pest management approaches recommended by DOA. (Planning and implementation phases)
4. Reduce, recycle and reuse the agricultural waste (natural, animal, plant waste). (Implementation phase)
 |  |

### ANNEX 3: Environmental and Social Management Plan (ESMP) Template

Environmental and social risks and impacts are closely tied to the subproject location and the scope of activities. This ESMP should be tailored to each specific subproject, taking into account its unique location and activities.

**1. Subproject Information**

|  |  |
| --- | --- |
| **Subproject Title:** |  |
| **Estimated Cost:** |  |
| **Start/Completion Date:**  |  |

**2. Site/Location Description**

|  |
| --- |
| *This section concisely describes the proposed location and its geographic, ecological, social and temporal context including any offsite investments that may be required (e.g., access roads, water supply, etc.). Please attach a map of the location to the ESMP.* |

**3. Subproject Description and Activities**

|  |
| --- |
| *This section lists all the activities that will take place under the subproject, including any associated activities (such as building of access roads or transmission lines, or communication campaigns that accompany service provision).* |

**4. ESMP Matrix: Risk and Impacts, Mitigation, Monitoring**

|  |
| --- |
| *This section should identify anticipated site-specific adverse environmental and social risks and impacts; describe mitigation measures to address these risks and impact; and list the monitoring measures necessary to ensure effective implementation of the mitigation measures. It may draw from the ESMF’s pre-identification of potential risks/impacts and mitigation measures, as applicable, and drill down further to ensure relevance and comprehensiveness at the site-specific level. For subprojects involving construction, two sets of tables may be needed, for the construction phase and the operation phase.*  |

| **Anticipated E&S Risks and Impacts** | **Risk Mitigation and Management Measures** | **Impact Mitigation** | **Impact/Mitigation Monitoring** |
| --- | --- | --- | --- |
| **Location/Timing/Frequency** | **Responsibility** | **Parameter to be monitored** | **Methodology, including Location and Frequency** | **Responsibility** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**5. Capacity Development & Training**

|  |
| --- |
| *Based on the implementation arrangements and responsible parties proposed above, this section outlines any capacity building, training or new staffing that may be necessary for effective implementation.*  |

**6. Implementation Schedule and Cost Estimates**

|  |
| --- |
| *This section states the implementation timeline for the mitigation measures and capacity development measures described above, as well as a cost estimate for the implementation. The cost estimate can focus on the line items that will be covered by the project implementing agency, with costs of mitigation measures to be implemented by the contractor left to the contractor to calculate.*  |

**7. Attachments**

ESCOPs, site specific SEP etc.

**IV. Review & Approval**

|  |
| --- |
| **Prepared By**: ……………………………(Signature)Position: ……………………… Date …………………… |
| **Reviewed By**: ………………………(Signature) Position: ………………………Date …………………… | **Approved By**: ……………………………(Signature)Position: ……………………… Date ………………… |

**ESMP Filled out Sample**

| **Project Activity**  | **Potential ES Risks and Impacts** | **Proposed Mitigation Measures** | **Responsible Entity** | **Timeline** |
| --- | --- | --- | --- | --- |
| **Planning and Design Phase** |
| Conducting a thorough assessment of the existing school facility, or the site for constructing a new school, to identify areas that require renovation or construction. The goal is to evaluate the condition of the infrastructure, define the scale of required works, and determine the type of renovations or new construction needed to create a safe, functional, and conducive learning environment. | * Inadequate involvement of all stakeholders in planning the needs for school infrastructure renovation.
 | * Developing a detailed project plan for the construction and reconstruction, establishing timelines, assigning responsibilities, and overseeing implementation. This includes coordinating with contractors, supervising engineers and other relevant stakeholders to ensure efficient execution and successful project completion.
 | MoE, PMU |  |
| Identifying the needs for ancillary works and associated facilities required to support construction and reconstruction. This includes assessing and planning for access roads, construction materials, water and power supply, and sewage systems to ensure smooth project implementation and operational functionality. | * Increased vehicle traffic on access roads can cause noise and air pollution, affecting nearby communities.
* Improper handling and disposal of construction materials may generate waste and pollution.
* Construction works require energy to power machinery, equipment, and site facilities, leading to increased energy demand.
* Inadequate or poorly maintained sanitation facilities can pose health risks to workers and nearby communities.
* There are no associated facilities linked to this project.
 | * Developing and implementing Traffic Management Plans, which will include speed control measures.
* Developing Water and Wastewater Management Plans, ensuring wastewater is treated using appropriate sewage systems and treatment facilities.
* Engaging with local communities, adhering to relevant regulations, and establishing complaint mechanisms or other suitable tools to address community concerns and foster positive social outcomes.
 | MoE, PMU |  |
| Identify and assess onsite and offsite waste management facilities, waste transportation routes, and service providers (companies local and national licensed for management of different types of waste which are expected to be generated during the project execution). . | * Inadequate or insufficient capacity in onsite or offsite waste management facilities, lack of competent or licensed waste management service providers, and non-compliance with waste management regulations. It could result in improper waste disposal, environmental contamination, health hazards, delays, legal liabilities, or damage to the surrounding environment.
 | * Estimate potential waste streams
* Consider the capacity of existing facilities and plan the alternatives if required.
* Indicate relevant provisions to be included in the Waste Management Plan.
 | MoE, PMU |  |
| School design/ plan for reconstruction activities | * Impact on indoor air quality from construction dust and emissions.
* Health risks from asbestos or hazardous materials during renovations.
 | * Ensure compliance with regulations and standards.
* Collaborate with architects and designers on the renovation plan.
* Implement dust control measures (e.g., wetting surfaces, barriers) and proper ventilation.
* Minimize use of Volatile Organic Compounds (VOC) containing materials.
* Conduct surveys to identify potential presence of ACM and indicate relevant provisions/requirements to be included in the Asbestos Management Plan.
 | MoE, PMU, School authorities  |  |

| **Project Activity**  | **Potential ES Risks and Impacts** | **Proposed Mitigation Measures** | **Responsible Entity** | **Timeline** |
| --- | --- | --- | --- | --- |
| **Construction Phase** |
| Clearing of vegetation and trees | * Impacts on ecological biodiversity, natural resources, and habitats due to clearing of vegetation and trees, and construction activities near ecologically sensitive areas.
 | * Prioritize the preservation of existing vegetation and trees wherever possible.
* Consult relevant institutions, such as the Institute for Nature Conservation (when applicable), to ensure compliance with environmental regulations and guidelines.
* Identify tree species of ecological importance and implement measures to protect and retain them during construction.
* Schedule work during seasons when sensitive species are least affected.
 | Contractor |  |
| Earthworks, excavation for foundations | * Impacts on soils and groundwater.
* Geological risks associated with excavation activities.
* Impacts on cultural heritage during construction activities.
 | * Capture and treat runoff water, implement sediment basins or ponds, and apply best management practices for controlling runoff from construction sites.
* Implement a chance finds procedure to manage any discovery of cultural heritage materials during excavation or construction activities.
 | Contractor |  |
| Material supply required for construction | * Resource efficiency issues, including the use of raw materials, water, and energy.
* Materials supply challenges during construction.
 | * Ensure that all material is supplied from licensed sites and from licensed operators.
* Design and construct buildings with energy-efficient features, such as proper insulation, efficient HVAC systems, solar panels, and LED lighting.
* Use energy-efficient equipment and machinery during construction activities to reduce energy consumption.
* Implement strategies for resource efficiency, such as reducing waste, reusing, and recycling materials.
* Ensure a sustainable and reliable supply of materials, considering environmental impacts and sourcing practices.
 | Contractor |  |
| Pollution management | * Construction solid waste
* Construction wastewater
* Noise
* Vibration
* Dust
* Air emissions from construction equipment
 | * Develop and implement a Waste Management Plan to ensure proper segregation, recycling, and disposal of construction solid waste.
* Create a Wastewater Management Plan to treat and dispose of construction wastewater responsibly, avoiding contamination of nearby water sources and soil.
* Avoid construction activities during night hours to minimize noise disturbance to surrounding communities.
* Ensure truck loads are covered to prevent spillage of materials during transport, reducing dust and waste on roads.
* Water access roads regularly to reduce dust emissions and improve air quality during construction activities.
 | Contractor |  |
| Hazardous waste management | * Improper storage and handling of fuels, oils, and lubricants, which could lead to accidents such as spills, leaks, or contamination.
 | * Store fuels, oils, and lubricants in secure, clearly marked areas designed to prevent spills and leaks.
* Ensure that containers are properly sealed and regularly inspected for signs of wear or damage.
* Train personnel on proper handling, storage, and disposal procedures to prevent accidental releases.
* Implement spill response plans and have containment equipment, such as spill kits, readily available on-site.
* Use secondary containment systems (e.g., bunds or trays) to contain any potential leaks or spills from storage areas.
 | Contractor |  |
| Occupational Health and Safety (OHS) | * Exposure to toxic materials,
* Working on heights
* Working without proper protection equipment (PPE)
 | * A thorough assessment should be conducted to identify construction related risks on-site, and wherever possible, substitute them with safer alternatives.
* Workers should receive comprehensive training on the safe handling, storage, and disposal of hazardous materials, and awareness campaigns should highlight the importance of following safety protocols.
* Ensure workers are equipped with the necessary PPE, including gloves, masks, goggles, or respirators.
* Adequate ventilation systems must be installed to minimize airborne risks.
* For fall prevention, guardrails, safety nets, or PFAS should be used, depending on the situation.
* Workers must be trained in proper working-at-height techniques, and regular inspections should be performed on scaffolding, ladders, and other fall-protection equipment.
 | Contractor |  |
| Traffic and road safety | * Disturbance of local transport
* Pedestrian safety
 | * Develop and implement Traffic management Plan
 | Contractor |  |
| General construction activities | * Sexual Exploitation and Abuse (SEA) / Sexual Harassment (SH) risk
 | * Communicate the policy to all workers, contractors, and stakeholders, emphasizing the importance of compliance.
* Provide regular training sessions to all workers, supervisors, and management on preventing sexual abuse and harassment.
* Educate employees about their rights and responsibilities and promote a culture of respect, equality, and inclusion.
* Raise awareness about reporting procedures and support services available for victims.
 | MoE, PMU, Contractor |  |
| Protection of cultural heritage | * Construction activities may result in damage or destruction of cultural heritage sites, such as monuments, historical buildings, or archaeological sites, which can lead to legal, environmental, and social consequences.
 | * Develop and implement "chance finds" procedures to address any unexpected discoveries during construction, ensuring proper reporting and protection measures.
* Consult relevant institutions (Institute for the Protection of Cultural Monuments) and work with local cultural heritage experts and authorities to develop a protection plan for identified sites.
 | Contractor |  |
| Emergency preparedness and response | * Fire risk
* Release of hazardous substances and gases
 | * Implement fire prevention measures, including proper storage of flammable materials, installation of fire detection systems, and fire extinguishers on-site. Conduct fire safety training for workers.
* Ensure safe handling, storage, and disposal of hazardous materials. Use appropriate protective equipment and follow proper procedures to limit exposure to dangerous substances.
* Conduct air quality monitoring to detect any harmful gases and promptly address any hazardous releases.
* Establish Emergency Preparedness and Response Plan including clear communication protocols and access to medical assistance.
 | Contractor |  |
| Construction activities related to the demolition of existing structures or facilities | * Health risks from asbestos exposure during construction or renovation activities, particularly if asbestos-containing materials (ACMs) are disturbed or improperly handled. This can lead to respiratory diseases, including asbestosis, lung cancer, and mesothelioma for both workers and nearby residents.
 | * Conduct thorough pre-demolition surveys to identify any asbestos-containing materials before starting construction or renovation works.
* Develop and implement an Asbestos Management Plan, ensuring compliance with regulations.
* Provide workers with proper training and personal protective equipment (PPE) for asbestos handling.
* Engage licensed contractors with expertise in asbestos removal and ensure air quality is monitored during removal operations.
* Ensure asbestos waste is disposed of in designated facilities to prevent environmental contamination.
 | Contractor |  |
| Labor and working condition issues | * SH/SHA risks
* Informal labor risks
* Child labor risks
* Forced labor
* Unfair treatment of labor forces
 | * Implement LMP and SEA/SH specific measures (Code of conduct, Training for workers and contractors, and implement SEA/SH sensitive GRM)
* Consider ways to minimize/control movement in and out of construction areas/sites.
* If workers are accommodated on-site require them to minimize contact with people outside the construction area/site or prohibit them from leaving the area/site for the duration of their contract
 | Contractor |  |
| Stakeholder engagement | * Inadequate information sharing and stakeholder engagement, leading to opposition to the project during the construction stage.
 | * Implement a Stakeholder Engagement Plan (SEP) for all subproject activities during the construction phase.
* Ensure that information is disclosed in a way that is understandable, accessible, and appropriate to all stakeholders.
* Engage with stakeholders in a timely and regular manner to keep them informed and involved throughout the construction process.
 | Contractor |  |

| **Project Activity**  | **Potential ES Risks and Impacts** | **Proposed Mitigation Measures** | **Responsible Entity** | **Timeline** |
| --- | --- | --- | --- | --- |
| **Operation Phase** |
| Health and Safety issues during operation phase | * Student and staff safety risks
* Health risks due to poor sanitation
* Fire hazards
* Inadequate waste management
* Inadequate maintenance of facility
 | * Develop and implement Emergency Preparedness and Response Plan, conduct regular safety drills, and ensure proper maintenance of school facilities.
* Maintain clean and functional sanitation facilities, ensure regular cleaning schedules, and promote hygiene awareness programs.
* Install and maintain fire safety equipment, conduct regular fire drills, and train staff and students in emergency response.
* Develop Waste Management Plan. Implement a waste segregation system, ensure regular waste collection, and promote recycling and reuse.
* Develop and implement a Facility Maintenance Plan, including periodic inspections and prompt repairs.
 | School authorities |  |
| Social issues during operation phase | * Bullying and social conflict
 | * Establish a clear anti-bullying policy, provide counseling services, and train staff in conflict resolution.
 | School authorities |  |
| Health and safety and Community safety  | * Increased traffic around schools
 | * Collaborate with local authorities to ensure proper traffic management, including signage and designated crossing areas.
 | School authorities |  |
| Stakeholder engagement  | * Stakeholder and community dissatisfaction
 | * Establish regular communication channels with parents and local communities and address grievances promptly through a grievance mechanism.
 | School authorities |  |

### ANNEX 4: ESMP Checklist (ESMPCL) filled out sample

Templates for ESMPCL preparation are presented in following tables.

**General project and Site information**

|  |
| --- |
| **INSTITUTIONAL & ADMINISTRATIVE** |
| Country | **Serbia** |
| Project title | **Serbia Noncommunicable Diseases Prevention and Control Project** |
| Subproject title |  |
| Scope of site-specific activity |  |
| Institutional arrangements (WB) | Task Team Leader: (insert) | Safeguards Specialists: (insert) |
| Implementation arrangements (Borrower) | Implementing entity: (insert) | Works supervisor: (tbd) | Works contractor: (tbd) |
| **SITE DESCRIPTION** |
| Name of institution which premises are to be rehabilitated |  |
| Address and site location of institution which premises are to be rehabilitated |  |
| Who owns the land? Who uses the land (formal/informal)? |  |
| Description of physical and natural environment, and of the socio-economic context around the site |  |
| Locations and distance for material sourcing, especially aggregates, water, stones? |  |
| **LEGISLATION** |
| National & local legislation & permits that apply to project activity |  |
| **PUBLIC CONSULTATION** |
| When / where the public consultation process will take/took place |  |
| **ATTACHMENTS** |
| Attachment 1: Site plan / photoAttachment 2: Construction permit (as required) Attachment 3: Agreement for construction waste disposal Other permits/agreements – as required |

**ESMPCL Scoping**

|  |
| --- |
| **ENVIRONMENTAL AND SOCIAL SCREENING** |
| Will the site activity include/involve any of the following? | **Activity/Issue** | **Status** | **Triggered Actions** |
| Building rehabilitation | Yes | No | If “Yes”, see Sections A and E below |
| Small-scale construction at existing facilities | Yes | No | If “Yes”, see Section A and E below |
| Individual wastewater treatment system | Yes | No | If “Yes”, see Section B below |
| Acquisition of land | Yes | No | If “Yes”, **activity is excluded** |
| Hazardous or toxic materials | Yes | No | If “Yes”, see Section C below |
| Traffic and Pedestrian Safety | Yes | No | If “Yes”, see Section D below |
| Social Risks | Yes | No | If “Yes”, see Section E below |

**Mitigation measures**

| **ACTIVITY** | **PARAMETER** | **MITIGATION MEASURES CHECKLIST** | **RESPONSIBILITY** |
| --- | --- | --- | --- |
| **Section A**General Rehabilitation and/or Construction Activities | Air Quality | * Use debris-chutes during interior demolition above the first floor
* Keep demolition debris in controlled area and sprayed with water mist to reduce debris dust
* Suppress dust during pneumatic drilling/wall destruction by ongoing water spraying and/or installing dust screen enclosures at site
* Keep the surrounding environment (sidewalks, roads) free of debris to minimize dust
* Disallow open burning of construction / waste material at the site
* Disallow excessive idling of construction vehicles at sites
 | Contractor |
| Noise | * Limit construction noise to daytime unless extreme urgency. Notify health workers on the works schedule if it deviates from standard working hours Ensure that during operation, engine covers of generators, air compressors and other powered mechanical equipment are closed, and equipment placed as far away from residential areas as possible
 | Contractor |
| Water Quality | * Implement effective erosion and sediment control measures, such as hay bales or silt fences, to prevent off-site sediment movement and reduce turbidity in nearby water bodies.
* Establish clear pathways for waste collection and disposal, ensuring that all major waste types generated during demolition and construction activities are managed appropriately and in compliance with relevant regulations.
 | Contractor |
| Waste management | * Identify waste collection and disposal pathways for all major waste types expected from demolition and construction activities
* Separate mineral construction and demolition wastes from general refuse, organic, liquid and chemical wastes by on-site sorting and stored in appropriate containers.
* Collect construction waste and dispose properly to the designated locations Whenever feasible, reuse and recycle appropriate and viable materials (except asbestos)
 | Contractor |
| **Section B**Hazardous Materials | Asbestos management | * If asbestos is located on the subproject site, mark it clearly as hazardous material.
* When possible, appropriately contain and seal asbestos to minimize exposure
* Treat asbestos prior to removal (if removal is necessary) with a wetting agent to minimize asbestos dust
* Handle and disposed asbestos using skilled & experienced professionals
* If asbestos material is being stored temporarily, securely enclosed it inside closed containments and mark appropriately. Take security measures against unauthorized removal from the site
* Do not reuse the removed asbestos
 | Contractor |
| Hazardous waste management | * Temporarily store all hazardous or toxic substances on site in safe containers labeled with details of composition, properties and handling information
* Place containers of hazardous substances in leak-proof containers to prevent spillage and leaching
* Transport waste to official landfills and dispose excess excavated material at sites agreed with the local authorities.
* No not use paints with toxic ingredients or solvents, or lead-based paints
 | Contractor |
| **Section C**Traffic and Pedestrian Safety | Direct or indirect hazards to public traffic and pedestrians by construction activities | * Signpost, place warning signs, arrange barriers and traffic diversions so that the work site is clearly visible, and the public is warned of all potential hazards
* Establish traffic management system and conduct staff training, especially for site access and near-site heavy traffic. Provide safe passages and crossings for pedestrians where construction traffic interferes.
* Adjust working hours to local traffic patterns, e.g. avoid major transport activities during rush hours or times of livestock movement
* Actively manage traffic if required for safe and convenient passage for the public.
* Ensure safe and continuous access to office facilities, shops and residences during renovation activities, if the buildings stay open for the public.
 | Contractor |
| **Section D**Social and Labor Risk Management | Community engagement  | * Implement and update as needed the project-based Stakeholder Engagement Plan
* Assign local focal points who is in charge of communication with and receiving requests/complaints from local population at the district and regional level
* Consult local communities to identify and proactively manage potential conflicts between an external workforce and local people.
* Raise local community awareness about sexually transmitted disease risks associated with the presence of an external workforce and include local communities in awareness activities.
* Scheduled works beyond irrigation season to the extent possible in order to avoid/minimize service disruption. Inform local population about construction and work schedules, interruption of services, traffic detour routes and provisional bus routes, blasting and demolition, as appropriate.
* Limit construction activities at night. When necessary, carefully schedule night work and inform affected community beforehand.
* Properly mark and fence work site
* No temporary storage of construction materials and waste occurs within cultivated land plots or any type of private property
* Allocate areas for temporary storage of construction materials and waste so that free movement of traffic and pedestrians is not hindered.
 | PMU, Contractor |
| Public Safety | * Share information on project activities and construction schedule prior to the start of works
* Notify local construction and environment inspectorates and communities on the upcoming activities
* Notify public on the works through appropriate notification in the media and/or at publicly accessible sites (including the site of the works)
* Acquire all legally required permits for construction and/or rehabilitation
* Formally agree with Employer that all work will be carried out in a safe and disciplined manner designed to minimize impacts on neighboring residents and environment.
* Appropriately signpost construction site to inform workers on key rules and regulations.
* Inform the community about the established grievance redress mechanisms and share contact numbers of focal points
 | PMU, Contractor, School authorities |
| Labor issues management | * Include the ESMP Checklist into the bidding documents;
* Ensure contractors and subcontractors comply with labor laws and standards and implement fair work practices
* Inform the contractors about the established grievance redress mechanisms and share contact numbers of focal points
* Instruct and train contractor assigned staff on SEA/SH monitoring, GRM, no child/forced labor use, code of conduct and other labor requirements as per ESS2 and Serbian Labor Code;
* To the extent possible, do not locate work camps in close proximity to local communities.
* Locate and operate workers’ camps in consultation with neighboring communities.
* Recruit unskilled or semi-skilled workers from local communities to the extent possible. Where and when feasible, worker skills training, should be provided to enhance participation of local people
* Ensure all workers have written contracts describing terms and conditions of work
* Raise awareness of workers on overall relationship management with local population, establish the code of conduct in line with international practice and strictly enforce them, including the dismissal of workers and financial penalties of adequate scale
* Ensure neither child (up 18 years old) labor nor forced labor applied; and
* Inform the workers about the established labor grievance redress mechanism and share contact numbers of focal points.
 | PMU, Contractor |
| Worker health and safety requirements | * Ensure contractors and subcontractors comply with occupational safety local laws and requirements as per ESS 2
* Provide detailed information to the personnel about the activities foreseen in the project
* Conduct safety trainings carried out by specialists in different fields
* Ensure that workers’ PPE complies with international good practice (masks, gloves and safety glasses, for civil works also hardhats, harnesses and safety boots)
* Provide adequate sanitary conditions (lavatories and washing areas) in the work site with adequate supplies of running water, soap, antiseptics and hand drying devices
* Secure working conditions meeting health and safety standards required by the Serbian legislation
* Ensure regular delivery and proper storage of goods, including samples, pharmaceuticals
* disinfectant, reagents, other hazardous materials, PPEs, etc.
* Ensure protocols for regular disinfection of public rooms, wards, ICUs, equipment, tools, and waste are in place and followed
* Ensure handwashing and other sanitary stations are always supplied with clean water, soap, and disinfectant
* Ensure equipment such as autoclaves are in working order
 | PMU, Contractor, School authorities |

### ANNEX 5: Monitoring Plan

**Monitoring Plan**

| **Activity** | **What**(Is the parameter to be monitored?) | **Where**(Is the parameter to be monitored?) | **How**(Is the parameter to be monitored?) | **When** (Define the frequency / or continuous?) | **Why**(Is the parameter being monitored?) | **Who**(Is responsible for monitoring?) |
| --- | --- | --- | --- | --- | --- | --- |
| **Construction Phase** |
| Provision of construction materials | * Purchase of construction materials from the licensed provider.
 | * In the provider’s office or warehouse
 | Verification of documents | During conclusion of supply contracts | * Provide technical order of facility and its safety for human health
 | PMU,Authorized civil works technical supervision company |
| Transportation of construction materials and wasteMovement of construction machinery | * Technical condition of vehicles and machinery
* Confinement and protection of truck loads with lining
* Respect of the established hours and routes of transportation
 | * Construction site
* Routs of transportation of construction materials and wastes
 | Inspection of roads adjacent to the construction object in the direction of the movement rout | Undeclared inspections during work hours and beyond | * Limit pollution of soil and air from emissions
* Limit nuisance to local communities from noise and vibration
* Minimize traffic disruption.
 | PMU,Traffic Police,Authorized civil works technical supervision company |
| Maintenance of construction equipment | * Washing of cars and construction equipment outside the construction site or on maximum distance from natural streams
* Refueling or lubrication of construction equipment and outside the predetermined arranged point
* Technical order of the construction site or at the construction equipment maintenance point: solid impenetrable floor or adsorbent (sand fine gravel, membrane) cover; enough area and impenetrable barriers around fuel containers; basic fire extinguishing means.
 | * Construction site and construction base adjacent to it (if any)
 | Inspection of activities | During operation of equipment | * Avoid pollution of water and soil with oil products due to operation of equipment
* Timely localize and decrease expected damage in case of fire
 | PMU,Authorized civil works technical supervision company |
| Generation of construction waste | * Temporary storage of construction waste in especially allocated areas
* Timely disposal of wastes to the formally designated locations.
 | * Construction site
* Waste disposal site
 | Inspection of activities | Periodically during construction and upon its completion | * Prevent pollution of soil, surface water and ground water,
* Avoid accidents at the construction site due to scattered fragments of construction materials and debris,
* Retain esthetic appearance of the construction site and its surroundings
 | PMUAuthorized civil works technical supervision companyMunicipality |
| Production of domestic wastes | * Placement of waste collection containers at the construction site and construction base (if any). Agreement with the relevant Municipality on regular disposal of domestic wastes
 | * Construction site and construction base (if any)
 | Visual observation | Total period of construction  | * Prevent pollution of soil and water with domestic waste
 | PMUAuthorized civil works technical supervision companyMunicipality |
| Construction site re- cultivation and landscaping | * Final cleaning of the construction site.
 | * Construction site
 | Inspection of activities | Final period of construction  | * Reduce loss of aesthetical value of the landscape due to construction activities
 | PMUAuthorized civil works technical supervision companyMunicipality |
| Workers’ health and safety, labor issues | * Provision of constructors with working clothes and PPE
* - Strict compliance with the rules of construction equipment operation and usage of PPE
* Strict compliance with the national regulations for civil works
* Presence of basic fire extinguishing means
* Availability of labor safety training and instruction records
* Compliance with labor laws and requirements as per ESS2
 | Construction site | Inspection of activities | Total period of works | * Reduce probability of traumas and accidents to constructors
 | PMUAuthorized civil works technical supervision company |
| **Operation Phase** |
| Emergency Preparedness and Response | * Presence of fire alarm and fire localization system, and emergency back-up systems for power and water supply.
 | * School premises
 | Periodic check-ups | Total period of operation of the facility | * Reduce risks for the staff and students
* Prevent unexpected disruptions
 | School authorities |
| Facility Maintenance Plan | * Maintenance of structural elements
* HVAC systems plumbing
* electrical systems, etc.
 | * School premises
 | Regularly, as per defined schedules | Total period of operation of the facility | * Reduce risks for the staff and students
* Prevent unexpected disruptions
 | School authorities |

### ANNEX 6: Chance Find Procedures

Cultural heritage encompasses tangible and intangible heritage which may be recognized and valued at a local, regional, national or global level. *Tangible cultural heritage*, which includes 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. Tangible cultural heritage may be located in urban or rural settings and may be above or below land or under the water. *Intangible cultural heritage*, which includes practices, representations, expressions, knowledge, skills, as well as the instruments, objects, artefacts and cultural spaces associated therewith, that communities and groups recognize as part of their cultural heritage, as transmitted from generation to generation and constantly recreated by them in response to their environment, their interaction with nature and their history.

In the event that during construction, sites, resources or artifacts of cultural value are found, the following procedures for identification, protection from theft, and treatment of discovered artefacts should be followed and included in standard bidding documents. These procedures take into account requirements related to Chance Finding under national legislation including Law on the Protection of Cultural Monuments (Official Gazette of the Republic of Serbia, No. 71/94, 52/2011, 99/2011, and 30/2018).

* Stop the construction activities in the area of chance find temporarily.
* Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a guard shall be arranged until the responsible local authorities take over. These authorities are [list the responsible authorities under national legislation].
* Notify the relevant [implementing agency field staff] and the relevant [list the responsible local authorities under national legislation] immediately. [Implementing agency field staff] will inform the [implementing agency management].
* The relevant [list the responsible local authorities under national legislation] shall promptly carry out the necessities and inform the [national level cultural heritage or archeology ministry] immediately from the date on which the information is received.
* The [national level cultural heritage or archeology ministry] would be in charge of evaluation /inspection of the significance or importance of the chance finds and advise on appropriate subsequent procedures.
* If the [national level cultural heritage or archeology ministry] determines that chance find is a non-cultural heritage chance find, the construction process can resume.
* If the [national level cultural heritage or archeology ministry] determines chance find is an isolated chance find, [national level cultural heritage or archeology ministry] would provide technical supports/advice on chance find treatment with related expenditure on the treatment provided by the entity report the chance find.

ANNEX:7

**ATTACHMENT 1 TO THE CODE OF CONDUCT FORM BEHAVIORS CONSTITUTING SEXUAL EXPLOITATION AND ABUSE (SEA) AND BEHAVIORS CONSTITUTING SEXUAL HARASSMENT (SH)**

The following non-exhaustive list is intended to illustrate types of prohibited behaviors:

* Examples of sexual exploitation and abuse include, but are not limited to:
* A Contractor’s Personnel tells a member of the community that he/she can get them jobs related to the work site (e.g., cooking and cleaning) in exchange for sex.
* A Contractor’s Personnel that is connecting electricity input to households says that he can connect women headed households to the grid in exchange for sex.
* A Contractor’s Personnel rapes, or otherwise sexually assaults a member of the community.
* A Contractor’s Personnel denies a person access to the Site unless he/she performs a sexual favor.
* A Contractor’s Personnel tells a person applying for employment under the Contract that he/she will only hire him/her if he/she has sex with him/her.
* Examples of sexual harassment in a work context
* Contractor’s Personnel comment on the appearance of another Contractor’s Personnel (either positive or negative) and sexual desirability.
* When a Contractor’s Personnel complains about comments made by another Contractor’s Personnel on his/her appearance, the other Contractor’s Personnel comment that he/she is “asking for it” because of how he/she dresses.
* Unwelcome touching of a Contractor’s or Employer’s Personnel by another Contractor’s Personnel.
* A Contractor’s Personnel tells another Contractor’s Personnel that he/she will get him/her a salary raise, or promotion if he/she sends him/her naked photographs of himself/herself.

**ANNEX 8 –** **REPORT ON RESPECT OF WORK AND WORKING CONDITIONS** (used by third parties who hire contract workers)

Task:

Contract reference

Name of Service provider

Reporting period

Date

Signature

STATISTICAL DATA ON THE EMPLOYEES**[[7]](#footnote-7)** IN THE COMPANY:

Total number of employees by gender

Number of employees with employment contracts**[[8]](#footnote-8)**

Number of persons engaged without establishing an employment relationship

Number of employees with access to social, pension and health insurance

Number of employees/engaged persons who receive wages/salary compensation regularly, at least once a month

Number of employees who left the company in the reporting period

Number of employees engaged in the reporting period

Number of working hours per employee (monthly average)

Total overtime hours (monthly average per employee)

Number of violations at work (in the reporting period and cumulatively, since the beginning of the implementation of the contract)

Number of deaths at work (in the reporting period and cumulatively)

Number of reported cases of violence

Number of reported harassment/abuse

Availability of an accessible and functional appeal mechanism for employees (Y/N)

Number of applications submitted to the appeal mechanism (in the reporting period and cumulatively, since the beginning of the implementation of the contract)

Number of resolved complaints with the appeals mechanism (in the reporting period and cumulatively, since the beginning of the implementation of the contract)

Number of lawsuits filed in the field of work, employment and occupational health and safety

Number of peacefully resolved disputes/disputes resolved in voluntary arbitration proceedings

Number of arrivals of labor and occupational health and safety inspections

STATISTICAL DATA ON PROJECT EMPLOYEES:

Total number of employees on the project:

Number of employees on the project with an employment contract:

Number of employees on the project with other types of contracts:

Number of employees on the project with access to social, pension and health insurance, confirmed from the register:

QUESTIONNAIRE ON WORK AND WORKING CONDITIONS

|  |  |
| --- | --- |
| All employees have a written employment contract or engagement agreement. | If the answer is "No", enter the reason and explanation |
| All project employees receive their salary at least once a month | If the answer is "No", enter the reason and explanation  |
| All employees on the project work eight hours a day, 40 hours a week, or less | If the answer is "No", enter the reason and explanation |
| All employees on the project have a regular daily and weekly vacation | If the answer is "No", enter the reason and explanation |
| Project employees whose employment contract has been terminated | If the answer is "Yes", enter the number and explain the terms of termination |
| Project employees who have completed a training course related to occupational health and safety | If the answer is "Yes", enter the number and explain If the answer is "No", enter the reason and explanation |
| Project employees who have been granted leave to which they are entitled | If the answer is "Yes", enter the type and number of leave |
| Project employees who were involved in an accident that resulted in injury or death | If the answer is "Yes", enter the number and explain  |
| Employees of the project who reported cases of discrimination, harassment, sexual harassment or non-compliance with the law | If the answer is "Yes", enter the number and explain  |
| Employees on the project who initiated an appeal procedure or a voluntary arbitration procedure / legal procedure to resolve the disputes  | If the answer is "Yes", enter the number and explain  |
| During the reporting period, were there incidents or non-compliance with Work Management Procedures | If the answer is "Yes", enter the number and explain  |

Date and place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

**ANNEX 9-** STATEMENT OF THIRD PARTIES ON THE OBLIGATION TO COMPLY WITH THE PROVISIONS OF WORK REGULATIONS and PROJECT WORK MANAGEMENT PROCEDURES (LMP)

Date and place of issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and address of the issuer (Bidder): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STATEMENT OF LEGAL AND REGULATORY COMPLIANCE

* We hereby declare the following:
* We are informed about and respect the standards established in the ESS2 of the World Bank;
* We respect all domestic laws\* and valid regulations related to employment, work and labor relations, working conditions and work-related conditions;
* We undertake to provide a safe and healthy environment for our employees and to implement all requirements related to protection and health at work in accordance with domestic regulations and ESS2 of the World Bank;
* We do not tolerate any form of child or forced labor, or forms of slavery;
* We prohibit any form of harassment, sexual harassment, abuse, violence, including gender-based violence at work, and we prohibit direct and indirect discrimination against any employee or group of employees on any basis and for any reason;
* We confirm that an appeals mechanism will always be available to all our employees and persons engaged to work with us, from the first day of the implementation of the contract.
* We hereby declare that, if we win the contract, we will adopt the Work Management Procedures in accordance with the World Bank's ESS2, which relate to the project, and that we will incorporate them into our operations.
* We hereby confirm that we are aware that authorized representatives of the Client, or independent third parties, can make announced and unannounced visits to our company, inspections at the construction site and audit of work and working conditions in order to check compliance with the above statement.
* We understand that failure to comply with any of the above obligations may lead to termination of the contract and exclusion from the project.

Signature:

Name:

Position:

Domestic laws mean the laws of Serbia and the laws of the Bidder's country, if the Bidder is a foreign entity.

1. [https://www.paragraf.rs/propisi/uredba\_o\_utvrdjivanju\_liste\_projekata\_za\_koje\_je\_obavezna\_procena\_uticaja\_i\_liste\_projekata\_za\_koje\_se\_m](https://www.paragraf.rs/propisi/uredba_o_utvrdjivanju_liste_projekata_za_koje_je_obavezna_procena_uticaja_i_liste_projekata_za_koje_se_moze_zahtevati_procena_uticaja_na_zivotnu_sredinu.html) [oze\_zahtevati\_procena\_uticaja\_na\_zivotnu\_sredinu.html](https://www.paragraf.rs/propisi/uredba_o_utvrdjivanju_liste_projekata_za_koje_je_obavezna_procena_uticaja_i_liste_projekata_za_koje_se_moze_zahtevati_procena_uticaja_na_zivotnu_sredinu.html) [↑](#footnote-ref-1)
2. “Disadvantaged or vulnerable” refers to those individuals or groups who, by virtue of, for example, their age, gender, ethnicity, religion, physical, mental or other disability, social, civic or health status, sexual orientation, gender identity, economic disadvantages or ethnic peoples status, and/or dependence on unique natural resources, may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project’s benefits. [↑](#footnote-ref-2)
3. Environmental and Social Standard 5, Footnote 10: “In some circumstances, it may be proposed that part or all of the land to be used by the project is donated on a voluntary basis without payment of full compensation. Subject to prior Bank approval, this may be acceptable providing the Borrower demonstrates that: (a) the potential donor or donors have been appropriately informed and consulted about the project and the choices available to them; (b) potential donors are aware that refusal is an option, and have confirmed in writing their willingness to proceed with the donation; (c) the amount of land being donated is minor and will not reduce the donor’s remaining land area below that required to maintain the donor’s livelihood at current levels; (d) no household relocation is involved; (e) the donor is expected to benefit directly from the project; and (f) for community or collective land, donation can only occur with the consent of individuals using or occupying the land. The Borrower will maintain a transparent record of all consultations and agreements reached.” [↑](#footnote-ref-3)
4. Environmental and Social Standard 5, Footnote 10: “In some circumstances, it may be proposed that part or all of the land to be used by the project is donated on a voluntary basis without payment of full compensation. Subject to prior Bank approval, this may be acceptable providing the Borrower demonstrates that: (a) the potential donor or donors have been appropriately informed and consulted about the project and the choices available to them; (b) potential donors are aware that refusal is an option, and have confirmed in writing their willingness to proceed with the donation; (c) the amount of land being donated is minor and will not reduce the donor’s remaining land area below that required to maintain the donor’s livelihood at current levels; (d) no household relocation is involved; (e) the donor is expected to benefit directly from the project; and (f) for community or collective land, donation can only occur with the consent of individuals using or occupying the land. The Borrower will maintain a transparent record of all consultations and agreements reached.” [↑](#footnote-ref-4)
5. Environmental and Social Standard 6, paragraph 23: “Critical habitat is defined as areas with high biodiversity importance or value, including (a) Habitat of significant importance to Critically Endangered or Endangered species, as listed in the IUCN Red List of threatened species or equivalent national approaches; (b) Habitat of significant importance to endemic or restricted-range species; (c) Habitat supporting globally or nationally significant concentrations of migratory or congregatory species; (d) Highly threatened or unique ecosystems; and (e) Ecological functions or characteristics that are needed to maintain the viability of the biodiversity values described above in (a) to (d).” [↑](#footnote-ref-5)
6. Environmental and Social Standard 6, paragraph 21: “Natural habitats are areas composed of viable assemblages of plant and/or animal species of largely native origin, and/or where human activity has not essentially modified an area’s primary ecological functions and species composition.” [↑](#footnote-ref-6)
7. Employed is any natural person employed or hired to perform work or provide services for the employer [↑](#footnote-ref-7)
8. The number of employees refers to the actual number of persons on the date of submission of the report [↑](#footnote-ref-8)