SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION PROJECT

(SELECT)

Environmental and Social Management Framework (ESMF)

March29, 2022

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ACRONYMS

ASCs	Annual School Censuses
PC	Project Coordinator
CPD	Continuous Professional Development
CPM	Chief Program Manager
DEO	District Education Officer
DG	Director General
DTG M&E	Directorate General of Monitoring and Evaluation
DROC	District Reforms Oversight Committee
ECPs	Environmental Code of Practices
EGRA	Early Grade Reading Assessment
E&S	Environmental and Social
EQS	Environmental Quality Standards
ES	Environmental Specialists
ESs	Environmental and Social Standards
ESA	Education Sector Analysis
ESFP	Environmental and Social Focal Point
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESSs	Environmental and Social Standards
FGDs	Focus Group Discussions
FM	Financial Management
GBV	Gender Based Violence
GER	Gross Enrolment Ratio
GFPs	Grievance Focal Points
GIIP	Good International Industry Practice
GPI	Gender Parity Index
GRC	Grievance Redress Committee
GRM	Grievance Redressal Mechanism
ID	Identification
IDIs	In-Depth Interviews
IESMC	Independent Environmental and Social Monitoring Consultant
LAA	Land Acquisition Act

LG	Local Government
M&E	Monitoring and Evaluation
OHS	Occupational Health and Safety
PCC	Public Complaints Center
PDO	Project Development Objective
PDMA	Provincial Disaster Management Authority, Sindh
PFM	Public Financial Management
PMIU	Project Management and Implementation Unit
PPE	Personal Protective Equipment
RSU	Reform Support Unit
SAT	Standard Achievement Test
SDGs	Sustainable Development Goals
SEA	Sexual Exploitation and Abuse
SELD	Sindh's School Education and Literacy Department
SELECT	Sindh Early Learning Enhancement through Classroom Transformation
SEQS	Sindh Environmental Quality Standards
SESP&R	School Education Sector Plan and Roadmap for Sindh
SLGA	Sindh Local Government Act
SS	Social Specialists
TA	Technical Assistance
TEO	Taluka Education Officer
TMK	Tando Muhammad Khan
TPV	Third-Party Validation
VAC	Violence Against Children
WASH	Water, Sanitation, and Hygiene
WB	World Bank
WHO	World Health Organization

Executive Summary

School Education and Literacy Department (SELD), Government of Sindh, is responsible for providing education up to higher secondary school level (grade 12) in the province. SELD developed the School Education Sector Plan and Roadmap for Sindh (SESP&R) 2019–2024, which sets the department's strategic direction. The focus of the SESP&R 2019–24 is early childhood education and care to secondary education. This proposed Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project supports (1) prioritized areas in the SESP&R 2019–24; and (2) the response, recovery, and resilience-building to the unforeseen education disruptions.

SELECT is a five-year project with SELD as its implementing agency. The project offers a multipronged approach to aligning school-level factors that will lead to improvement in the quality of teaching and learning practices for of large primary schools (grades 1-5) to elementary schools (grades 1-8) in public schools across Sindh. An overwhelming majority of the children enrolled in public schools in rural Sindh belong to lower socioeconomic classes. It comprises of the following four components:

- Component 1: Transforming teaching practices in the early grades
- Component 2: Developing an effective and safe learning environment
- Component 3: Improving system capacity for better school leadership and management support
- Component 4: Monitoring and evaluation and project management

The Project Development Objective (PDO) is to improve reading skills of early grade primary students and increase student retention in primary schools in selected districts. The proposed Project is to be implemented in 12 selected districts of Sindh, which have been identified based on scoring across six indicators in terms of educational development and learning. The names of the SELECT target districts are Badin, Ghotki, Jacobabad, Kambar Shehdadkot, Kashmore, Mirpur Khas, Matiari, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan and Thatta. The selected districts represent almost 32% of the total population of the province, but around 51% of the rural population of the province resides in these districts. All the project districts have 70% or more of their population living in rural areas, with Tharparkar at ~92% rural population topping the chart. Jacobabad is the most urban of the selected districts but even there, only about 30% population resides in urban areas.

Location and design of the activities to be undertaken under SELECT project are not known, therefore a framework approach has been taken to carry out environmental and social assessment of the project. Under this approach, the present Environmental and Social Management Framework (ESMF) has been prepared to identify the potential generic environmental and social impacts, propose generic mitigation measures, provide screening criteria, type of safeguard instruments to be developed and provide institutional, monitoring, reporting and documentation measures for environmental and social safeguards compliance.

Following Environmental and Social Standards (ESSs) of the World Bank's ESF are relevant to the project.

- ESS1: Assessment and Management of Environmental and Social Risks and Impacts
- ESS2: Labor and Working Condition
- ESS3: Resource Efficiency and Pollution Prevention and Management
- ESS4: Community Health and Safety
- ESS8: Cultural Heritage
- ESS10: Stakeholder Engagement and Information Disclosure

With around 52% of its population living in the cities, Sindh is the most urban province of the country. Itspans four distinct climatic regions: hot very arid, hot arid, semi-arid and coastal. Most project districts fall in the very arid and arid zones, with parts of Badin, Thatta and a small portion of Tharparkar in the coastal zone as well.The most important air pollution issue in the project districts is concentration of fine particulate matter, resultingmainly due to the dust particles from traffic and natural environment.

The major source of surface water in Sindh is the Indus River which flows south along the entire length of the country before draining into the Arabian sea off the southern coast.Fresh groundwater in Sindh found along the left bank of the Indus River in the Ghotki, Khairpur, and the South and North Rohri areas.More than 90% of rural households in Sindh depend on groundwater, accessing the resource via many thousands of hand-powered and motorized pumps. In many parts of the province, groundwater exists in the form of thin freshwater lenses that overlie deeper saline groundwater. These areas are tapped by shallow tube wells and hand pumps, which provide important domestic water supplies.

According to Census-2017, out of all housing units enumerated in the process, 85% have reported availability of drinking water as inside the premises. In terms of access to sanitation facilities, 82% of housing units in the province have access to latrine facility. Overall, an improvement in sanitation facilities has been observed in the province as the percentage of housing units with none latrine facility reduced from 34% in Census-1998 to 18%, in Census-2017.

Sindh is susceptible to three major natural hazards: floods, earthquakes, and drought. It is also vulnerable to cyclones.The province is susceptible to flooding from the Indus River basin, which causes damages annually. These incidents impact agriculture and livestock regularly, but can also destroy roads, homes, and irrigation facilities. The 2011 flood affected 8.5 million people and destroyed 1.5 million homes in Sindh alone.Sindh experiences frequent drought in some areas due to low rainfall, brackish groundwater, and overexploitation of groundwater. Tharparkar district has been especially impacted by drought, reporting a severe food and water shortage since 2014.

Sindh is situated mainly in seismic zone 2A, with ground acceleration between 0.08 and 1 g. This rating shows the province faces a medium-level risk of damage from earthquakes.

The literacy ratio among the population of age 10 years and above is recorded as 54.57%. It is higher for males i.e., 62.52% as compared to females 45.95% and for transgender 34.16%. The literacy ratio in urban areas (70.43%) is much higher than that of rural areas

(35.19%). Gross Enrolment Ratio (GER) in Sindh for government primary schools age (5-9) excluding Katchi class shows decline with 42 % in 2019-20 as compared to 50% in 2014-15. The net enrolment rate in Government Primary Schools Age (5-9) excluding Katchi class Sindh is at bottom with 28 % in provincial comparison.

Out of School consists of children aged 5-16 years who have never been to school and those children who attended school and left afterwards. Sindh has a total of 44% out of school children, with 58% in rural areas and 29%in urban areas. There are close to 50,000 schools in Sindh, but only 75% schools are functional and the rest 25% are non-functional. Despite more than half of its population in the urban centers, 88% of the state-run schools are located in the rural areas.

Environmental and Social Management Framework (ESMF)has been developed, based on desk review of secondary information and stakeholder consultations, to identify potential impacts associated with the project, including those with environmental and social dimensions.The Project is expected to have several positive environmental and social impacts beneficial, including the positive effect of school rehabilitation through refurbishing existing classrooms, adding new classrooms to existing schools, providing furniture, and improved quality of water provision via adequate Water, Sanitation and Hygiene (WASH) facilities.

As per initial screening it is observed that most of the activities fall under low to moderate Environmental and Social (E&S) risk category. The potential negative environmental and social impacts of the project are mainly from construction related activities such as air and water pollution, noise generation, solid waste generation, drainage and safety hazards etc. The other key risks include: elite capture, theft of project resources and materials, exclusion and discrimination of vulnerable groups, Occupational Health and Safety (OHS) risk, project staff or beneficiaries contracting COVID-19, traffic issues in dense population areas due to congested access road, generation of e-waste, and risk of Gender Based Violence (GBV), Sexual Exploitation and Abuse (SEA) and Violence Against Children (VAC). These impacts are expected to belocalized, reversible and short-term in nature.

As per the framework approach of ESF), this ESMF is developed considering the overall scenario of Sindh. However, every district has different environmental and social setting, therefore district specific Environmental and Social Management Plans(ESMPs) will be prepared under the project as per the guidelines given in ***Annexure III***.

Under district level ESMPs, each identified activity will be screened for the severity and extent of environmental and social impacts through E&S screening checklist provided in ***Annexure II*** to assess the requirement of further E&S instruments. Specificscreening checklist will be prepared as part of the district level ESMPs. The school selection will be finalized using a robust-criteria that will include the following factors:

i. Criteria should have weighted/composite indicators for ensuring social inclusion that may include coverage of historically underserved areas within a district, girls schooling options, minorities' enrollment, vulnerable/low-income groups, etc. A certain percentage of funding/number of schools financed should belong to this category.

ii. School must have a building provided by the Government of Sindh and working under the Education and Literacy Department, Sindh.
iii. For WASH related interventions, the school's sites are selected based on the need of the WASH facilities (e.g., non-functionality or non-availability of WASH facilities).
iv. High enrolment of students.
v. School must be functional
vi. Schools are free from any kind of disputes and litigations
vii. Selected sites for any construction should be free of all types of occupancy including informal settlers / non-titled occupants.
viii. Environmental and social screening checklists should be used for all selections (600 schools).

Based on the screening of subproject activities following outcomes are expected;

i. Development of site specific ESMPs (in case of moderate risk activities).
ii. ECPs presented in **Annexure I** are sufficient to follow (for low to moderate risk activities).

It is expected when scheme package (having multiple schools) is announced and tender is floated, it has a combination of both type of schools (i) which are required site specific EMSPs, (ii) required to follow ECPs. Therefore, both conditions will need to be mentioned in the bidding document when tender is floated.

The project envisages SELD directorates to be the technical leads of the activities and the Reform Support Unit (RSU) to lead the fiduciary and E&S administration based on its extensive institutional experience in implementing various donor projects. Chief Program Manager (CPM)of RSUwill be overall responsible for the implementation of environmental and social ESMF throughout the project. Project Coordinator (PC) will coordinate with the contractors and Implementing Partners to ensure the ESMF implementation across the districts. Environmental Specialist (ES) and Social Specialist (SS) will be hired by the RSU, who will assist CPM and PC to implement ESMF in letter and spirit. Both specialists will directly be responsible for screening of identified activities, implementation of ESMF and site-specific instruments, national and provincial policies and guidelines as well as internal monitoring and progress reporting.

ESMF monitoring will be carried out to ensure that the mitigation plans are regularly and effectively implemented. It will be carried out at three levels:RSU level, district level and at field level. At the RSU level, the environment and social specialists will carry out ESMF monitoring to ensure that the mitigation plans are being effectively implemented and will conduct field visits on a regular basis. The existing district reforms oversight committee (DROC), headed by the Deputy Commissioner, will also be responsible for ESMF implementation monitoring and evaluation. Monitoring checklists will be prepared and the site-specific mitigation plans included in the ESMPs. Contractors and IPs will carry out monitoring at field level.The project will engage Independent Environmental and Social Monitoring Consultant (IESMC-specialists/firms) as third party to conduct quarterlyexternal monitoring as third-party validation (TPV) throughout the project execution.

The total cost of the ESMF implementation has been estimated to be about PKR77million. This includes costs of environment and social specialists, PPEs, trainings, and district level ESMP preparation etc. This cost is included in the overall project cost.

This ESMF also includes an accessible grievance redressal mechanism for the beneficiaries and staff made available publicly to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with ESS10 of the World Bank. The main objective of Grievance Redressal Mechanism (GRM) is to assist to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions.

انتظامی / اداراتی خلاصہ

حکومت سندھ کا محکمہ تعلیم (ایس ای ایل ڈی) صوبے میں ہائر سیکنڈری اسکول کی سطح تک تعلیم فراہم کرنے کا ذمہ دار ہے۔ ایس ای ایل ڈی نے (ایس ای ایس پی اینڈ آر)2019-2024 جو کہ محکمہ کی حکمت عملی کی سمت متعین کرتا ہے۔ ایس ای ایس پی اینڈ آر 2019-2024 ابتدائی تعلیم اور ثانوی تعلیم کی دیکھ بھال سے متعلق ہے۔ سی ای ایل ای سی ٹی پراجیکٹ(1)ایس ای ایس پی اینڈ آر 2019-2024 میں ترجیحی علاقوں کی معاونت کرتا ہے اور (2) غیر متوقع رکاوٹوں کو ختم کرکے تعلیم کی بحالی میں لچک پیدا کرتا ہے۔

سی ای ایل ای سی ٹی پراجیکٹ ایک پانچ سالہ منصوبہ ہے جس پر تعمیل ایس ای ایل ڈی کی ذمہ داری ہے۔یہ منصوبہ اسکول کی سطح کے عوامل کو ہم آہنگ کرنے کے لیے ایک کثیر جہتی نقطہ نظر پیش کرتا ہے جو سندھ بھر کے سرکاری اسکولوں پرائمری اسکولوں سے ایلیمنٹری اسکولوں کے لیے تدریس اور سیکھنے کے طریقوں کے معیار میں بہتری کا باعث بنے گا۔ دیہی سندھ کے سرکاری اسکولوں میں داخل ہونے والے بچوں کی ایک غالب اکثریت کا تعلق کم آمدنی والے سماجی و معاشی طبقات سے ہے۔ یہ مندرجہ ذیل چار اجزاء پر مشتمل ہے۔

جز اول۔ ابتدائی کلاسوں میں تدریسی طریقوں کو تبدیل کرنا

جزدوم۔ ایک مؤثر و محفوظ تعلیمی ماحول پیدا کرنا

جز سوم۔ اسکول کی بہتر قیادت اور انتظامی معاونت کے لیے نظام کی صلاحیت کو بہتر بنانا

جز چہارم۔ نگرانی، تشخیص اورمنصوبے کا انتظام

منصوبے کی تیاری کا مقصد(پی ڈی او) ابتدائی جماعت کے پرائمری طلباء و طالبات کی پڑھنے کی صلاحیت کو بہتر بنانا اور منتخب اضلاع کے پرائمری اسکولوں میں طلباء کی تعداد میں اضافے کو برقرارکھنا ہے۔ مجوزہ منصوبے کو سندھ کے بارہ منتخب اضلاع میں نافذ کیا جانا ہے جن کی نشاندہی تعلیمی ترقی اور سیکھنے کے حوالے سے چھ اشاریوں میں حاصل کردہ نمبروں کی بنیاد پر کی گئی ہے۔ سی ای ایل ای سی ٹی پراجیکٹ کے ابدافی اضلاع کے نام بدین، گھوٹکی، جیکب آباد،قنبر،شہداد کوٹ، کشمور، میرپور خاص، مٹیاری، سانگھڑ، شکارپور، سجاول،ٹنڈو محمد خان اور ٹھٹھہ ہیں۔ منتخب اضلاع صوبے کی کل آبادی کا تقریبا" 32 فیصد ہیں لیکن صوبے کی دیہی آبادی کا تقریبا" 51 فیصد حصہ ان اضلاع میں مقیم ہے۔ منصوبے کے تمام اضلاع کی 70 فیصد یا اس سے زائد آبادی دیہی علاقوں میں رہتی ہے، تھرپارکر 92 فیصد دیہی آبادی کے ساتھ چارٹ میں سرفہرست ہے۔ منتخب اضلاع میں سب سے زیادہ شہری علاقہ جیکب آباد ہے لیکن وہاں بھی صرف30 فیصدآبادی شہری علاقوں میں رہتی ہے۔

سی ای ایل ای سی ٹی پراجیکٹ منصوبے کے تحت شروع کی جانے والی سرگرمیوں کا مقام اور نمونہ جانا پہچانا نہیں ہے، اس لیےمنصوبے کے ماحولیاتی اور سماجی جائزے کو سرانجام دینے کے لیے ایک ڈھانچہ جاتی نقطہ نظر اختیار کیا گیا ہے۔اس نقطہ نظر کے تحت موجودہ ماحولیاتی اور سماجی نظم ونسق کا ڈھانچہ (ای ایس ایم ایف) ممکنہ عمومی ماحولیاتی اور سماجی اثرات کی نشاندہی کرنے، تخفیف کے عمومی اقدامات تجویز کرنے، جانچ پڑتال کے معیارات، حفاظتی آلات کی قسم تیار کرنے اور ادارہ جاتی ، نگرانی، اطلاعات فراہم کرنے اور ماحولیاتی اور سماجی تحفظات کی تعمیل کے لیے دستاویز ی اقدامات فراہم کرنے کیلئے تیار کیا گیا ہے۔

عالمی بینک کے ماحولیاتی اور سماجی معیارات (ESSs) کی پیروی کرنا اس منصوبے سے متعلق ہے۔

ESS1: ماحولیاتی اور سماجی خطرات اور اثرات کا جائزہ اور انتظام

ESS2: مزدوری اور کام کرنے کے حالات
ESS3: وسائل کی کارکردگی اور آلودگی کی روک تھام اور انتظام
ESS4: آبادی کی صحت اور تحفظ
ESS8: ثقافتی ورثہ
ESS10: متعلقہ افراد اور اداروں کی مصروفیت اور معلومات افشاء کرنا

سندھ ملک کا سب سے زیادہ شہری آبادی کا حامل صوبہ ہے جس کی تقریباً 52 فیصد آبادی شہروں میں رہتی ہے۔ یہ چار الگ الگ موسمی خطوں پر محیط ہے: گرم بہت زیادہ بارانی، گرم بارانی، نیم بارانی اور ساحلی علاقے۔ منصوبے کے زیادہ تر اضلاع گرم بہت زیادہ بارانی، گرم بارانی علاقوں میں آتے ہیں، جس میں بدین، ٹھٹھہ اور تھرپارکر کا ایک چھوٹا سا حصہ ساحلی زون میں بھی آتا ہے۔ منصوبے کے اضلاع میں فضائی آلودگی کا سب سے اہم مسئلہ باریک ذرات کا ارتکاز ہے، جس کی بنیادی وجہ ٹریفک اور قدرتی ماحول سے نکلنے والے دھول کے ذرات ہیں۔
سندھ میں زمینی پانی کا سب سے بڑا ذریعہ دریائے سندھ ہے جو جنوبی ساحل پر بحیرہ عرب میں گرنے سے پہلے پورے ملک سے گزرتا ہوا جنوب کی طرف بہتا ہے۔ سندھ میں تازہ زمینی پانی دریائے سندھ کے بائیں کنارے کے ساتھ گھوٹکی، خیرپور اور جنوبی اور شمالی روہڑی کے علاقوں میں پایا جاتا ہے۔ سندھ میں 90فیصد سے زیادہ دیہی گھرانوں کا انحصار زیرزمین پانی پر ہے، جس تک ہزاروں دستی نلکوں اور موٹرسے چلنے والے پمپوں کے ذریعے رسائی حاصل کی جاتی ہے۔ صوبے کے بہت سے حصوں میں، زمینی پانی میٹھے پانی کے پتلے لینز کی شکل میں موجود ہے جو گہرے نمکین زمینی پانی کے اوپر پایا جاتا ہے۔ ان علاقوں سے ٹیوب ویلوں اور دستی پمپوں سے پانی نکالا جاتا ہے، جو گھریلو پانی کی فراہمی کا اہم ذریعہ ہیں۔

2017 کی مردم شماری کے مطابق، اس عمل میں شمار کیے گئے تمام مکانات میں سے85فیصد میں احاطے کے اندر پینے کا پانی دستیاب ہے۔ صفائی کی سہولیات تک رسائی کے لحاظ سے، صوبے میں 82فیصد مکانات کو لیٹرین کی سہولت تک رسائی حاصل ہے۔ مجموعی طور پر، صوبے میں صفائی کی سہولیات میں بہتری دیکھی گئی ہے کیونکہ لیٹرین کی سہولت کے بغیر مکانات کی شرح 1998 کی مردم شماری میں 34 فیصد سے کم ہو کر 2017 کی مردم شماری میں 18 فیصد رہ گئی ہے۔

سندھ تین بڑی قدرتی آفات کے لیے حساس ہے: سیلاب، زلزلہ، اور خشک سالی۔ اسے طوفانوں کا بھی خطرہ رہتا ہے۔ یہ صوبہ دریائے سندھ کے طاس سے آنے والے سیلاب کے لیے حساس ہے، جس سے سالانہ بنیاد پر نقصان ہوتا ہے۔ یہ سانحے باقاعدگی سے زراعت اور مویشیوں کو متاثر کرتے ہیں، لیکن سڑکوں، گھروں اور آبپاشی کی سہولیات کو بھی تباہ کر سکتے ہیں۔ 2011 کے سیلاب سے صرف سندھ میں 85 لاکھ افراد متاثر ہوئے اور 15 لاکھ گھر تباہ ہوئے۔ کم بارشوں، نمکین زمینی پانی اور زیر زمین پانی کے زیادہ استعمال کی وجہ سے سندھ کو بعض علاقوں کو اکثر خشک سالی کا سامنا کرنا پڑتا ہے۔ تھرپارکر ضلع خاص طور پر خشک سالی سے متاثر ہوا ہے، جس میں 2014 سے خوراک اور پانی کی شدید قلت کی اطلاع ہے۔
سندھ زیادہ تر سیسمک زون اے 2 میں واقع ہے، جس میں زمینی سرعت 0.08 اور 1 جی کے درمیان ہے۔ اس درجہ بندی سے ظاہر ہوتا ہے کہ صوبے کو زلزلے سے درمیانے درجے کے نقصان کا سامنا کرنا پڑتا ہے۔
10 سال اور اس سے زیادہ عمر کی آبادی میں خواندگی کا تناسب 54.57فیصد ریکارڈ کیا گیا ہے۔ یہ مردوں میں زیادہ ہے یعنی 62.52فیصد، اسکے مقابلے میں خواتین میں 45.95فیصد اور خواجہ سراؤں میں34.16 فیصد ہےشہری علاقوں میں خواندگی کا تناسب (70.43فیصد) دیہی علاقوں (35.19فیصد) سے کہیں زیادہ ہے۔ سندھ میں سرکاری پرائمری اسکولوں میں عمر (5سے9 سال) کے لیے داخلے کا

مجموعی تناسب (GER) کچی کلاس کو چھوڑ کر 2019-20 میں 42 فیصد کے ساتھ کمی کو ظاہر کرتا ہے جو کہ 2014-15 میں 50فیصد تھا۔ سرکاری پرائمری اسکولوں کی عمر (5سے9 سال) میں کچی کلاس کو چھوڑ کر داخلہ کی خالص شرح صوبائی مقابلے میں 28فیصد کے ساتھ سب سے نیچے ہے۔

اسکول سے باہر 5سے16 سال کی عمر کے ایسے بچے بھی ہیں جو کبھی سکول نہیں گئے اور وہ بچے بھی ہیں جو اسکول گئے اور بعد میں اسکول چھوڑ دیا۔ سندھ میں کل 44 فیصد بچے اسکول نہیں جاتے ہیں، جن میں سے 58 فیصد دیہی علاقوں اور 29 فیصد شہری علاقوں میں ہیں۔ سندھ میں 50,000 کے قریب اسکول ہیں، لیکن صرف 75فیصد اسکول فعال ہیں اور باقی 25فیصد غیر فعال ہیں۔ اس کی نصف سے زیادہ آبادی شہری مراکز میں ہونے کے باوجود، 88فیصد سرکاری اسکول دیہی علاقوں میں واقع ہیں۔

ماحولیاتی اور سماجی ڈھانچے کا مطالعہ اس منصوبے سے وابستہ ممکنہ اثرات کی نشاندہی کرنے کے لیے کیا گیا ہے،جس میں ماحولیاتی اور سماجی جہتیں شامل ہیں جو ثانوی معلومات اور متعلقہ افراد اور اداروں کی مشاورت کے جائزے پر مبنی ہیں۔ توقع ہے کہ اس منصوبے سے متعدد مثبت ماحولیاتی اور سماجی اثرات مرتب ہوں گے، ان مثبت اثرات میں میں موجودہ کلاس رومز کی تزئین و آرائش کے ذریعے اسکولوں کی بحالی، موجودہ اسکولوں میں نئے کلاس رومز کا اضافہ، فرنیچر کی فراہمی، اور مناسب پانی، صفائی ستھرائی اور حفظان صحت کے ذریعے پانی کی فراہمی کے معیار میں بہتری شامل ہے۔

ابتدائی جانچ پڑتال کے مطابق یہ مشاہدہ کیا گیا ہے کہ زیادہ تر سرگرمیاں کم سے اعتدال پسند ماحولیاتی اور سماجی (S&E) خطرے کے زمرے میں آتی ہیں۔ منصوبے کے ممکنہ منفی ماحولیاتی اور سماجی اثرات زیادہ تر تعمیراتی سرگرمیوں سے متعلقہ ہیں جیسے ہوا اور پانی کی آلودگی، شور پیدا ہونا، ٹھوس فضلہ پیدا کرنا، نکاسی آب اور حفاظتی خطرات وغیرہ۔ دیگر اہم خطرات میں شامل ہیں: اشرافیہ پر قبضہ، منصوبے کے وسائل اور مواد کی چوری ، کمزور گروپوں سے امتیازی سلوک اور بیدخلی، پیشہ ورانہ صحت اور حفاظت (OHS) کا خطرہ، منصوبے کے عملے یا کورونا وباء کی وجہ سے استفادہ کرنیوالے، گنجان آبادی والے علاقوں میں سڑک تک رسائی کی وجہ سے ٹریفک کے مسائل ، ای ویسٹ کی پیداوار اور جنس کی بنیاد پر تشدد (GBV)، جنسی استحصال اور بدسلوکی (SEA) اور بچوں کے خلاف تشدد (VAC)۔ توقع کی جاتی ہے کہ یہ اثرات مقامی، ٹھیک ہونیوالے اور مختصر مدت کی نوعیت کے ہوں گے۔

ای ایس ایف کے ڈھانچہ جاتی نقطہ نظر کے مطابق، یہ ESMF سندھ کے مجموعی منظر نامے کو مدنظر رکھتے ہوئے تیار کیا گیا ہے۔ تاہم، ہر ضلع کی ماحولیاتی اور سماجی ترتیب مختلف ہوتی ہے، اس لیے ضمیمہ III میں دی گئی ہدایات کے مطابق منصوبے کے تحت ضلع کے مخصوص ماحولیاتی اور سماجی انتظامی منصوبے (ESMPs) تیار کیے جائیں گے۔
ضلعی سطح کے مخصوص ماحولیاتی اور سماجی انتظامی منصوبے ESMPs کے تحت، مزید ماحولیاتی اور سماجی آلات کی ضرورت کا اندازہ لگانے کے لیے ضمیمہ II میں فراہم کردہ ماحولیاتی اور سماجی جانچ پڑتال کی دیکھ بھال کی فہرست کے ذریعے ہر شناخت شدہ سرگرمی کی ماحولیاتی اور سماجی اثرات کی شدت اور حد کے لیے جانچ پڑتال کی جائیگی۔ ضلعی سطح کے مخصوص ماحولیاتی اور سماجی انتظامی منصوبے ESMPs کے حصے کے طور پر جانچ پڑتال اور دیکھ بھال کی مخصوص فہرست تیار کی جائے گی۔
اسکول کے انتخاب کو ایک مضبوط معیار استعمال کرتے ہوئے حتمی شکل دی جائے گی جس میں درج ذیل عوامل شامل ہوں گے:

I. سماجی شمولیت کو یقینی بنانے کے لیے معیار میں بھرپور/جامع اشارے ہونے چاہئیں جن میں ضلع کے اندر تاریخی طور پر پسماندہ علاقوں کی کوریج، لڑکیوں کے اسکول کے آپشنز، اقلیتوں کے اندراج، کمزور/کم آمدنی والے گروپ وغیرہ شامل ہوسکتے ہیں۔ فنڈنگ کا ایک خاص فیصد/ مالی اعانت یافتہ اسکولوں کی تعداد کا تعلق اس زمرے سے ہونا چاہیے۔

II. اسکول کے پاس حکومت سندھ کی طرف سے فراہم کردہ عمارت ہونی چاہیے اور محکمہ تعلیم اور خواندگی، سندھ کے تحت کام کرتا ہو ۔
III. صفائی ستھرائی سے متعلقہ اقدامات کیلئے ، اسکول کی جگہوں کا انتخاب صفائی کی سہولیات کی ضرورت کی بنیاد پر کیا جاتا ہے (مثلاً، صفائی ستھرائی کی سہولیات کی غیر فعالیت یا عدم دستیابی)۔
IV. طلباء کی داخلے کی بلند شرح
V. اسکول فعال ہونا چاہیے۔
VI. اسکول کسی بھی قسم کے تنازعات اور قانونی چارہ جوئی سے پاک ہو
VII. کسی بھی تعمیر کے لیے منتخب کردہ جگہیں ہر قسم کے قبضے سے پاک ہونی چاہئیں جن میں غیر رسمی آباد کار/ پوشیدہ قابض بھی شامل ہیں۔
VIII. تمام انتخاب (600 اسکولوں) کے لیے ماحولیاتی اور سماجی جانچ پڑتال دیکھ بھال کی فہرست استعمال کی جانی چاہیے۔

ذیلی منصوبوں کی سرگرمیوں کی جانچ پڑتال کی بنیاد پر درج ذیل نتائج متوقع ہیں۔

1. جگہ کے مخصوص ماحولیاتی اور سماجی انتظامی منصوبے ESMPs کی ترقی (اعتدال پسند خطرے کی سرگرمیوں کی صورت میں)۔
2. ضمیمہ I میں پیش کردہ ECPs کی پیروی کرنے کے لیے کافی ہیں (کم خطرے والی سرگرمیوں کے لیے)۔

توقع کی جاتی ہے جب اسکیم کے پیکج (متعدد اسکولوں کا ہونا) کا اعلان کیا جاتا ہے اور ٹینڈر جاری کیا جاتا ہے، اس میں دونوں قسم کے اسکولوں کا مجموعہ ہوتا ہے (i) جنہیں جگہ کے مخصوص ماحولیاتی اور سماجی انتظامی منصوبے EMSPs کی ضرورت ہوتی ہے، (ii) ECPs کی پیروی کرنے کی ضرورت ہوتی ہے۔ لہٰذا، جب ٹینڈر جاری کیا جائے گا تو بولی کے دستاویز میں دونوں شرائط کا ذکر کرنا لازم ہوگا۔

اس منصوبے میں SELD ڈائریکٹوریٹ کو سرگرمیوں کی تکنیکی رہنمائی کرنے اور ریفارم سپورٹ یونٹ (RSU) کو مختلف عطیہ دہندگان کے منصوبوں پر عملدرآمد کرنے میں اپنے وسیع ادارہ جاتی تجربے کی بنیاد پر وفاداری سے اور ماحولیاتی اور سماجی نظم ونسق کی قیادت کرنے کا تصور کیا گیا ہے۔ RSU کے چیف پروگرام مینیجر (CPM) پورےمنصوبے میں ماحولیاتی اور سماجی ESMF کے نفاذ کے لیے مجموعی طور پر ذمہ دار ہوں گے۔ منصوبے کوآرڈینیٹر (PC) اضلاع میں ESMF کے نفاذ کو یقینی بنانے کے لیے ٹھیکیداروں اور عمل درآمد کرنے والے شراکت داروں کے ساتھ رابطہ قائم کرے گا۔ RSU کی طرف سے ماحولیاتی ماہرین (ES) اور سماجی ماہرین (SS) کی خدمات حاصل کی جائیں گی، جو CPM اور PC کی ESMF کو عملی طور پر نافذ کرنے میں مدد کریں گے۔ دونوں ماہرین شناخت شدہ سرگرمیوں کی جانچ پڑتال، ESMF کے نفاذ اور جگہ کے مخصوص آلات، قومی اور صوبائی پالیسیوں اور رہنما خطوط کے ساتھ ساتھ اندرونی نگرانی اور پیش رفت کی رپورٹنگ کے لیے براہ راست ذمہ دار ہوں گے۔

ESMF کی نگرانی اس بات کو یقینی بنانے کے لیے کی جائے گی کہ تخفیف کے منصوبے باقاعدگی سے اور مؤثر طریقے سے لاگو ہوں۔ یہ تین سطحوں پر کیا جائے گا: RSU سطح، ضلع کی سطح اور کام کی جگہ سطح پر۔ RSU کی سطح پر، ماحولیات اور سماجی ماہرین ESMF کی نگرانی کریں گے تاکہ اس بات کو یقینی بنایا جا سکے کہ تخفیف کے منصوبوں کو مؤثر طریقے سے نافذ کیا جا رہا ہے اور وہ باقاعدگی سے کام کی جگہ کا کریں گے۔ ڈپٹی کمشنر کی سربراہی میں موجودہ ضلعی اصلاحات کی نگرانی کمیٹی (DROC) ESMF کے نفاذ کی نگرانی اور تشخیص کے لیے بھی ذمہ دار ہوگی۔ نگرانی اور دیکھ بھال کی فہرستیں تیار کی جائیں گی اور جگہ کے مخصوص تخفیف کے منصوبے ESMPs میں شامل کیے جائیں گے۔ کنٹریکٹرز اور آئی پیز کام کی جگہ پر نگرانی کریں گے۔ اس منصوبے میں تیسرے فریق کے طور پر آزاد ماحولیاتی اور سماجی نگرانی کے مشیروں (آئی ای ایس ایم سی-ماہرین/فرمز) کو شامل کیا جائے گا تاکہ پراجیکٹ کے پورے عمل کے دوران تیسرے فریق کی توثیق (TPV) کے طور پر سہ ماہی بنیادوں پر بیرونی نگرانی کی جا سکے۔

ESMF پر عملدرآمد کی کل لاگت کا تخمینہ تقریباً 77 ملین روپے لگایا گیا ہے۔ اس میں ماحولیات اور سماجی ماہرین کے اخراجات، PPEs، تربیت اور ضلعی سطح پر مخصوص ماحولیاتی اور سماجی انتظامیESMP کی تیاری وغیرہ شامل ہیں۔ یہ لاگت منصوبے کی مجموعی لاگت میں شامل ہے۔

ESMF سے مستفید ہونیوالوں اور عملے کے لیے قابل رسائی شکایات کے ازالے کا طریقہ کار بھی شامل ہے جو عالمی بینک کے ESS10 کے مطابق منصوبے کے سلسلے میں تحفظات اور شکایات کو وصول کرنے اور ان کے حل کے لیے عمومی طور پر دستیاب ہے۔ شکایات کے ازالے کے طریقہ کار (GRM) کا بنیادی مقصد شکایات کو بروقت، موثر اور موثر طریقے سے حل کرنے میں مدد کرنا ہے جس سے تمام فریقین مطمئن ہوں۔ خاص طور پر منصفانہ، موثر اور دیرپا نتائج کے لیے ایک شفاف اور قابل اعتبار طریقہ کار فراہم کرتا ہے۔ یہ اعتماد اور تعاون کو مقامی آبادی کی وسیع تر مشاورت کے ایک لازمی جزو کے طور پر بھی بناتا ہے جو اصلاحی کارروائیوں میں سہولت فراہم کرتا ہے۔

ضمیمہ - I: ماحولیاتی ضابطہ اخلاق

ماحولیاتی ضابطہ اخلاق (ECPs) کا مقصد منصوبے پر عملدرآمد کے دوران تمام ممکنہ اور عام تعمیراتی اثرات کو حل کرنا ہے۔ ای سی پیز کام کے بہترین طریقوں اور ماحولیاتی انتظام کے رہنما خطوط فراہم کریں گے جن کی پیروی ٹھیکیداروں کے ذریعہ تمام ماحولیاتی مسائل کے پائیدار انتظام کے لیے کی جائے گی۔ یہ ECPs تمام معاہدوں کی عمومی شرائط کے ساتھ منسلک ہوں گے، جس میں منصوبے کے تحت کئے گئے ذیلی معاہدوے بھی شامل ہیں۔

منصوبے کے لیے تیار کردہ ECPs کی فہرست ذیل میں دی گئی ہے۔

- ای سی پی 1: فضلے کا انتظام
- ای سی پی 2: آبی وسائل کا انتظام
- ای سی پی 3: فضا کا معیار، شور اور تھرتھراہٹ کا انتظام
- ای سی پی 4: روڈ ٹرانسپورٹ اور روڈ ٹریفک مینجمنٹ
- ای سی پی 5: لیبر انفلکس مینجمنٹ اور کنسٹرکشن کیمپ مینجمنٹ
- ای سی پی 6: سماجی، ثقافتی اور مذہبی مسائل
- ای سی پی 7: ورکرز کی صحت اور حفاظت
- ای سی پی 8: صحت اور تحفظ کا منصوبہ

ای سی پی 1: فضلے کا انتظام

منصوبے سرگرمی/ اثر کا ذریعہ	ماحولیاتی اثرات	تخفیفی اقدامات / انتظامی رہنمائی
جنرل اور تعمیراتی فضلہ	تعمیراتی جگہوں پر فاضل مواد اور فضلے کے غیرمناسب انتظام سے مٹی اور پانی کی آلودگی	ٹھیکیدار کی ذمہ داری • مختلف مخصوص فضلہ کے سلسلے میں فضلے کو ٹھکانے لگانے کا منصوبہ تیار کریں (مثال کے طور پر، دوبارہ قابل استعمال فضلہ،آتش گیر فضلہ، تعمیراتی ملبہ، خوراک کا فضلہ وغیرہ) تعمیر شروع کرنے سے پہلے منظوری کے لیے RSU کے S&E ماہر کوجمع کرائیں۔ • ماحولیاتی طور پر قابل قبول انداز میں تعمیر کے دوران پیدا ہونے والے تمام فضلہ کو ٹھکانے لگانے کا اہتمام کریں۔ اس میں فضلا ٹھکانے لگانے کی جگہ کی نوعیت اور محل وقوع پر غور کیا جائے گا، تاکہ ماحولیاتی اثرات کم ہوں۔ • R3 تک فضلہ مواد کی پیداوار کو کم سے کم کریں۔(کم سے کم، ری سائیکل اور دوبارہ استعمال) کا طریقہ۔ • تمام کچرے کو الگ کر کے دوبارہ استعمال کریں یا ری سائیکل کریں،جہاں بھی ممکن ہو۔ • ٹھوس فضلہ کو جلانے سے منع کریں۔ • تمام منظور شدہ ٹھکانے لگانے والی جگہوں پر غیر مضر فضلہ کو جمع اور منتقل کریں۔ ٹھوس فضلہ کی نقل و حمل کرنے والی گاڑیوں کو راستے میں پھیلنے والے فضلہ کو روکنے کے لیے کپڑے یا جالیوں سے ڈھانپنا چاہیے۔ • کچرے کے انتظام کے لیے تمام اہلکاروں کو تربیت اور ہدایت دیں۔ • ماحولیاتی شمولیت کے عمل کے ایک جزو کے طور پر طرز عمل اور طریقہ کار۔ • ہر کام کی جگہ پر کچرے کے برتن فراہم کریں۔ • سپلائرز سے درخواست کریں کہ وہ قابل عمل ہو کم سے کم سامان پیک کریں۔ • ہاؤس کیپنگ کے اچھے طریقوں پر زیادہ زور دیں۔ • تمام تعمیراتی مقامات کو صاف ستھرا اور محفوظ حالت میں رکھیں اور نقل و حمل اور حتمی ٹھکانے لگانے سے پہلے تمام کچرے کو عارضی طور پر ذخیرہ کرنے کے طور پر مناسب سہولیات فراہم کریں اور برقرار رکھیں۔
خطرناک فضلہ		ٹھیکیدار کی ذمہ داری کیمیائی فضلہ کو ڈرم (یا اسی طرح کے مہر بند کنٹینر) میں جمع کریں، جس پر کیمیکل فضلہ کے منظور شدہ ڈپو میں محفوظ نقل و حمل کے لیے مناسب طور پر لیبل لگایا گیا ہو۔ • ممکنہ ماحولیاتی آلودگی سے بچنے والے تمام کیمیکلز کو اسٹور، ٹرانسپورٹ اور ہینڈل کریں۔ • تمام خطرناک فضلہ کو پانی کے راستے سے دور علاقوں میں مناسب طریقے سے ذخیرہ کریں۔

	صحت کے خطرات اور فضلہ کے انتظام کے غلط طریقوں کی وجہ سے ماحولیاتی اثرات	• تعمیر کے دوران سائٹ پر موجود خطرناک مواد کے لیے تمام میٹریل سیفٹی ڈیٹا شیٹس (MSDS) دستیاب کرائیں۔ • منظور شدہ جگہوں پر دوبارہ استعمال، ری سائیکل، علاج یا ٹھکانے لگانے کے لیے آف سائٹ سے محفوظ نقل و حمل کے لیے ہائیڈرو کاربن فضلہ، بشمول چکنائی کے تیل کو جمع کریں۔ کنکریٹ یا دیگر ناقابل تسخیر ہارڈ اسٹینڈ بنائیں تاکہ گرنے کی صورت میں رساو کو روکا جا سکے۔ عام طور پر استعمال ہونے والے کیمیکلز یا پیٹرو کیمیکلز (مثلاً، گندگی، چورا وغیرہ) کے لیے جاذب کا ذخیرہ رکھنے کے لیے اسٹوریج ایریا کے اندر حادثاتی طور پر پھیلنے والے مواد کو محفوظ رکھیں۔

ای سی پی 2: آبی وسائل کا انتظام

منصوبے سرگرمی/ اثر کا ذریعہ	**ماحولیاتی اثرات**	**تخفیف کے اقدامات / انتظامی رہنما خطوط**
تعمیراتی فضلہ	عام تعمیراتی فضلے کو ذخیرہ کرنے،اٹھانے اور تلف کرنےسے پانی کی آلودگی	ٹھیکیدار کی ذمہ داری ۔ ECP-1 میں تجویز کردہ انتظامی رہنما خطوط پر عمل کریں۔ کوڑے، ملبے اور کسی بھی قسم کے فضلے کی پیداوار کو کم سے کم کریں۔ ان مادوں کو آبی گزرگاہوں، سیلابی پانی کے نظام یا زیر زمین پانی میں داخل نہیں ہونا چاہیے۔
تعمیراتی جگہوں سے خارج ہونا	تعمیراتی جگہوں اور کام کے کیمپ سے ضائع شدہ پانی۔ تعمیراتی کام گراؤنڈ کور اور ٹپوگرافی کو تبدیل کریں گے جس سے علاقے کے پانی کی نکاسی کے نمونوں کو تبدیل کیا جائے گا جس میں طوفان کے پانی کی دراندازی اور ذخیرہ شامل ہے۔	ٹھیکیدار کی ذمہ داری ۔ • کسی بھی وقت بغیر ڈھکی مٹی کی مقدار کو کم سے کم کریں۔(تعمیر شروع ہونے سے فوری پہلے صرف صاف پودوں کو ہٹائیں)۔ • تلچھٹ اور کٹاؤ پر قابو پانے کے لیے درکار علاقوں میں اور تعمیراتی مواد کے ذخیرہ کرنے والے علاقوں کے ارد گرد عارضی نکاسی کے کام (چینل اور بند) لگائیں۔ • سائٹ سے تلچھٹ سے بھرے رن آف کو پکڑنے کے لیے جہاں مناسب عارضی تلچھٹ کے بیسن نصب کریں۔ • ارد گرد کے علاقوں اور تعمیراتی سائٹ سے بہاؤ کو موڑ دیں۔ • مواد کو نکاسی کی لائنوں سے دور رکھیں۔

ای سی پی 3: ہوا کا معیار، شور اور تھرتھراہٹ کا انتظام

منصوبے سرگرمی/ اثر کا ذریعہ	ماحولیاتی اثرات	تخفیف کے اقدامات / انتظامی رہنما ئی
تعمیراتی گاڑیوں کی آمدورفت	ہوا اور شور کا معیار گاڑیوں کی ٹریفک، اخراج اور ایندھن کے دہن سے بری طرح متاثر ہو سکتا ہے۔	ٹھیکیدار کی ذمہ داری ۔ • مناسب ایگزاسٹ سسٹم اور اخراج کو کنٹرول کرنے والے آلات کے ساتھ گاڑیوں کو فٹ کریں۔ مینوفیکچر مینٹیننس کے طریقہ کار کے مطابق ان آلات کو اچھی کام کرنے والی حالت میں رکھیں۔ • گاڑیوں کو ایندھن کی بچت کے طریقے سے چلائیں۔ • تعمیراتی جگہ سے باہر جانے والی دھول بھرے مواد کو لے جانے والی گاڑیوں کو ڈھانپیں۔ • دھول کے اخراج کو کم کرنے کے لیے کام کی جگہ پر گاڑیوں کی تمام نقل و حرکت پر رفتار کی حد مقرر کریں۔ • تعمیراتی ٹریفک کی نقل و حرکت کو کنٹرول کریں۔ • لوڈنگ اور ٹرانسپورٹ سے پہلے پانی کی تعمیر کا سامان۔ • اخراج کو کم کرنے کے لیے تمام گاڑیوں کی باقاعدگی سے دیکھ بھال کریں۔ • گاڑیوں کے نقل وحمل کے وقت کو 2 منٹ سے زیادہ نہ رکھیں۔ • ٹرکوں کی لوڈنگ اور ان لوڈنگ، اور کام کی جگہ پر تعمیراتی شور کو کم کرنے کے مقصد سے ہینڈلنگ آپریشنز کو منظم کریں
تعمیراتی مشینری	ہوا کا معیار مشینری سے اخراج اور ایندھن کے دہن سے بری طرح متاثر ہو سکتا ہے۔ شور اورتھرتھراہٹ کا اثر لوگوں، املاک، حیوانات، مویشیوں اور قدرتی ماحول پر پڑ سکتا ہے۔	ٹھیکیدار کی ذمہ داری ۔ • مناسب ایگزاسٹ سسٹم اور اخراج کو کنٹرول کرنے والے آلات کے ساتھ مشینری کو فٹ کریں۔ • شور کو کم کرنے کے لیے آلات میں ترمیم کریں (مثال کے طور پر، شور کنٹرول کرنیوالی کٹس، ٹرک کی ٹرے یا پائپ لائنوں کی لائن)۔ • سب سے کم آواز والے دستیاب پلانٹ اور آلات استعمال کریں۔ • دہن کی کارکردگی کو زیادہ سے زیادہ کرنے، آلودگی کے اخراج کو کم سے کم کرنے کے لیے ان آلات کو مینوفیکچررز کی دیکھ بھال کے طریقہ کار اور ان کے مینوفیکچررز کی طرف سے بیان کردہ وضاحتوں کے مطابق اچھی کام کرنے کی حالت میں رکھیں۔ دیکھ بھال کے رجسٹر کا ثبوت سامان فراہم کرنے والوں اور ٹھیکیداروں/ ذیلی ٹھیکیداروں کو درکار ہوگا۔ • مقامی رہائشیوں کو شور کی آلودگی سے بچنے کے لیے شور پیدا کرنے والی تمام سرگرمیوں کو مناسب طریقے سے جگہ دیں۔ • مناسب تعمیراتی سامان میں اعلی کارکردگی والے مفلر فٹ کریں۔

		• اخراج اور شور کو کم کرنے کے لیے تمام آلات کو باقاعدگی سے سرو کریں۔ • الارم، ہارن اور سائرن کے غیر ضروری استعمال سے گریز کریں۔
تعمیراتی سرگرمیاں	تعمیراتی مقامات، مٹیریل کے ذخیرے اور رسائی والی سڑکوں سے دھول کی پیداوار ماحول کے لیے ایک پریشانی ہے اور یہ صحت کے لیے خطرہ بن سکتی ہے۔	• مٹیریل کے ذخیرے کو پانی دیں، سڑکوں تک رسائی حاصل کریں اور ماحولیاتی پریشانی کے امکانات کو کم کرنے کے لیے ننگی مٹی کو(مثلاً تیز ہواؤں سے) دھول بننے سے روکنے کیلئے ضرورت کے مطابق پانی دینے کی فریکوئنسی میں اضافہ کریں ذخیرہ شدہ مواد جیسے بجری اور ریت کو ہوا سے بہنے سے بچنے کے لیے ڈھانپ کر رکھا جانا چاہیے۔ • جب دھول اڑ رہی اور کام جاری ہوتو اسکول کا عملے،اساتذہ، طلباء اور دیگر کو ڈسٹ ماسک فراہم کریں۔ • ننگی سطحوں کی نمائش کی حد اور مدت کو کم سے کم کریں۔ • زمینی کام کی سرگرمیوں یا پودوں کو دوبارہ ترتیب دیں۔ صاف کرنے کی سرگرمیاں، جہاں عملی طور پر، اگر ضروری ہو، تیز ہوا کے دوران اور اگر نظر آنے والی دھول سائٹ سے اڑ رہی ہو تو اس سے بچنا۔ • تعمیراتی سامان کو ذخیرہ کرنے، مکس کرنے اور لوڈ کرنے کے لیے مناسب جگہیں قائم کریں، اس طرح کہ اس طرح کی کارروائیوں کی وجہ سے دھول کے پھیلاؤ کو روکا جائے۔
	شور اور تھرتھراہٹ کا اثر لوگوں، املاک، حیوانات، مویشیوں اور قدرتی ماحول پر پڑ سکتا ہے۔	ٹھیکیدار کی ذمہ داری • اگر رہائشی علاقوں کے قریب تعمیراتی کام چل رہے ہیں تو ملحقہ زمینداروں کو دن کی روشنی کے اوقات (شام 6 بجے سے صبح 7 بجے) کے باہر کسی بھی عام شور کے واقعات سے پہلے مطلع کریں۔ • تعمیراتی آلات کے آپریٹرز کو شور کے ممکنہ مسائل اور شور کے اخراج کو کم سے کم کرنے کی تکنیکوں سے آگاہ کریں۔ پیشہ ورانہ شور کی سطح کو کم سے کم کرنے کے لیے سائٹ پر دستیاب کام کے بہترین طریقوں کو استعمال کریں۔ • جہاں مناسب ہو عارضی شور کنٹرول رکاوٹیں لگائیں۔ • متاثرہ لوگوں کو مطلع کریں اگر بڑی شور والی سرگرمیاں شروع کی جاتی ہیں، جیسے کہ ڈھیروں سے گاڑی چلانا۔ • سائٹ پر سرگرمیوں کی منصوبہ بندی کریں اور اثر کو کم کرنے کے لیے سائٹ پر اور وہاں سے ترسیل کریں۔ • شور اور تھرتھراہٹ کے نتائج کی نگرانی اور تجزیہ کریں اور ضرورت کے مطابق تعمیراتی طریقوں کو ایڈجسٹ کریں۔ • رہائشی علاقوں کے قریب رات (صبح 6 بجے سے 7 بجے تک) کام کرتے وقت، جہاں ممکن ہو، شور مچانے والی سرگرمیاں کرنے سے گریز کریں۔

ای سی پی 4: روڈ ٹرانسپورٹ اور روڈ ٹریفک مینجمنٹ

منصوبے سرگرمی/ اثر کا ذریعہ	ماحولیاتی اثرات	تخفیف کے اقدامات / انتظامی رہنما ئی
تعمیراتی گاڑیوں کی آمدورفت	تعمیراتی گاڑیوں کی طرف سے سڑک کے بڑھتے ہوئے ٹریفک کے استعمال سے عام ٹریفک کی نقل و حرکت اور سڑک استعمال کرنے والوں کی حفاظت متاثر ہوگی۔	ٹھیکیدار کی ذمہ داری • تعمیر کے آغاز سے پہلے RSI کو ٹریفک مینجمنٹ پلان تیار کریں اور ان کی منظوری کے لیے جمع کرائیں، تعمیراتی سرگرمی گنجان آباد یا گنجان علاقہ ہے۔ • پاکستان ٹریفک ریگولیشنز میں موجود نشانیوں کے شیڈول کے مطابق سڑکوں کے اسٹریٹجک مقامات پر نشانات فراہم کریں۔ • تعمیر کے دوران استعمال ہونے والی سڑکوں پر ہر ایک اہم سڑک کے چوراہے پر ڈسپلے بورڈ نصب کریں اور برقرار رکھیں، (اگر تعمیراتی سرگرمی جاری ہے گنجان آباد یا گنجان علاقہ) جو مقامی میں درج ذیل معلومات کو واضح طور پر دکھائے گا۔ ○ تعمیراتی مدت کا دورانیہ ○ متعلقہ اہلکاروں کے نام اور رابطہ کا پتہ/ٹیلیفون نمبر ○ ٹھیکیدار کا نام اور رابطہ کا پتہ/ ٹیلی فون نمبر ○ تکلیف پر دلی طور پر افسوس ہے۔
	حادثات اور گاڑی سے تعمیراتی سامان کا گرنا	• جہاں قابل عمل ہو، ٹرک کی ترسیل کو محدود کریں۔دن کے اوقات کام کے اوقات (صبح 7 سے شام 6 بجے تک)۔ • زیادہ سائز کے بوجھ کی نقل و حمل کو محدود کریں۔ • سڑک کی ٹریفک/ٹرانسپورٹ گاڑیاں چلائیں، اگر ممکن ہو تو،ٹریفک میں خلل کو کم سے کم کرنے کے لیے غیر ٹریفک کے ادوار تک۔ • سائٹ پر رفتار کی حد نافذ کریں۔

ای سی پی 5: لیبر انفلکس مینجمنٹ اور کنسٹرکشن کیمپ مینجمنٹ

منصوبے سرگرمی/ اثر کا ذریعہ	ماحولیاتی اثرات	تخفیف کے اقدامات / انتظامی رہنما ئی
بیٹھنے اور تعمیراتی کیمپوں کا مقام	تعمیراتی کارکنوں کے لیے کیمپ سائٹس وہ اہم مقامات ہیں جو اس طرح کے اہم اثرات مرتب کرتے ہیں۔ مقامی وسائل اور قریبی آبادیوں کے بنیادی ڈھانچے پر صحت اور حفاظت	ٹھیکیدارکی ذمہ داری • ورکرز کیمپ کی تعمیر کے لیے انتظامی منصوبہ تیار کریں اور نگرانی کنسلٹنٹ کی منظوری کے لیے منصوبہ پیش کریں۔ • تعمیراتی کیمپوں کو ڈیزائن کردہ جگہوں کے اندر یا ان علاقوں میں تلاش کریں جو ماحولیاتی، ثقافتی یا سماجی نقطہ نظر سے قابل قبول ہوں؛ اور نگرانی کنسلٹنٹ سے منظور شدہ۔ • قدرتی وسائل جیسے پانی کے استعمال میں سماجی تنازعات سے بچنے یا ارد گرد کی آبادیوں پر تعمیراتی کیمپوں کے ممکنہ منفی اثرات سے بچنے کے لیے کمیونٹیز سے دور کیمپ بنائے جائیں۔ • صحت، مذہبی اور سیکورٹی کے ذمہ دار مقامی حکام کو کیمپ کی سہولیات کے قیام کے بارے میں صحیح طور پر مطلع کیا جائے گا

	کے خطرات کے طور پر۔	تاکہ صحت عامہ، سماجی اور سیکورٹی کے معاملات پر موثر نگرانی کو برقرار رکھا جا سکے۔
تعمیراتی کیمپ کی سہولیات	مناسب بنیادی ڈھانچے کی سہولیات، جیسے کہ رہائش، پانی کی فراہمی اور صفائی ستھرائی کی سہولیات کا فقدان مقامی خدمات پر دباؤ بڑھائے گا اور غیر معیاری معیار زندگی اور صحت کے خطرات کو جنم دے گا۔	ٹھیکیدار مندرجہ ذیل سہولیات فراہم کرے گا۔ • اس منصوبے پر کام کرنے والے کارکنوں کے لیے مناسب رہائش، نقل و حمل، اور بنیادی خدمات بشمول پانی، صفائی، اور طبی دیکھ بھال، محفوظ اور قابل اعتماد نل کے پانی کی فراہمی، اور پینے کا پانی جو SEQS کے مطابق ہونا چاہیے۔ • حفظان صحت کی سہولیات اور سیوریج سسٹم۔ دی بیت الخلاء اور گھریلو گندے پانی کو مشترکہ سیوریج کے ذریعے جمع کیا جائے گا۔ کارکنوں کو نہانے کی جگہ فراہم کریں۔ کم از کم بیت الخلا کی سہولیات کی ضرورت ہر دس افراد کے لیے ایک بیت الخلا ہے۔ • بیت الخلا اور گھریلو فضلہ کے سیوریج کی صفائی کی سہولیات • طوفانی پانی کی نکاسی کی سہولیات۔
ورکرز کی رہائش	کیمپ میں تمام کارکنوں کو مناسب رہائش کا انتظام ہونا چاہیے۔	ٹھیکیدار مندرجہ ذیل چیزیں فراہم کرے گا: • مزدور کو انسولیٹنگ میٹریل اور مقامی طور پر دستیاب تعمیراتی مواد وغیرہ سے جڑواں شیئرنگ کی بنیاد پر رہائش فراہم کی جائے گی۔ • رہائش کی سہولیات میں کافی تعداد میں بیت الخلاء فراہم کیے جائیں گے۔ 10 ورکرز کے لیے کم از کم 1 یونٹ۔ • ٹھیکیدار تعمیراتی کارکنوں کے لیے باورچی خانے کی سہولت فراہم کرے گا اور کھانا مناسب غذائیت کا حامل ہوگا اور مذہبی/ثقافتی پس منظر پر غور کرے گا۔ • تمام دروازے اور کھڑکیاں مقفل ہوں گی اور موبائل پارٹیشنز/پردے رازداری کے لیے فراہم کیے جائیں گے۔ • ذاتی سامان کو ذخیرہ کرنے کے لیے سہولیات کارکنوں کو صرف کیمپ سائٹ کے اندر فراہم کیا جائے گا؛ • کوڑا کرکٹ جمع کرنے کے لیے کوڑے دان فراہم کیے جائیں گے اور انہیں روزانہ کی بنیاد پر ہٹایا جائے گا۔ • مناسب تعداد میں فرسٹ ایڈ باکس فراہم کرنا بھی ضروری ہے۔ اور • وینٹیلیشن موسمی حالات کے لیے موزوں ہونی چاہیے اور کارکنوں کو آرام کرنے اور اپنا فارغ وقت گزارنے کے لیے آرام دہ اور صحت مند ماحول فراہم کرنا چاہیے۔
فضلہ کو ٹھکانے لگانا	ماحولیات پر پڑنے والے اثرات کو کم کرنے کے لیے فضلہ کا انتظام بہت ضروری ہے۔	ٹھیکیدار کی ذمہ داری • تعمیراتی کیمپوں کے اندر ٹھوس فضلہ کو مناسب طریقے سے جمع کرنے اور ٹھکانے لگانے کو یقینی بنائیں • ماخذ کے لحاظ سے فضلہ کو الگ کرنے پر اصرار کریں۔ گھریلو سطح پر ایک برتن میں نامیاتی فضلہ اور دوسرے برتن میں غیر نامیاتی فضلہ کو ایک محفوظ جگہ پر ذخیرہ کریں۔ • گھریلو اور نامیاتی کچرے کو روزانہ کی بنیاد پر فضلہ جمع کرنے والوں کو صاف کریں۔ فضلہ جمع کرنے، نقل و حمل اور ٹھکانے لگانے کا نظام درکار افرادی قوت اور آلات/گاڑیوں کے ساتھ قائم کریں۔

		• نامیاتی فضلہ کو روزانہ کی بنیاد پر ایک مخصوص محفوظ جگہ پر ٹھکانے لگائیں۔ دن کے اختتام پر نامیاتی فضلہ کو ریت کی پتلی تہہ سے ڈھانپ دیں تاکہ مکھیاں، مچھر، کتے، بلیاں، چوہے اپنی طرف متوجہ نہ ہوں۔ • تمام ٹھوس فضلہ جمع کیا جائے گا اور ورک کیمپوں سے ہٹایا جائے گا اور منظور شدہ فضلہ کو ٹھکانے لگانے والی جگہوں پر ٹھکانے لگایا جائے گا۔
کھانا پکانے کے مقاصد کے لیے ایندھن کی فراہمی	تعمیراتی کارکنوں کی طرف سے ایندھن کی لکڑی کی غیر قانونی تلاش قدرتی نباتات اور حیوانات کو متاثر کرے گی۔	ٹھیکیدار کی ذمہ داری۔ • تعمیراتی کیمپوں کو ان کے گھریلو مقصد کے لیے ایندھن فراہم کریں، تاکہ وہ ایندھن کی لکڑی یا کسی اور بایوماس کے استعمال کی حوصلہ شکنی کریں۔ • ورک فورس کو راشن پر قدرتی گیس یا مٹی کا تیل جیسے متبادل ایندھن دستیاب کرائے تاکہ انہیں کھانا پکانے کے لیے بائیو ماس استعمال کرنے سے روکا جا سکے۔ پراجیکٹ ایریا کی حیاتیاتی تنوع اور جنگلی حیات کے تحفظ اور جنگلی حیات کے تحفظ سے متعلق متعلقہ حکومتی ضوابط اور سزاؤں کے بارے میں کارکنوں کو آگاہی دینے کے لیے آگاہی مہم چلائیں۔
صحت اور حفظان صحت	صحت اور حفاظت کے ناکافی طریقوں کی وجہ سے ملیریا سمیت بیماریوں کے پھیلنے کا امکان ہو گا۔ کام کے عملے کے جنسی طور پر منتقل ہونے والے انفیکشن اور ایچ آئی وی/ایڈز پھیلانے کا خطرہ بڑھ جائے گا۔	ٹھیکیدار کی ذمہ داری • تعمیراتی مقامات کے اندر صحت کی دیکھ بھال کی مناسب سہولیات فراہم کریں۔ • چوبیس گھنٹے ابتدائی طبی امداد فراہم کریں۔ سہولت میں ادویات کا ذخیرہ برقرار رکھیں اور کل وقتی نامزد فرسٹ ایڈر یا نرس کا تقرر کریں۔ • ایمرجنسی کے دوران مزدوروں کو قریبی ہسپتالوں میں لے جانے کے لیے ایمبولینس کی سہولت فراہم کریں۔ • بیرونی علاقوں سے آنے والے مزدوروں کی ابتدائی صحت کی جانچ۔ • یقینی بنانے کے لیے کیمپ کی تمام سہولیات کا باقاعدگی سے معائنہ کریں۔ • کمروں کی روزانہ جھاڑو دی جائے گی۔ • حفظان صحت کی سہولیات کی باقاعدگی سے صفائی کی جائے گی۔ • باورچی خانے اور کینٹین کے احاطے کو حفظان صحت کے اچھے حالات میں قائم کیا جانا چاہیے۔ • مزدور کے لیے روزانہ کھانے کے اوقات مقرر کیے جائیں گے۔ • کام کی جگہ پر سگریٹ نوشی اور الکحل کا استعمال ممنوع ہوگا۔ • رہائش کی سہولیات کے قریب علاقوں میں پانی جمع ہونے سے روکا جائے گا اور مناسب نکاسی آب کا انتظام کیا جائے گا۔ • روزانہ ہاؤس کیپنگ کے نظام الاوقات سے متعلق چیک لسٹوں کو گھروں، بیت الخلاء اور باورچی خانے میں رکھا جائے گا اور آویزاں کیا جائے گا۔ • تمام تعمیراتی کارکنوں کو بنیادی صفائی ستھرائی اور صحت کی دیکھ بھال کے مسائل اور حفاظتی امور، اور ان کے کام کے مخصوص خطرات کے بارے میں تربیت دیں۔ • تمام کارکنوں کے لیے مستقل بنیادوں پر STI (جنسی طور پر منتقل ہونے والے انفیکشن) اور HIV کی معلومات، تعلیم اور مواصلات سمیت HIV آگاہی پروگرامنگ فراہم کریں۔

		• پورے کیمپوں میں نکاسی آب کی مناسب سہولتیں فراہم کریں تاکہ اس بات کو یقینی بنایا جا سکے کہ بیماری کے ویکٹر جیسے کہ ٹھہرے ہوئے آبی ذخائر اور گڑھے نہ بنیں۔ مون سون کے دوران مچھروں کو بھگانے والا اسپرے باقاعدگی سے کریں۔ • بہترین حفظان صحت کے بارے میں مختصر تربیتی سیشن کریں۔
حفاظت	تعمیراتی کیمپوں میں ناکافی حفاظتی سہولیات سیکورٹی کے مسائل اور آگ کے خطرات پیدا کر سکتی ہیں۔	ٹھیکیدارکی ذمہ داری • کیمپ کے علاقے میں غیر مجاز داخلے کو روکنے کے لیے مناسب حفاظتی اہلکار (پولیس/ہوم گارڈ یا پرائیویٹ سیکیورٹی گارڈز) اور انکلوژرز مہیا کریں۔ • کسی بھی وقت کیمپ میں موجود افراد کی تعداد پر نظر رکھنے کے لیے رجسٹر کو برقرار رکھیں۔ • لیبر ہاؤسنگ/سائٹ آفس کی تعمیر کے لیے فلیم پروف مواد کے استعمال کی حوصلہ افزائی کریں۔ اس کے علاوہ، اس بات کو یقینی بنائیں کہ یہ مکانات/کمرے اچھی تعمیر کے ہیں اور آندھی / طوفان برداشت کرنے کے قابل ہیں۔ • تعمیراتی کیمپوں کے لیے موزوں آگ بجھانے کے آلات کی مناسب قسم فراہم کریں۔ • ہنگامی رابطہ نمبر واضح طور پر دکھائیں اورکیمپوں میں اسٹریٹجک مقامات پر نمایاں طور پر۔ • ماہانہ ایمرجنسی کی صورت میں مزدوروں کے کردار اور ذمہ داریوں سے آگاہ کریں۔
سائٹ کی بحالی	تعمیراتی کیمپوں کو اصل حالت میں بحال کرنے کے لیے تعمیراتی کیمپوں کو مسمار کرنے کی ضرورت ہے۔	ٹھیکیدار تمام سہولیات کو ختم کرے گا • تعمیراتی کیمپ کے اندر قائم کیا گیا ہے جس میں تعمیراتی کام کی تکمیل پر فریم کی باڑ اور لاک ہونیوالے دروازے شامل ہیں۔ • کیمپوں کو مرحلہ وار ختم کریں اور جیسے جیسے کام کم ہو جائے اور پورے کام کے مکمل ہونے کا انتظار نہ کریں۔ • مزدوروں کو ان کے کیمپوں / یونٹوں کو گرانے سے پہلے پیشگی اطلاع دیں۔ • انہدام کے ملبے کو زیادہ سے زیادہ حد تک دوبارہ استعمال کریں۔ بقیہ ملبے کو مخصوص کچرے کو ٹھکانے لگانے والی جگہ پر ٹھکانے لگائیں۔ • تمام تعمیری سہولیات کے ساتھ تعمیراتی کیمپوں کے حوالے کریں۔ جیسا کہ اگر دونوں فریقوں (ٹھیکیدار اور زمیندار) کے درمیان معاہدہ ہو گیا ہو۔ • کام شروع کرنے سے پہلے یا زمین کے مالک کے ساتھ متفقہ شرط پر سائٹ کو اس کی حالت میں بحال کریں۔ ● پراجیکٹ کے مستقبل میں روزگار کے لیے مزدوروں سے جھوٹے وعدے نہ کریں۔

ای سی پی 6: سماجی، ثقافتی اور مذہبی مسائل

پروجیکٹ سرگرمی/ اثر کا ذریعہ	ماحولیاتی اثرات	تخفیفی اقدامات / انتظامی رہنمائی
رہائشی علاقے کے قریب تعمیراتی سرگرمیاں	تعمیراتی سرگرمیوں میں خلل (دھول، شور، ٹریفک، کے تنازعات ٹھیکیدار کی افرادی قوت وغیرہ کے ساتھ)	ٹھیکیدار کی ذمہ داری • کمیونٹی سے شکایات وصول کرنے کے لیے ایک نظام قائم کرے گا اورشکایات کا ازالہ کریں (کمیونٹی پروجیکٹ کے تحت قائم GRM میں بھی شکایات کر سکتی ہے)۔ • اس بات کو یقینی بنائے گا کہ تمام تعمیراتی کارکن مندرجہ ذیل ضابطہ اخلاق پر عمل کریں: • تمام کارکنوں کو مقامی خواتین کے ساتھ کسی بھی قسم کے تعلقات قائم کرنا سختی سے منع ہے اور نہ ہی غیر متعلقہ خواتین کو پراجیکٹ سائٹ پر لایا جائے گا۔ • تمام کارکنوں کو جنسی طور پر ہراساں کرنے اور بچوں کے ساتھ بدسلوکی سے اجتناب کرنا چاہیے۔ • متعلقہ سپروائزر کی تحریری اجازت کے بغیرتمام کارکنان کو کیمپ یا کام کی جگہوں کو نہیں چھوڑنا چاہیے • ٹھیکیدار مقامی آبادی اور اس کے حکام یا نمائندوں کو مشورہ دیں گے اور منع کریں گے کہ وہ پراجیکٹ کے آپریشن والے علاقوں (کیمپ سائٹس، کالونیوں وغیرہ) میں داخل نہ ہوں تاکہ آپریشن سے متعلق واقعات کے ممکنہ خطرے کو کم کیا جا سکے۔
مذہبی اورثقافتی مقامات کے قریب تعمیراتی سرگرمیاں	ثقافتی اور مذہبی مقامات کے قریب تعمیراتی سرگرمیوں سے پیدا ہونے والے مسائل اور کنٹریکٹرز کو ثقافتی مسائل کا علم نہ ہونا سماجی مسائل پیدا کر سکتا ہے	ٹھیکیدار کی ذمہ داری • تعمیر کے دائرہ کار اور نظام الاوقات کے بارے میں کمیونٹی کی مشاورت اور اخباری اعلانات کے ساتھ ساتھ بعض تعمیراتی سرگرمیاں جو رکاوٹوں یا رسائی پر پابندی کا باعث بنتی ہیں، عوام سے رابطہ کرے گا۔ • جہاں بھی ممکن ہو، ثقافتی اور مذہبی مقامات تک رسائی کو میں رکاوٹ نہ ڈالیں • تمام تعمیراتی سرگرمیوں کو تعمیراتی مقامات کے نقشوں کے اندر محدود کریں۔ • چونکہ تعمیراتی مقامات کے قریب کوئی مسجد/مذہبی/تعلیمی ادارے ہوں گے اور صارفین اعتراض کریں گے۔اس لیے تعمیراتی کامونمیں شور کو روکیں(خاص طور پر نماز کے وقت) • کسی ثقافتی/مذہبی ادارے کے ساتھ کام کرتے وقت خاص خیال رکھیں اور مناسب آلات استعمال کریں۔ • اگر، تعمیر کے دوران، آثار قدیمہ یا تدفین کی جگہ یا قبر دریافت ہوتی ہے تو کام کو فوری طور پر روکیں اور سائٹ مینیجر کو مطلع کریں ۔ PMU کی طرف سے جاری رکھنے کی منظوری تک سائٹ کے آس پاس میں دوبارہ کام شروع کرنا جرم ہے۔ • تعمیراتی کارکنوں کے لیے علیحدہ نماز کی سہولیات فراہم کریں۔ • تمام تعمیراتی کارکنوں خاص طور پر بزرگونکے ساتھ مناسب رویہ رکھیں

		• تعمیراتی وقت کے دوران کارکنوں کو نماز پڑھنے کی اجازت دیں۔ • مقامی رہنماؤں اور نگران کنسلٹنٹس کی مشاورت سے ثقافتی مسائل کو حل کریں۔ • ایک ایسا طریقہ کار قائم کرنا جو مقامی لوگوں کو تعمیراتی عمل سے پیدا ہونے والی شکایات کو اٹھانے کی اجازت دیتا ہے۔

ای سی پی 7: کارکنوں کی صحت اور تحفظ

پروجیکٹ کی سرگرمی /اثر کا ذریعہ	**ماحولیاتی اثرات**	**تخفیفی اقدامات / انتظامی رہنما ئی**
بہترین طریقے/طرز عمل	تعمیراتی کاموں سے تعمیراتی کارکنوں اور سائٹ پر آنے والوں کو صحت اور تحفظ کے خطرات لاحق ہو سکتے ہیں جس کی وجہ سے شدید زخمی ہونےاور موت واقع ہو سکتی ہے۔ تعمیراتی سائٹ کے قریب کی آبادی اور تعمیراتی کارکنوں کو متعدد (i) حیاتیاتی طبی صحت کے خطرے کے عوامل، (مثلاً شور، دھول، کیمیکل، تعمیراتی مواد، ٹھوس فضلہ، گندا پانی، ویکٹر سے منتقل ہونے والی بیماریاں وغیرہ) کا سامنا کرنا پڑے گا۔ ، (ii) انسانی رویے کے نتیجے میں خطرے والے عوامل (جیسے جنسی طور پر پھیلنے والی بیماریاں STD، HIV وغیرہ) اور (iii) تعمیراتی ٹریفک سے سڑک کے حادثات۔	ٹھیکیدار ی کی ذمہ داری • تمام کارکنوں اور سائٹ پر آنے والوں کے لیے مناسب حفاظتی معیارات کو نافذ کریں جو کہ سندھ پیشہ ورانہ تحفظ اور صحت ایکٹ 2017، اور ورلڈ بینک گروپ کے 'ماحولیاتی صحت اورتحفظ کے رہنما خطوط' سے کم نہیں ہوں گے۔ • مخصوص تعمیراتی سرگرمیوں میں موروثی خطرات اور کام کے علاقوں میں خطرات کی مخصوص درجہ بندی کو مدنظر رکھتے ہوئے کارکنوں کو ایک محفوظ اور صحت مند کام کا ماحول فراہم کریں • کارکنوں کے لیے ذاتی تحفظ کا سامان (PPE) فراہم کریں، جیسے حفاظتی بوٹ، ہیلمٹ، ماسک، دستانے، حفاظتی لباس، چشمیں، پورے چہرے اور آنکھوں کی ڈھال، اور کان کی حفاظت۔ گندے پی پی ای کو صاف کریں اور انہیں خراب شدہ چیزوں سے بدل کر پی پی ای کو صحیح طریقے سے برقرار رکھیں۔ • حفاظتی طریقہ کار میں خطرناک کام کرنے والے کارکنوں کو معلومات، تربیت اور حفاظتی لباس کی فراہمی اور ان کے کام کی مناسب کارکردگی شامل ہے۔ • صحت، مذہبی اور سیکورٹی کے ذمہ دار مقامی حکام کو سول ورکس کے آغاز اور تعمیراتی کیمپوں کے قیام سے پہلے مطلع کریں تاکہ صحت عامہ، سماجی اور سیکورٹی کے معاملات پر موثر نگرانی کی جا سکے۔

	بچہ اور حاملہ مزدور	ٹھیکیدار کی ذمہ داری • قومی لیبر قوانین کے مطابق، 18 سال سے کم عمر کے بچوں اور حاملہ خواتین یا ایسی خواتین کو ملازمت پر نہ رکھیں جنہوں نے پچھلے 8 ہفتوں کے اندر بچہ پیدا کیا ہو۔
حادثات	ابتدائی طبی امداد کی سہولیات کا فقدان اور قریب میں صحت کی دیکھ بھال کی سہولیات کی کمی متاثرین کی حالت کو مزید خراب کر دیں گے۔	• صحت کی دیکھ بھال کی سہولیات فراہم کریں اور ابتدائی طبی امداد کی سہولیات آسانی سے دستیاب ہونی چاہیے۔ مناسب طریقے سے لیس فرسٹ ایڈ اسٹیشن کام کی جگہ پر آسانی سے قابل رسائی ہو۔ • پیشہ ورانہ حادثات، بیماریوں اور واقعات کو تحریری شکل لائیں اور رپورٹ کریں۔ • عالمی معیارات کے مطابق سیفٹی کو یقینی بنانے کے لیے کام کے دوران حادثات، چوٹ، اور بیماری سے پیدا ہونے والے، اس سے وابستہ، یا کام کے دوران ہونے والے خطرات کی وجوہات کو کم سے کم کریں، جہاں تک معقول حد تک قابل عمل ہو، روکیں۔ ۔ • خاص طور پر کارکنوں کے لیے ممکنہ خطرات کی نشاندہی کریں۔ جو جان لیوا ہو سکتے ہیں اور ضروری حفاظتی اور حفاظتی اقدامات فراہم کرتے ہیں۔۔ • تعمیراتی ڈرائیوروں کو ڈرائیونگ کے قوانین پر سختی سے عمل کرنے کے لیے آگاہی فراہم کریں۔
تعمیراتی کیمپ	مناسب بنیادی ڈھانچے کی سہولیات، جیسے کہ رہائش، پانی کی فراہمی اور صفائی ستھرائی کی سہولیات کا فقدان مقامی خدمات پر دباؤ بڑھائے گا اور ناقص معیار زندگی اور صحت کے خطرات کو جنم دے گا۔	• ٹھیکیدار مندرجہ ذیل سہولیات فراہم کرے گا۔ کیمپ سائٹس پر صحت اور حفظان صحت کے حالات کو بہتر بنانے کے لیے جیسا کہ ECP 5 میں ذکر کیا گیا ہے۔
تعمیراتی مقامات پر پانی اور صفائی کی سہولیات	تعمیراتی مقامات پر پانی اورصفائی کی سہولیات کا فقدان تعمیراتی کارکنوں کو تکلیف کا باعث بنتا ہے اور ان کی ذاتی حفظان صحت کو متاثر کرتا ہے۔	• ٹھیکیدار تعمیراتی جگہوں پر پورٹیبل بیت الخلا فراہم کرے گا، اگر تقریباً 25 لوگ ایک مہینے کے لیے پورا دن کام کر رہے ہوں۔ پورٹیبل سہولیات کا مقام طوفان کے ڈرین سسٹم اور سطحی پانی سے کم از کم 6 میٹر دور ہونا چاہیے۔ ان پورٹیبل بیت الخلاء کو دن میں ایک بار صاف کیا جائے گا اور تمام سیوریج کو دن میں ایک بار کلیکشن ٹینک سے پمپ کیا جائے گا اور مزید پروسس کے لیے عام سیپٹک ٹینک میں لایا جائے گا۔ • ٹھیکیدار تمام تعمیراتی مقامات پر کارکنوں کو پینے کے پانی کی بوتلیں فراہم کرے گا۔
دیگر ECPs	تعمیراتی کارکنوں اور عام لوگوں کی صحت اور حفظان صحت پر ممکنہ خطرات	• کنٹریکٹر مندرجہ ذیل ECPs پر عمل کرے گا تاکہ تعمیراتی کارکنوں اور قریبی کمیونٹی کو صحت کے خطرات کو کم کیا جا سکے۔ ○ ECP 3: ایئر کوالٹی مینجمنٹ ○ ECP 4: شور اورشکایات کے اندراج کا انتظام ○ ECP 5: روڈ ٹرانسپورٹ اور روڈ ٹریفک مینجمنٹ

تربیت	تعمیراتی افرادی قوتکی صحت کی دیکھ بھال کے بارے میں بیداری اور بنیادی معلومات کی کمی، انہیں ممکنہ بیماریوں کا شکار بناتی ہے۔	ٹھیکیدار کی ذمہ داری • تمام تعمیراتی کارکنوں کو صفائی ستھرائی اور صحت کی دیکھ بھال کے بنیادی مسائل کے بارے میں تربیت دیں (مثال کے طور پر، ملیریا اور جنسی طور پر منتقل ہونے والے انفیکشن/بیماریوں (STI) HIV/AIDS کی منتقلی سے کیسے بچنا ہے۔ • تمام تعمیراتی کارکنوں کو صحت اور تحفظ کے عمومی معاملات اور ان کے کام کے مخصوص خطرات کے بارے میں تربیت دیں۔ تربیت میں خطرات سے متعلق بنیادی آگاہی، سائٹ کے مخصوص خطرات، کام کے محفوظ طریقے، اور آگ لگنے، انخلاء، اور قدرتی آفات کے لیے ہنگامی طریقہ کار، جیسا کہ مناسب ہو، • تعمیراتی مرحلے کے آغاز سے پہلے ملیریا، ایچ آئی وی/ایڈز اور ایس ٹی آئی کی تعلیم کی مہم شروع کریں اور کنڈوم کی مضبوط مارکیٹنگ، علاقے میں کنڈوم تک رسائی کے ساتھ ساتھ رضاکارانہ مشاورت اور جانچ کے ساتھ اس کی تکمیل کریں۔

ای سی پی 8: کورونا COVID-19 سے بچاؤ کی تدابیر پر عمل

آئٹم	اچھے طرز عمل/ انتظامی رہنما ئی (کنٹریکٹر/ پروموٹر کے ذریعے لاگو کیے جائیں گے)
آگاہی کا مواد	• COVID-19 یعنی کورونا کے بارے میں آگاہی کے مواد کی تیاری، جیسے، نشانیاں، پوسٹرز کارکنوں اور عام لوگوں کے لیے کام کی جگہوں پر آگاہی کے نشانات کی تنصیب
کویڈ-19 کا پتہ چلانے کے لیے	• ورکرز اور دیگر فریقین دونوں کے لیے کام کی جگہ پر داخلے/خارج کو کنٹرول کریں اور مکمل ریکارڈ رکھیں۔ • درجہ حرارت چیک کر کے بیمار کارکنوں اور دیگر لوگوں کو سائٹ میں داخل ہونے سے روکیں۔ سائٹ میں داخل ہونے سے پہلے خود رپورٹنگ کی ضرورت ہے۔ • دیئے گئے سوالنامہ کے استعمال اور ٹمپریچر کو چیک کرتے ہوئے تمام کارکنان اپنی صحت کی خود نگرانی کرینکام کی جگہوں پر نہ صرف کویڈ-19 کی روک تھام بلکہ رسک کمیونکیشن کے تناظر میں بھی تھرمل سکریننگ کو کام میں لانے پر غور کرنا چاہیے ۔
سماجی فاصلہ برقرار رکھنا	• کارکنوں کے درمیان کم از کم 1 میٹر کا فاصلہ رکھیں اور جسمانی رابطے کو کم سے کم کریں، بیرونی رسائی اور قطار کے انتظام پر سخت کنٹرول کو یقینی بنائیں (فرش پر نشان لگانا، رکاوٹیں)۔ • عمارت میں لوگوں کی بھیڑ کو کم کریں (ہر 10 مربع میٹر میں 1 سے زیادہ فرد نہ ہو)، کام کے اسٹیشنوں اور عام جگہوں، جیسے کہ داخلی راستے/خارج، لفٹیں، کے لیے جسمانی فاصلہ کم از کم 1 میٹر لازمی ہو۔ پینٹری/کینٹین، سیڑھیاں، جہاں ملازمین یا زائرین/کلائنٹس کی اکھٹے ہوں یا قطار بنائیں۔ • عام جگہوں جیسے کہ داخلی یا خارجی راستوں پر ملازمین کے اجتماع کو کم کرنے کے لیے کام کے اوقات میں ہجوم سے بچیں۔ • شفٹوں میں اور ٹیموں کو تقسیم کر کے باری باری ان سے کام لیں۔ • سائٹ کے اندر اور باہر مقامی کارکنوں کی نقل و حرکت کو کم سے کم کریں (مثال کے طور پر، متاثرہ علاقوں میں گھر واپس آنے والے کارکنوں یا متاثرہ علاقوں سے سائٹ پر واپس آنے والے افراد سے دوری اختیاری کریں)۔

	مقامی کمیونٹی کے ساتھ کارکنوں کا رابطہ کم سے کم کریں۔
ماسک پہننا	• تمام کارکنوں کو چہرے کا ماسک پہننا چاہیے۔ • اگر کوئی کارکن بیمار ہے، تو اسے کام پر نہیں آنا چاہیے اگر عملے کا کوئی رکن یا کارکن کام کے دوران بیمار محسوس کرتا ہے، تو میڈیکل ماسک فراہم کریں تاکہ وہ بحفاظت گھر پہنچ سکیں۔ جہاں ماسک کا استعمال کیا جاتا ہے، خواہ حکومتی پالیسی کے مطابق ہو یا ذاتی انتخاب کے مطابق، ماسک کے محفوظ اور مناسب استعمال، دیکھ بھال اور تلف کرنے کو یقینی بنائیں
ہاتھوں کی صفائی یقینی بنانا	•صابن اور صاف پانی سے باقاعدگی سے اور اچھی طرح سے ہاتھ دھونا یا الکحل پر مبنی ہینڈ رگ سے ہاتھ کی صفائی (a) کام شروع کرنے سے پہلے، کھانے سے پہلے، اکثر کام کی شفٹ کے دوران، خاص طور پر ساتھی کارکنوں یا گاہکوں سے رابطے کے بعد، (b) واش روم استعمال کرنے کے بعد، رطوبتوں، اخراج اور جسمانی رطوبتوں کے ساتھ رابطے کے بعد، ممکنہ طور پر آلودہ اشیاء (دستانے، کپڑے، ماسک، استعمال شدہ ٹشوز، فضلہ) کو ہاتھ لگانے کے بعد، اور دستانے اور دیگر حفاظتی سامان اتارنے کے فوراً بعد لیکن آنکھوں، ناک، یا کان چھونے سے گریز کریں۔ منہ .ہاتھ کی صفائی ستھرائی کے مراکز، جیسے ہاتھ دھونے اور ہاتھ سے رگڑنے والے ڈسپنسر، کو کام کی جگہ کے آس پاس نمایاں جگہوں پر رکھا جانا چاہیے اور ہاتھ کی صفائی کو فروغ دینے کے لیے مواصلاتی مواد کے ساتھ تمام عملے، ٹھیکیداروں، گاہکوں یا اور زائرین کے لیے قابل رسائی بنایا جانا چاہیے۔
صفائی اورجراثیم کشی	• سائٹ کی تمام سہولیات بشمول دفاتر کی صفائی اور جراثیم کشی،رہائش، کینٹین اور عام جگہیں:سطحوں سے گندگی، ملبہ، اور دیگر مواد کو ہٹانے کے لیے صفائی (صابن، پانی، اور مکینیکل عمل)۔ گندی سطحوں اور اشیاء کی صفائی کے بعد ہی جراثیم کشی کریں۔ • سب سے زیادہ عام جراثیم کش ادویات — سطح کا سوڈیم ہائپوکلورائٹ (بلیچ) 0.1 فیصد یا الکحل کم از کم 70 فیصد ان سطحوں کے لیے جو سوڈیم ہائپوکلورائٹ سے نقصان پہنچا سکتے ہیں۔ • ہائی ٹچ سطحوں کی ترجیحی جراثیم کشی - عام طور پر استعمال ہونے والےمقامات، دروازے اورکھڑکی کے ہینڈلز، لائٹ سوئچز، کچن اور کھانے کی تیاری کی جگہیں، باتھ روم کی سطحیں، بیت الخلا اور نلکے، ٹچ اسکرین پرسنل ڈیوائسز، پرسنل کمپیوٹر کی بورڈز، اور کام کی سطحیں۔ • جراثیم کش محلول کو ہمیشہ مینوفیکچرر کی ہدایات کے مطابق تیار اور استعمال کرنا چاہیے، بشمول جراثیم کش محلول، کارکنوں کی حفاظت اور صحت کے تحفظ کے لیے ہدایات، ذاتی حفاظتی آلات کا استعمال، اور مختلف کیمیائی جراثیم کش مرکبات کو ملانے سے گریز کرنا چاہیے۔ • صفائی کرنے والوں کو مناسب PPE فراہم کریں۔ • طبی فضلے کو مناسب طور پر کسی جگہ ڈالیں، اور اسے مقامی ضوابط کے مطابق ٹھکانے لگائیں۔
کسی کارکن میں کویڈ -19 کی صورت میں فوری اقدمات	• وہ کارکنان جو بیمار ہیں یا جن میں COVID-19 کی علامات ظاہر ہوئی ہیں وہ گھر میں رہنے، خود کو الگ تھلگ کرنے، اور ٹیسٹنگ اور ریفرل کے بارے میں مشورہ کے لیے کسی طبی پیشہ ور یا مقامی COVID-19 انفارمیشن لائن سے رابطہ کریں (ٹیلی میڈیسن اور بیماری کی چھٹی کی پالیسی پر غور کریں۔)۔ • کا کی جگہ پر بیمار ہونے والے شخص کو سنبھالنے کے لیے معیاری آپریٹنگ طریقہ کار تیار کیا جائے اور اسے COVID-19 ہونے کا شبہ ہو، بشمول تنہائی، رابطے کا پتہ لگانا اور ڈس انفیکشن۔

	وہ لوگ جو کام کی جگہ پر لیبارٹری سے تصدیق شدہ COVID-19 والے افراد کے ساتھ قریبی رابطے میں تھے انہیں عالمی ادارہ صحت WHO کی سفارشات کے مطابق رابطے کے آخری وقت سے 14 دنوں کے لیے قرنطینہ میں رکھا جانا چاہیے۔ یس کی شدت کی بنیاد پر بیمار افراد کے علاج کے لیے مختلف طریقہ کار طے کریں۔ بیماری، تنہائی یا قرنطینہ کے دوران کارکنوں کو تنخواہ دیں۔ احتیاط کے طور پر قرنطینہ کے لیے ورکرز کی رہائش کا ایک حصہ الگ کر دیں۔ مقامی قامی طبی خدمات کے ساتھ رابطے قائم کریں اور بیمار کارکنوں کو وہاں بھیجیں۔
کام کے طریقوں کو ایڈجسٹ کرنا اور کام سے متعلق سفر کا انتظام کرنا	• ورکرز کے درمیان رابطے کو کم سے کم کرنے کے لیے کام کے عمل اور اوقات میں تبدیلیوں پر غور کریں (مثلاً، ورک ٹیم کے سائز کو کم کرنا، 24 گھنٹے کام کی گردش میں بدلنا)۔ • COVID-19 سے متاثرہ علاقوں میں غیر ضروری سفر کو منسوخ یا ملتوی کریں۔ • ان کارکنوں کو ہینڈ سینیٹائزر فراہم کریں جنہیں سفر کرنا ضروری ہے، کارکنوں کو مشورہ دیں کہ وہ مقامی حکام کی ہدایات پر عمل کریں جہاں وہ سفر کر رہے ہیں، اور ساتھ ہی یہ معلومات بھی کہ اگر وہ سفر کے دوران بیمار محسوس کریں تو کس سے رابطہ کریں۔ • کسی ایسے علاقے سے واپس آنے والے کارکن جہاں COVID-19 کی شرح زیادہ ہے، انہیں چاہیے کہ وہ 14 دنوں تک علامات کی خود نگرانی کریں اور دن میں دو بار اپنا درجہ حرارت چیک کریں۔ اگر وہ بیمار محسوس کر رہے ہیں، تو انہیں گھر میں رہنا چاہیے، خود کو الگ تھلگ رکھنا چاہیے، اور کسی طبی ماہرسے رابطہ کرنا چاہیے۔
کمیونٹی کے ساتھ مواصلت اور رابطہ	• واضح اور باقاعدہ رابطے کے ساتھ کمیونٹی کے ساتھ تعلقات کو احتیاط سے منظم کریں۔ • COVID-19 سے متعلق مسائل کو حل کرنے کے لیے سائٹ پر طے شدہ طریقہ کار سے آگاہ کریں ۔ • مقامی کمیونٹی کے ساتھ سماجی دوری کی مشق کریں۔
رسک مواصلات، تربیت، اور تعلیم	• کارکنوں میں COVID-19 کے بارے میں آگاہی بڑھانے اور کام کی جگہ پر محفوظ انفرادی طریقوں کو فروغ دینے کے لیے پوسٹرز، ویڈیوز اور الیکٹرانک میسج بورڈز فراہم کریں، کارکنوں کو احتیاطی تدابیر اور ان کے اثرات کے بارے میں فیڈ بیک دیں۔ • سرکاری ذرائع، جیسے کہ سرکاری ایجنسیوں اور عالمی ادارہ صحت کے ذرائع کا استعمال کرتے ہوئے COVID-19 کے خطرے کے بارے میں باقاعدہ معلومات فراہم کریں، اور حفاظتی اقدامات کو اپنانے اور افواہوں اور غلط معلومات کا مقابلہ کرنے کی ضرورت پر زور دیں۔ • مزدوروں کے کمزور اور پسماندہ گروہوں تک پہنچنے اور ان سے منسلک ہونے پر خصوصی توجہ دی جانی چاہیے، جیسے کہ غیر رسمی معیشت میں کام کرنے والے اور تارکین وطن کارکنان، گھریلو ملازمین، یومیہ اجرت اور خود ملازمت کرنے والے کارکنان، اور ڈیجیٹل لیبر پلیٹ فارم کے تحت کام کرنے والے افرا • ورکرز کو پراجیکٹ کے طریقہ کار کے بارے میں تربیت دیں، اور ان کو لاگو کرنے میں ان کی اپنی ذمہ داریاں کے بارے میں آگاہی۔

ادارتي خلاصو

تعليم ۽ خواندگي کاتو حڪومت سنڌ، صوبي ۾ اعلٰي ثانوي اسڪول جي سطح تائين تعليم ڏيڻ جو ذميوار آهي. تعليم کاتي اسڪول ايجوڪيشن سيڪٽر پلان ۽ روڊ ميپ (2019) تيار ڪيو آهي جيڪو کاتي جي عملي رخ کي طئه ڪري ٿو. سيڪٽر پلان جو محور آڳاٽي ٻاراڻي تعليم ۽ ثانوي تعليم تي ڌيان ڏيڻ آهي. **سنڌ اَرلي لرننگ انهانسمنٽ ٿرو ڪالس روم ٽرانسفارميشن** منصوبو تعليم کاتي جي هيٺ بيان ڪيل طريقي سان مدد ڪري ٿو

1. سيڪٽر پلان جا ترجيحي ايريا
2.اڻ ڏٺل تعليمي تعطل جي خلاف مقابلو، تعليم جي بحالي ۽ سَٽ سهڻ

سنڌ اَرلي لرننگ انهانسمنٽ ٿرو ڪالس روم ٽرانسفارميشن تعليم ۽ خواندگي کاتي هيٺ هڪ پنج ساله منصوبو آهي. سليڪٽ منصوبو اسڪول سطح جي محرڪات کي يڪجاء ڪرڻ لاءِگهڻ رخو طريقو پيش ڪري ٿو جيڪو سنڌ جي ڪنڊ ڪڙڇ ۾ وڏن پرائمري اسڪولن ۽ ائليمينٽري اسڪولن لاءِ سکڻ ۽ سيکارڻ جي عمل ۾ بهتري آڻڻ ڏانهن رهنمائي ڪري ٿو. سنڌ جي ٻهراڙيءَ جي اسڪولن ۾ داخل ٻارن جي تمام وڏي اڪثريت معاشي طور تي هيٺين طبقي سان تعلق رکي ٿي.

سنڌ اَرلي لرننگ انهانسمنٽ ٿرو ڪالس روم ٽرانسفارميشن (سيليڪٽ) جو منصوبو چئن حصن تي مشتمل آهي

حصو 1. آڳاٽن درجن ۾ تدريسي عمل ۾ تبديلي
حصو 2. سکيا جي محفوظ ۽ موثر ماحول جو قيام
حصو 3. اسڪولن۾ بهتر اڳواڻي ۽ انتظامي سهڪار لاءِ نظام جي وسعت ۾ بهتري
حصو 4. ٽئڪنيڪل سهڪار ۽ پراجيڪٽ مئنيجمنٽ

هن منصوبي جو مقصد چونڊيل ضلعن ۾ اوائلي درجن جي شاگردن جي پڙهڻ واريون مهارتون وڌائڻ ۽انهن جو اسڪولن ۾ ٽِڪاءَ آهي. مجوزه منصوبوسنڌجي ٻارنهن ضلعن ۾ تعميل ڪيو ويندوجيڪي تعليمي ترقي ۽ سکيا جي حوالي سان ڇهن معيارن واري اسڪور جي بنياد تي چونڊيا ويا آهن. چونڊيل ضلعن جا نالا : بدين، گهوٽڪي، جيڪب آباد، ڪشمور، ميرپورخاص، مٽياري، سانگهڙ، شڪارپور، قنبر شهداد ڪوٽ، سجاول، ٺٽو۽ ٿرپارڪر آهن. چونڊيل ضلعا صوبي جي جملي آباديءَ جي 32٪ سيڪڙو نمائندگي ڪن ٿا ۽ صوبي جي51٪ سيڪڙو ڳوٺاڻي آباديءَ انهن ضلعن ۾ رهي ٿي.رٿا جي ضلعن مان هر ضلعي جي جملي آباديءَجو 97٪ سيڪڙو يا وڌيڪ ڳوٺن ۾ رهي ٿو، جنهن ۾ ٿرپارڪر 92٪ سيڪڙو سان سڀ کان مٿي آهي.چونڊيل ضلعن مان جيڪب آباد سڀ کان وڌيڪ شهري آباديءَ وارو ضلعو آهي پر اتي به صرف 30٪ سيڪڙو آبادي شهرن ۾ رهي ٿي. سليڪٽ رٿا هيٺ ٽينڊڙ سرگرمين جي ڊزائين ۽ جاين بابت اڃا تعين نه ٿيو آهي تنهنڪري رٿا جي ماحولياتي ۽ سماجي اثرات جو اندازو لڳائڻ لاءِ هڪ عمومي ڍانچو ڪيو ويو آهي. انهي طريقي هيٺ ممڪنه ماحولياتي ۽ سماجي اثرات، اثرات کي گهٽائڻ جا مجوزه عمومي اپاءَ، ڇنڊ ڇاڻ جو معيار مهيا ڪرڻ، مجوزه حفاظتي اپائن جا قسم ۽ ماحولياتي ۽ حفاظتي اپائن جي تعميل لاءِ ادارتي، مانيٽرنگ، رپورٽنگ ۽ دستاويزي اقدامات

جي فراهمي جهڙن معاملن جي تشخيص ڪئي ويندي.

هيٺ ڏنل عالمي بئنڪ جا ماحولياتي ۽ سماجي معيار هن منصوبي لاءَ عمل جوڳا آهن :

اي ايس ايس1: ماحولياتي ۽ سماجي اثرات ۽ انهن جي نفعي نقصان جو تخمينو ۽ تنظيم
اي ايس ايس2: پورهيو ۽ ڪم جو ماحول
اي ايس ايس3: وسيلن جو بهترين استعمال ۽ گدلاڻ جي روڪ ۽ انتظام.
اي ايس ايس4: ثقافتي ورثو
اي ايس ايس5: اسٽيڪ هولڊرس جي شموليت ۽ معلومات جو اجراء

سنڌ، آباديءَ جو 52٪ سيڪڙو شهرن ۾ رکندي ملڪ جو سڀ کان وڌيڪ شهري آباديءَ وارو صوبو آهي. اهو چئن مختلف آبهوا جي علائقن ۾ ورهايل آهي؛ تمام گرم ۽ خشڪ، گرم ۽ خشڪ، وڇڙو گرم ۽ سامونڊي علائقا. منصوبي جا اڪثر ضلعا تمام خشڪ ۽ خشڪ علائقن ۾ واقع آهن جڏهن ته بدين، ٺٽي، ۽ ٿرپارڪر جا ڪجه حصا سامونڊي علائقن هيٺ اچن ٿا. منصوبي جي ضلعن ۾ سڀ کان اهم هوائي گدلاڻ جو مسئلو هوا ۾ سنها ذرات آهن جيڪي فطري ماحول ۽ ٽرئفڪ مان پئدا ٿيندڙ مٽيءَ جي ذرات مان پئدا ٿين ٿا. سنڌ ۾ سطحي پاڻيءَ جو ذريعو سنڌو درياء آهي جيڪو سڄي ملڪ مان وهندي سنڌ جي ڏاکڻين پاسي عربي سمنڊ ۾ ڇوڙ ڪري ٿو. سنڌ ۾ تازو جر جو پاڻي سنڌو درياء جي ڪاپي پاسي گهوٽڪي، خيرپور، ۽ اترئين ۽ ڏاکڻئين روهڙيءَ جي علائقن ۾ ملي ٿو. سنڌ ۾ 90٪ سيڪڙو کان وڌيڪ ڳوناٽا گهراٽا جر جي پاڻيءَ تي دارومدار رکن ٿا جنهن تائين هزارين هٽ واري ۽ موٽر واري پمپن ذريعي رسائي ڪئي وڃي ٿي. صوبي جي ڪيترن ئي علائقن ۾ جر جو پاڻي اونهي ڪاري پاڻيءَ جي مٿان هڪ تہ جي صورت ۾ موجود هجي ٿو. انهن علائقن ۾ سطحي ٽيوب ويل ۽ هٽ وارا پمپ استعمال ٿين ٿا جيڪي انتهائي اهم گهريلو پاڻي جي دستيابيءَ جو ذريعو آهن.

2017 جي آدمشماريءَ موجب، ڳٽپ ۾ آيل سمورن گهرن جي 85٪ سيڪڙو گهرن اندرمبينه طور تي پيئن جو پاڻي دستياب آهي. سنڌ اندر مبينه طور تي سڀ کان وڌو پانيءَ جو ذريعو نلڪي جو پاڻي آهي. صفائي ۽ ستڙائيءَ جي حوالي سان، صوبي جي 82٪ سيڪڙو گهرن اندر، بيت الخلاء جي سهولت جي هوند ۽ اٽهوند جي لحاظ کان صوبي اندر صفائي ۽ ستڙائي جي سهولتن ۾ بهتري مشاهدي هيٺ آئي آهي جنهن جو ڪاڻو 1998 جي آدم ڳٽپ موجب 34٪ سيڪڙو گهرن ۾ هوند ۽ 2017 جي آدم ڳٽپ موجب 18٪ سيڪڙوگهرن ۾ اٽهوند آهي. سنڌ ٿن قدرتي آفتن جي ست هيٺ هجي ٿي. ٻوڏ، زلزلا ۽ ڏڪار. صوبو سامونڊي طوفان جي خطري هيٺ به رهي ٿو. صوبي ۾ ٻوڏ جو خطرو عام طور تي درياء جي ٻوڏ کان ٿئي ٿو جيڪو هر سال نقصان جو باعث هوندو آهي. اهي واقعا نه صرف زراعت ۽ چوپائي مال کي نقصان ڏين ٿا پر رستن، گهرن ۽ ايريگيشن جي شين کي به نقصان پهچائين ٿا. 2011 جي ٻوڏ 8.5 ملين ماڻهومتاثر ڪيا ۽ 1.5بلين گهر تباه ڪيا. سنڌ اندر ڪجه علائقن ۾ گهٽ برسات،ڪاري پاڻيءَ ڪارٽ ۽ جري پاڻيءَ جي غلط استعمال جي ڪري اڪثرڏڪار واري صورتحال رهي ٿي. ٿرپارڪر ضلعو خاص طورتي ڏڪارسٽيل رهي ٿو ۽ 2014 کان وٺي خوراڪ ۽ پاڻيءَ جي تمام گهٽي کوٽ رهي آهي.

سنڌ صوبو گهڻي پاڳي 2(اي) واري سيزمڪ زون ۾ هجي ٿو جنهن جي زميني تيزي 0.08 کان 1 تائين آهي. اهي انگ نشاندهي ڪن ٿا ته صوبو زلزلي سببان وچولي درجي جي خطري کي منهن ڏئي ٿو. شرح خواندگي 10 سالن ۽ ان کان مٿي جي آبادي‌ءَ ۾ 54.57٪ سيڪڙو رڪارڊ ڪئي وئي آهي. ان ۾ مردن جي شرح عورتن جي مقابلي ۾ مٿيري يعني 62.52٪ سيڪڙو ۽ عورتن جي 45.95٪ سيڪڙو جڏهن ته مخنث حضرات جي شرح 34.16٪ سيڪڙو آهي. شهري علائقن ۾ شرح خواندگي 70.43٪ ساڻ ڳوناڻن علائقن جي 35.19٪ کان ڪافي مٿي آهي. سنڌ ۾ مجموعي داخلا جي شرح سرڪاري پرائمري اسڪولن جي (5 کان 9) سالن جي عمر جي ٻارن ۾ 15 _ 2014 ۾ 50٪ سيڪڙو هئي جيڪا 20 _2019 ۾ ڪراچي‌ءَ ڪانسواءِ 42٪ سيڪڙو ساڻ گهٽ ٿي آهي. سنڌ جي پرائمري اسڪول جي ٻارن جي عمر (5_9) جي صافي داخلاء جي شرح ٻين صوبن جي تقابل ۾ ڪراچي‌ءَ ڪانسواءِ ٪28سيڪڙو آهي. اسڪول کان ٻاهر اهي ٻار ڳاٽيٽي ۾ اچن ٿا جيڪي 16_15 سالن جا آهن ۽ يا ته ڪڏهن به اسڪول نه ويا هجن يا اسڪول ويا هجن ۽ پوءَ ڇڏي ڏنو هجي. سنڌ ۾ مجموعي طور تي ٪44 سيڪڙو ٻار، شهرن ۾ 29٪ سيڪڙو جڏهن ته ڳوٺن ۾ 58٪ سيڪڙو اسڪولن کان ٻاهر آهن. سنڌ صوبي ۾ تقريبا 000، 50 هزار اسڪول آهن جن منجهان 75٪ سيڪڙو هلندڙ جڏهن ته 25٪ سيڪڙو بند آهن. صوبي جي اڌ آبادي شهرن ۾ هجڻ باوجود 88٪ سيڪڙو سرڪاري اسڪول ڳوناڻن علائقن ۾ واقع آهن. ماحولياتي ۽ سماجي ڏانچي جو اپياس رڻا سان سلهاڙيل ممڪنه اثرات بشمول انهن جي مختلف پهلوئن جي شناخت لاءِ ڪيو ويو آهي. متوقع طور تي رڻا جا ڪيترائي مثبت ۽ فائديمند ماحولياتي ۽ سماجي اثرات آهن جن ۾ موجوده ڪلاسن جي اڏاوت جي صورت ۾ نئين سر بحالي، موجوده اسڪولن ۾ نئين ڪمرن جو اظافو، فرنيچر جي فراهمي ۽ صاف پاڻي، صفائي ۽ سٿرائي‌ءَ جي سهوليات جو ميسر هجڻ آهي. شروعاتي چنڊچاڻ موجب، اهو مشاهدو ڪيو ويو آهي ته رڻا جون سموريون سرگرميون گهٽ ڪان وچولي درجي جي ماحولياتي ۽ سماجي خطري هيٺ اچن ٿيون. گهڻي قدر رڻا جا منفي ماحولياتي ۽ سماجي اثرات تعميري سرگرمين سان لاڳاپيل آهن جهڙوڪ، هوائي ۽ آبي گدلاڻ، اٿوڻڙ آواز، ڪچري جي پئدائش ۽ نيڪال ۽ تحفظ شامل آهن. ان کان علاوه ڪجه خطرات جهڙوڪ بااثرن جو قبضو، رڻا جي ساز و سامان جي چوري، ڪمزور طبقن ساڻ امتيازي سلوڪ، ڪم دوران صحت ۽ تحفظ جو خطرو ،رڻا ساڻ لاڳاپيل ماڻهن کي ڪووڊ_19 ٿيڻ، گهڻي آبادي‌ءَ وارن علائقن ۾ رستن تائين پهچ ۾ ڏکيائي جي ڪري ٽرئفڪ جا مسئلا، برقي ڪچري جي پئدائش ۽ جنسي بنيادن تي تشدد، جنسي استحصال ۽ ٻاراڻو تشدد شامل آهن. اهي اثرات متوقع طور تي مقامي، واپس ٿيڻ جوڳا ۽ گهٽ مدو رهن وارا آهن.

ماحولياتي ۽ سماجي ڏانچي واري طرز کي سنڌجي مڪمل ماحول کي ذهن ۾ رکندي ترتيب ڏنو ويو آهي. پرجيئن ته هرضلعي جي پنهنجي الگ ماحولياتي ۽ سماجي جوڙجڪ آهي، تنهنڪري، رڻا جي هدايتن، جيڪي ضميمي 3 طور ڏنل آهن، موجب ضلع مخصوص، ماحولياتي ۽ سماجي پلان تيار ڪيو ويندو.

ضِلَعِي درجي جي **اي ايس ايم پي** هيٺ رڻا جي هر سرگرمي‌ءَ جي ضميمي 2 ۾ ڏنل چئڪ لسٽ موجب ان جي ماحولياتي ۽ سماجي اثرات جي سختي‌ءَ ۽ درجي جي لحاظ کان جانچ ڪئي ويندي ۽ وڌيڪ گهرجن جي صورت ۾ اظافي اپائن جو پلان جوڙيو ويندو. مخصوص جانچ جي چئڪ لسٽ ضلعي جي درجي واري **اي ايس ايم پي** جو حصو بڻايو ويندو. اسڪولن جي چونڊ بهترين معيار تي ۽ هيٺ ڏنل محرڪات کي نظر ۾ رکندي ڪئي ويندي:

اسڪولن جي چونڊَ ۾ سماجي شموليت ۽ ان سان گڏ تاريخي طور تي گهٽ توجه وارا ضلعا، چوڪرين جي اسڪول جو آپشن، اقليتن جي داخلاءَ، ڪمزور يا گهٽ آمدنيءَ وارو طبقو وغيره کي يقين بنائڻ لاءِ گڏيل معيار هجن.

اسڪول جي سرڪاري عمارت، جيڪا تعليم ۽ خواندگي کاتي هيٺ ڪم ڪندڙ هجي، جو هجڻ ضروري آهي.

صفائي ۽ ستڙائي متعلق سهوليات فراهميءَ لاءِ، سائيٽ جي چونڊ صفائي ۽ ستڙائيءَ جي ضروريات جي بنياد تي ڪئي ويندي.

1. شاگردن جي ڪچ داخلاء
2. اسڪول هلندڙ هجي
3. اسڪول ڪنهن به قسم جي تڪرار ۽ قانوني ڪاروائي هيٺ نه هجي
4. چونڊيل سائيٽ، تعمير وقت، ڪنهن به قسم جي قبضي جهڙوڪ عارضي قيام ڪندڙ يا غيرواسطيدار ماڻهن جي قبضي هيٺ نه هجي.
5. ماحولياتي ۽ سماجي جانچ فهرست سمورن اسڪولن لاءِ استعمال ٿيڻ گهرجي

منصوبي جي سرگرمين جي جانچ پڙتال جي بنياد تي هيٺيان نتيجا متوقع آهن:

سائيٽ مخصوص اي ايس ايم پي جي تياري.

ضميمي 1 ۾ پيش ڪيل اي سي پي عمل ڪرڻ لاءِ ڪافي آهن (هيٺين درجي جي مضرات لاءِ)

اها توقع ڪئي وڃي ٿي ته جڏهن اسڪيم پئڪيج (جنهن ۾ ڪجه اسڪول هوندا) جو اعلان ڪيو ويندو ۽ ٽئنڊرجو اشتهار ڏنو ويندو ته، اهو هيٺين ٻنهي قسمن جي اسڪولن جو ميلاپ هوندو:

1. جن کي سائيٽ مخصوص اي ايس ايم پي گهربل هوندو
2. جن کي اي سي پي تي عمل گهربل هوندو

تنهنڪري، جڏهن ٽئنڊر جو اشتهار ڏنو ويندو ته ٻئي صورتون بڊنگ دستاويزِ ڏنيون ويندیون.

منصوبي ۾ ايس اي ايل دي ڊائريڪٽوريٽس سرگرمين جي ٽئڪنيڪل رهنمائي ڪنديون ۽ رفارمز سپورٽ يونٽ ڪيترين ئي ڊونر پاران رٿائن جي تعميل جي ادارتي تجربي جي ڪري مالياتي سنڀال جي انتظامن جي اڳواڻي ڪندو. سي پي ايم (آر ايس يو) رٿا جي ماحولياتي ۽ سماجي ڄانچي جي تعميل لاءِ مڪمل ذميوار هوندو. پراجيڪٽ ڪوآرڊينيٽر سمورن ضلعن ۾ اي ايس ايم ايف جي تعميل لاءِ ڪانٽريڪٽرن ۽ تعميل ڪرائيندڙ شراڪتدارن سان رابطي ۾ ايندو. آر ايس يو پاران ماحولياتي ۽ سماجي ماهر ڪنيا ويندا جيڪي سي پي ايم ۽ پي سي اي ايس ايم ايف باقاعده طور تي تعميل ڪرائڻ ۾ مدد ڪندا. ٻئي ماهرنشاندهي ڪيل سرگرمين جي پڙتال، اي ايس ايم ايف جي تعميل ۽ سائيٽ مخصوص اوزار، سڌا سنوان، قومي ۽ صوبائي پاليسين ۽ رهنماين توڙي اندروني نگراني ڪارڪردگي جي رپورٽنگ جا سڌا سنوان ذميوار آهن.

اي ايس ايم ايف جي نگراني جو مقصد خطرن کي گھٽائڻ واري پلان جي موثر ۽ لڳاتار تعميل آهي. ان تي ٿن سطحن تي عمل در آمد ڪيو ويندو؛ آر ايس يو سطح، ضلعي سطح ۽ سائيٽ سطح. آر ايس يو سطح تي ماحولياتي ۽ سماجي ماهر نقصانن کي گھٽائڻ واري پلان تي عمل در آمد جي نگراني ڪندا ۽ سائيٽ جا دورا ڪندا. موجوده ضلعي اصلاحات نگران ڪاميٽي جيڪا ڊپٽي ڪمشنر جي نظامت هيٺ ڪم ڪري ٿي سا پڻ اي ايس ايم ايف تي عمل در آمد جي نگراني جي ذميوار هوندي. نگرانيءَ جي چئڪ لسٽ تيار ڪئي ويندي ۽ سائيٽ مخصوص گھٽتائي پلان اي ايس ايم پيز ۾ شامل ڪيا ويندا. ٺيڪيدار ۽ آءِ پيز نگرانيءَ کي فيلڊ سطح تي سر انجام ڏيندا. منصوبي ۾ اٽڪريا ماحولياتي ۽ سماجي ماهر يا اداره رڪا تي سموري عمل در آمد دوران ٽئين ڌر طور ٽماهي باهرين نگراني ڪرڻ لاءِ ڪنيا ويندا.

اي ايس ايم ايف ۾ ملازمن ۽ منصوبي مان فائدو پرائيندڙ ماڻهن جي شڪايتن جي ازالي لاءِ آسان طريقو رکيو ويو آهي جيڪو منصوبي جي تعميل دوران اڀيان ايندڙ مسئلن جي حل جو تدارڪ ڪندو ۽ عالمي بئنڪ جي ماحولياتي معيارن منجهان معيار نمبر 10 يعني اِي ايس ايس 10 سان مطابقت ۾ آهي. شڪايتن جي ازالي واري طريقهءِ ڪار جو بنيادي مقصد منصوبي سان سلهاڙيل سڀن ڌرين جي وقتائتي ۽ موثرشڪايتن جي ازالي ۾ مدد ڪرڻ آهن. اهو خصوصي طور تي، ديرپا ۽ موثر نتيجن لاءِ هڪ صاف، شفاف ۽ اعتبار جوڳو طريقو فراهم ڪري ٿو. اهو پروسي ۽ تعاون کي ڪميونٽيءَ جي وسيع مشاورت جي اٽٽٽ حصي طور قائم ڪري ٿو جيڪو تصحيحي عملن طور سهولتڪاري ڪري ٿو.

ضميمو نمبر1 ماحولياتي ضابطا

ماحولياتي ضابطهءِ عمل جي وضع ڪرڻ جو مقصد منصوبي جي تعميل جي دوران تعمير سان لاڳاپيل عمومي ۽ ممڪنه اثرات جو تدارڪ آهي. اي سي پي معمول جي بهترين مشق ۽ ماحولياتي انتظام بابت هدايتون فراهم ڪندو جن تي ماحولياتي مسئلن جي جڏادار انتظام لاءِ ٺيڪيدارن پاران عمل ڪيو ويندو. اهي اي سي پي منصوبي جي هيٺ عمل ۾ ايندڙ سمورن ٺيڪن ۽ پيٽي ٺيڪن جي عمومي هدايتن سان ضميمي طور لڳايو ويندو.

منصوبي لاءِ تيار ڪيل ماحولياتي ظابطن (اي سي پي جي) فهرست هيٺ ڏجي ٿي

ماحولياتي ظابطو نمبر 1: ڪچري کي ٺڪاڻي لڳائڻ
ماحولياتي ظابطو نمبر 2: پاڻي جي وسيلن جو استعمال
ماحولياتي ظابطو نمبر 3: هوا جي معيار جو انتظام
ماحولياتي ظابطو نمبر 4: اٽوٽندڙ آواز ۽ لرزش جو انتظام
ماحولياتي ظابطو نمبر 5: رستن تي گاڏين جي نقل وحمل جو انتظام
ماحولياتي ظابطو نمبر 6: مزدورن جي اڇ وڇ ۽ تعميرات لاءِ قائم ڪئمپ جو انتظام
ماحولياتي ظابطو نمبر 7: سماجي و ثقافتي ۽ مذهبي معاملا
ماحولياتي ظابطو نمبر 8: مزدورن جي صحت ۽ تحفظ
ماحولياتي ظابطو نمبر 9: ڪوِڊ 19 لاءِ صحت ۽ حفاظتي پلان

ماحولياتي ظابطو نمبر 1: ڪچري کي ٺڪاڻي لڳائڻ

منصوبي جي سرگرمي	ماحولياتي اثرات	گهڻائڻ وارا اپاءِ ۽ هدايتون
عام ۽ تعميراتي ملبو	تعميراتي جڳهين تان ۽ ڪچري جي غلط سنڀال جي ڪري پئدا ٿيندڙ زميني ۽ پاڻياري گدلاڻ	**ٺيڪيدار پابند هوندو ته؛** **(الف)** تعميراتي ڪم شروع ڪرڻ کان اڳ ڪچري جي مختلف قسمن جهڙوڪ؛ (وري ااستعمال جي لائق ڪچرو، باه پکڙيندڙ ڪچرو، تعميراتي ملبو، کاڌي مان پئدا ٿيندڙ ڪچرو) جي ٺڪاڻي لڳائڻ لاءِ پلان جوڙي ۽ اهو پلان منصوبي جي ماحولياتي ۽ سماجي ماهر کان منظور ڪرائي. **(ب)** تعميرات جي دوران پئدا ٿيندڙ ملبي کي ماحولياتي طور تي قابل قبول ۽ منظم طريقي سان ٺڪاڻي لڳائڻ. انهي عمل دوران ٺڪاڻي لڳائڻ جي جاءِ جي چونڊ مهل اهو خيال رکيو ويندو ته گهٽ کا گهٽ ماحولياتي نقصان ٿئي. **(ج)** جتي به ممڪن هجي ڪچري کي وري استعمال جي قابل بنائڻ **(د)** ٺوس ڪچري کي ساڙڻ کان اجتناب ڪرڻ **(ث)** غير خطرناڪ ڪچري کي منظور ٿيل جاين تي ٺڪاڻي لڳائڻ. ڪچري کڻڻ گاڏين کي ڪپڙ سان ڍڪڻ ته جيئن رستي تي هلڻ دوران ڪچرو هيٺ نه ڪري. **(ح)** ماحولياتي سکيا جي عمل طور ڪچري جي ڪٺائي ۾ مصروف ملازمن کي تربيت ڏيڻ **(ف)** هر ڪم جي جاءِ تي ڪچري جو ڪنٽينر فراهم ڪرڻ **(ر)** ترسيل ڪندڙ ماڻهن ۽ ادارن کي گذارش ڪرڻ ته جڏي ممڪن هجي ته اهي گهٽ کان گهٽ پئڪيجنگ ڪن. **(ز)** صفائي ۽ ستڻائي جي عمل تي چگو زور پرڻ **(س)** تعمراتي جاين جي صفائي، ستڻائي ۽ حفاظت جو خيال رکڻ ۽ اتي ڪچري يا ملبي کي عارضي طور رکڻ لاءِ جڳهه فراهم ڪرڻ

ماحولياتي ظابطو نمبر 2: پاڻيءَ جي وسيلن جو انتظام

منصوبي جي سرگرمي	ماحولياتي اثرات	گهڻائڻ وارا اپاءِ ۽ هدايتون
تعميراتي ملبو	تميرات جي ملبي کي يڪجاء ڪرڻ ۽ ٺڪاڻي لڳائڻ مان پئدا ٿيندڙ پاڻيءَ جي گدلاڻ	**ٺيڪيدار پابند هوندو ته؛** **(الف)** ظابطي نمبر1 ۾ تجويز ڪيل انتظامي هدايتن تي عمل ڪري **(ب)** ڪچري ۽ ملبي جي ڪڍڻ به قسم جي پئداوار کي گهٽ ڪري. اهڙو مواد، پاڻيءَ جي وهڪرن، برساتي وهڪرن يا جر جي پاڻيءَ ۾ داخل نه ٿئي

منصوبي جي سرگرمي	ماحولياتي اثرات	گهٽائڻ وارا اپاءِ ۽ هدايتون
تعميري جڳهين مان اخراج	ڪم جي جاين تان گڏ ٿيل گدلو پاڻي. تعمراتي سرگرمين جي ڪري جر جي پاڻيءَ ۾ علائقي جي ٽوپوگرافي جيئن وهڪري جا رستاوغيره ۾ تبديليءَ جو امڪان هجڻ جنهن ۾ بارش جي پاڻيءَ جو جر ۾ سمجڻ پڻ شامل آهي	**ٺيڪيدار پابند هوندو ته؛** **(الف)** هڪ وقت تي گهٽ کان گهٽ زمين جي سطح کي اس ڏانهن کليل ڇڏي **(ب)** تعميراتي مواد لاءِ پاندو تيار ڪري ۽ علائقي کي ڪاچ کان بچائڻ لاءِ عارضي نيڪال جا رستا ٺاهي. **(ج)** مناسب جاءِ تي واڌو مواد لاءِ عارضي حوض ٺاهي جيڪو تعميري مواد سان پريل چوڙ ٿيل پاڻيءَ کي جع ڪري چوڙ ٿيل پاڻيءَ کي تعميرات جي چوڌاري باقي علائقي کان موڙي ڇڏي **(د)** جمع ٿيل مواد کي نيڪال جي رستن کان پري رکي

ماحولياتي ظابطو نمبر 3: هوا جي معيار جو انتظام

منصوبي جي سرگرمي	ماحولياتي اثرات	گهٽائڻ وارا اپاءِ ۽ هدايتون
تعميرات ۾ استعمال ٿيندڙ گاڏين جي اڇ وڇ	گاڏين جي ٻارڻ جي سڙڻ ۽ ان مان پئدا ٿيندڙدونهين جي ڪري اتان جي ماحول ۾ هوا جو عيار خراب تي سگهي ٿو	**ٺيڪيدار پابند هوندو ته؛** **(الف)** دونهين جي مناسب اخراج واريون گاڏيون جن ۾ اخراج کي ڪنٽرول ڪندڙ اوزار پڻ هجن، استعمال ڪند. ۽ اهي اوزار سڌي حالت ۾ رکڻ جو پابند هوندو **(ب)** گاڏين کي ٻارڻ_موثر طريقي سان هلائي. **(ج)** تعميرجي جاءِ تان ملبو کڻي ٻاهر نڪرندڙ گاڏين کي ڇڳيءَ طرح ڏکي. **(د)** دونهين جي اخراج کي روڪڻ لاءَ تعمير جي جاءِ کان ايندڙ ۽ اوڏاهن ويندڙ گاڏين تي رفتار جي حد عائد ڪري. **(ٿ)** تعميرات ۾ استعمال ٿيندڙ گاڏين جي اڇ وڇ کي ڪنٽرول ڪرڻ **(ح)** گاڏين جي ڇگيلائي جوباقائدو معائنو ڪرڻ

منصوبي جي سرگرمي	ماحولياتي اثرات	ڪنٽريڪٽر واري اپاءِ ۽ هدايتون
		(ف) گاڏين جي بيهڻ يا انتظار جو وقت 2 ڪلاڪ کان مٿي نه هجي.
تعميراتي مشينري		**ٺيڪيدار پابند هوندو ته؛** **(الف)** مشينري جي دونهين جي اخراج جي نظام ۽ ان جي ڪنٽرول ڪندڙ اوزارن کي صحيح رکندو، انهن اوزارن جي سارسنڀال کي ڪمپنيءَ پاران ڏنل هدايتن موجب رکندو ته جيئن پارٽ جو سڙڻ موثر رهي ۽ آلوده اخراج کي گهٽائي سگهجي. **(ب)** مشينريءَ جي سنڀال جو پروف رجسٽر رکندو . **(ج)** جنريٽرن جي اخراج کي گهٽ درجي تي رکڻ لا ۽ خصوصي توجه ڏيندو **(د)** اها مشينري جيڪا دونهين جو واڌو خراج ڪندي ان کي ڪم جي جاءِ تي داخل ٿيڻ کان منع ڪيو ويندو. اخراج کي گهٽائڻ لاءَ سپن اوزارن جي باقائدوه سنڀال رکي ويندي.
تعميري سرگرميون	تعمراتي جاءِ تي ڏوڙ جي پئداوار، سازوسامان جا انبارءِ رسائيءَ جا رستا ماحولياتي آزار ٿين ٿا ۽ صحت لاءَ هاڃيڪار هوندا آهن.	**(الف)** پاڻي، سازوسامان جا انبار، پهنچ جا رستا ۽ ڪليل زمين گهرج_بنياد تي رکڻا آهن ته جيئين ماحول کي ڏور ۽ مٽيءَ کان گهٽ ڪا گهٽ نقصان ٿي سگهي. **(ب)** گهٽي خطري واري وقت(تيز هوا) ۾ پاڻيءَ جي موجودگيءَ کي يقيني بنائجي ۽ ذخيرو ٿيل سازوسامان جهڙوڪ بجري ۽ واريءَ کي سنڀالجي ته جيئن اهي هوا تي نه اڏامن. **(ج)** جڏهن ڏوڙ پئدا ڪندڙ ڪم جاري هجي ته استادن، شاگردن ۽ ٻي عملي کي ماسڪ فراهم ڪيا وڃن. **(د)** زمين جي سطح کي ڪليل رکڻ جو وقت ۽ پئماڻو محدود رکيو وڃي. **(ٿ)** تيز هوائن جي وقت ۾ يا اگر ڪم جي جاءَ تي ڏور اڏامندي هجي ته جيترو ممڪن هجي يا ضرورت هجي ته مٽيءَ جي ڪم يا ساوڪ کي وڌڻ جي ڪم جو ٽائم تبديل ڪجي. **(ح)** تعميراتي سازوسامان کي لاهڻ، ملائڻ يا ذخيرو ڪرڻ جي لاءَ مناسب جاءَ قائم ڪرڻ ته جيئن ان عمل دوران ڏوڙ جي ڦهلاء کي روڪي سگهجي.

ماحولياتي ظابطو نمبر 4: اٽوٽندڙ آواز ۽ لرزش جو انتظام

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
تعميراتي ڪم ۾ استعمال ٿيندڙ گاڏين جي ٽرئفڪ	گاڏين جي اچ وڃ جي ڪري اٽوٽندڙ آواز پئدا ٿي سگھن ٿا.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** سڀ گاڏين جي سار سنڀال گاڏين جي ڪمپنيءَ پاران ڏنل مئنيوئل مطابق ڪري ته جيئن گاڏيون چگي حالت ۾ رهن. **(ب)** ان ڳاله کي يقيني بٹائيندو ته سڀ ڊرائيور حضرات رفتار جي حد ۽ گاڏي هالائڻ جي اوقات متعلق قانونن جي پابندي ڪن. ٽرڪن تي سامان جي لاه چاڙه کي ظابطي ۾ رکندو ته جيئن ڪم جي جاءِ تي اٽوٽندڙ آوازن کي گھٽ کان گھٽ ڪري سگھجي.
تعمير ۾ استعمال ٿيندڙ مشينري	اٽوٽندڙ آوازن ۽ لرزش جو ماڻھن، ملڪيت، ہوٽن، چوپائي مال ۽ فطري ماحول تي منفي اثر پئجي سگھي ٿو.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** اٽوٽندڙ آواز پئدا ڪندڙ سرگرمين تي نظر رکي ته جيئن مقامي ماڻھن کي اٽوٽندڙ آوازن جي گدلاڻ کان پري رکجي. **(ب)** گھٽ کان گھٽ آواز پئدا ڪندڙ اوزار ۽ مشينري استعمال ڪري **(ج)** اوزارن کي بهتي بنائي ته جيئن آوازن کي گھٽائي سگھجي. جھڙوڪ؛ آوازن کي ڪنٽرول ڪندڙ ڪٽس وغيره. **(د)** سڀ اوزارن جي سار سنڀال اوزارن جي ڪمپنيءَ پاران ڏنل مئنيوئل مطابق ڪري ته جيئن اهي اوزار چگي حالت ۾ رهن. اوزار فراهم ڪندڙ ۽ ٺيڪيدار سار سنڀال جو پروف رجسٽر پڻ پيش ڪندو. **(ٿ)** جنريٽرن جي چوڌاري آوازن کي گھٽ ڪرڻ وارا پٽا يا بند ٻڌندو. **(ح)** تعميراتي اوزارن کي مناسبت ڏيڻ لاءِ بهترين مفلر استعمال ڪندو. **(ف)** الارم، سائرن گاڏين جي هارن جي غير ضروري استعمال کان اجتناب ڪندو.
تعميراتي سرگرمي	اٽوٽندڙ آوازن ۽ لرزش جو ماڻھن، ملڪيت، ہوٽن، چوپائي مال ۽ فطري ماحول تي منفي اثر پئجي سگھي ٿو.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** جيڪڏهن ڪو آواز پئدا ڪندڙ تعميراتي ڪم ڪنهن رهئشي علائقي ۾، ۽ اهو ڏينهن جي ڪم وارن اوقات کان علاوه يعني (شام 6 کان صبح7) جي وچ ۾ ٿئي ٿو ته هو ويجھڙائي واران رهواسين يا زميندارن کي مطلع ڪندو.

منصوبي جي سرگرمي	ماحولياتي اثرات	گھڻائڻ وارا اپاءِ ۽ هدايتون
		(ب) تعميراتي اوزارن جي هلائيندڙن کي ممڪنه آواز پئدا ڪندڙن مسئلن جي حل بابت سمجهاڻي ڏيندو. **(ج)** ڪم جي دوران پئدا ٿيندڙ آوازن جي سطح کي گهڻائڻ لاءِ ڪم ايندڙ مشقن کي ڪم ۾ آڻيندو. **(د)** اڏوڻندڙ آواز کي ڪنٽرول ڪندڙ رڪاوٽي اوزار لڳائيندو. **(ث)** ڪنهن ممڪنه وڌي آواز پئدا ڪندڙ سرگرميءَ بابت متاثر ٿيندڙ ماڻهن کي اڳواٽ اطلاع ڏيندو **(ح)** ڪم جي جاءِ تي سرگرمين کي اهڙي طرح ترتيب ڏيندو جو انهن جو گهٽ کان گهٽ اثر ٿئي. **(ف)** اڏوڻندڙ آواز ۽ لرزش جي پئدائش جي نتيجن جي نظرداري ۽ انهن جو تجزيو ڪندو ۽ تعميراتي ڪمن ۾ انهن کي مطابقت ڏيندو. **(ز)** رهائشي علائقي ۾ خاص طور تي رات جي اوقات ۾ ممڪنه طور تي آواز پئدا ڪندڙ سرگرمين کان اجتناب ڪندو.

ماحولياتي ظابطو نمبر 5: رستن تي گاڏين جي نقل وحمل جو انتظام

منصوبي جي سرگرمي	ماحولياتي اثرات	گھڻائڻ وارا اپاءِ ۽ هدايتون
تعميراتي ڪم ۾ استعمال ٿيندڙ گاڏين جي ٽرئفڪ	تعميراتي گاڏين جو واڌو استعمال ان رستي تي هلندڙ عام ٽرئفڪ کي ان رستي کي استعمال ڪندڙن جي تحفظ کي متاثر ڪندو	**ٺيڪيدار پابند هوندو ته؛** **(الف)** جيڪڏهن تعميراتي ڪم ڪٽيل آباديءَ واري علائقي ۾ ٿيڻو آهي ته هو ڪم شروع ٿيڻ کان اڳ گاڏين جي ٽرئفڪ جو پلان آر ايس يو کي اڳواٽ پيش ڪندو ۽ منظور ڪرائيندو. **(ب)** رستي جي اهم جڳهين تي ٽرئفڪ جا اشارا ۽ نشان لڳائيندو جيڪي پاڪستان جي منظور ٿيل ٽرئفڪ جي اشارن ۽ نشانن سان مطابقت ۾ هوندا. **(ج)** تعمير لاءِ استعمال ٿيندڙ رستي جي چوراهن تي ڊسپلي بورڊ لڳائيندو ۽ انهن جي سار سنڀال جو بندوبست ڪندو. جيڪڏهن تعميراتي ڪم ڪٽيل آباديءَ ۾ آهي ته اهي بورڊ هيٺئين معلومات مقامي ٻوليءَ ۾ فراهم ڪندا؛ تعميراتي ڪم جو دورانيو متعلقه ماڻهن جو جا نالا، پتا ۽ انهن جا ٽئليفون نمبر ٺيڪيدارن جا نالا، پتا ۽ انهن جا ٽئليفون نمبر تڪليف لاءِ انتهائي معذرت

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
	حادثا ۽ گاڏين مان تعمراتي مواد جو ڪرڻ	**(الف)** ٽرڪن جي سامان لاهڻ جو وقت جيتريقدر ممڪن هوندو ڏينهن جي اوقات ۾ رکندو. **(ب)** گاڏين تي واڌو وزن کان اجتناب ڪندو. **(ج)** رستي تي گھٽي ٽرئفڪ جي وهڪري واري اوقات ۾ تعميراتي ڪمن **(د)** جي گاڏين کي ممڪنه حد تائين گھٽ ڪندو. **(ح)** ڪم جي جاءِ تي رفتار جي حد کي لاڳو ڪندو

ماحولياتي ظابطو نمبر 6: مزدورن جي اڇ وڇ ۽ تعميرات لاءِ قائم ڪئمپ جو انتظام

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
تعميراتي ڪئمپن جي جڳھ جو تعين	مزدورن جو ڪئمپون تمام اهم جايون هجن ٿيون جن جو صحت ۽ تحفظ جي خطرات جي لحاظ کان مقامي وسيلن ۽ مقامي وسندين جي بنيادي ڍانچي تي گھرو اثر ٿئي ٿو.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** مزدورن جي ڪئمپ قائم ڪرڻ جو پلان جوڙي ۽ ساڳيو پلان ڪنسلٽنٽ کان منظور ڪرائي **(ب)**تعميراتي ڪئمپ جڙائن ٿيل جاين تي يا انهن جاين تي قائم ڪري جيڪي ماحولياتي، ثقافتي يا سماجي لحاظ کان قابل قبول هجن ۽ ڪنسلٽنٽ پاران منظور ٿيل هجن. **(ج)** ڪئمپ کي مقامي آباديءَ کان پر پرو قائم ڪري ته جيئن قدرتي وسيلن جي استعمال دوران مقامي ماڻھن سان ڪو به تڪرار نه ٿئي يا ڪئمپ جي قائم ٿيڻ سان مقامي وسندين تي ڪوبه ممڪنه ماحولياتي منفي اثر نه پوي. **(د)** ڪئمپ جي قائم ٿيڻ جي باري ۾ مقامي مذهبي، سيڪيورٽي ۽ صحت جي ذميوارن کي مڪمل اطلاع ڏئي ته جيئن سماجي، حفاظتي ۽ صحت جي معاملن تي نگراني ٿي سگھي.
تعميراتي ڪئمپن جي سھولت	بنيادي سھولتن جي اڻھوند جھڙوڪ؛ گھر، پاڻي ۽ صفائي و سٹرائي جي سھولت مقامي خدمتون فراهم ڪندڙن تي دٻاء وجھندیون ۽ غير معياري رهائش ۽ صحت جا خطرات پئدا ڪندیون	ٺيڪيدار ڪئمپ ۾ هيٺيون سھولتون فراهم ڪندو. **(الف)** مناسب جاءِ، ٽرانسپورٽ، ۽ بنيادي سھولتون جھڙوڪ پاڻي، صفائي ۽ مزدورن لاءِ ميڊيڪل جي سھولت، صاف ۽ پروسي جوگو نلڪي جو پاڻي جيڪو ايس اي ڪيو ايس جي معيار تي پورو لهي. **(ب)** صاف سينيٽري سھولتون ۽ نيڪال جو نظام. بيت الخلاء ۽ گھريلو فضول پاڻي عام نيڪال جي ذريعي ڪيو ويندو. مزدورن کي وهنجڻ جي سھولت فراهم ڪئي ويندي. بيت الخلاء جي سھولت ڏھن ماڻھن تي هڪ بيت الخلاء هوندي. بيت الخلاء ۽ گھريلو نيڪال جوگي پاڻيءُ جي صفائي ۽ برسات جي پاڻيءَ جي نيڪال جي سھولت جو مهيا ڪرڻ
مزدورن جي رهائش	ڪئمپ ۾ موجود سڀن مزدورن کي مناسب جڳھ هجڻ گھرجي	**ٺيڪيدار ڪئمپ ۾ هيٺيون سھولتون فراهم ڪندو.**

منصوبي جي سرگرمي	ماحولياتي اثرات	گھڻائڻ وارا اپاءِ ۽ هدايتون
		مزدورن کي ٻڌي مشترڪه بنيادن تي رهائش فراهم ڪئي ويندي جيڪا مقامي طورتي دستياب مٽيريل ٺهيل هجي. مناسب تعداد ۾ بيت الخلاء مهياڪيا ويندا جن جو تناسب ڏهن مزدورن تي هڪ بيت الخلاء هوندو. ٺيڪيدار مزدورن لاءِ هڪ بورچي خانو فراهم ڪندو ۽ ڪاڏو پوري غذائيت سان پريل هوندو جيڪو مذهبي ۽ ثقافتي قدرن جي پيش نظر تيار ٿيل هوندو. سڀ دروازا ۽ دريون تالي لڳائڻ جهڙا هوندا ۽ پردا پڻ مهيا ڪيا ويندا. ڪئمپ ۾ مزدورن جي سامان جي لاءِ اسٽور پڻ مهيا ڪيو ويندو پر اهو ڪئمپ تائين محدود هوندو. ڪچري جي نيڪال لاءِ ڊسٽبن مهيا ڪيو ويندون اهي روزمره جي بنيادن تي خالي ڪيو ويندون. اهو پڻ گهربل آهي ته فوري مئڊيڪل جي امداد وارا باڪس پڻ مناسب تعداد ۾ مهيا ڪيا ويندا ۽ مقامي آبهوا جي پيش نظر وينٽيليشن پڻ فراهم ڪئي ويندي ۽ ان سان گڏ مزدورن کي آرام لاءِ ۽ فارغ وقت گذارڻ لاءِ آرامده ۽ صحت بخش ماحول ڏنو ويندو
گند ڪچري کي ٺڪاڻي لڳائڻ	گند ڪچري جو انتظام منفي ماحولياتي اثرات لاءِ تمام اهم آهي	**ٺيڪيدار پابند هوندو ته؛** ڪئمپ ۾ ٿوس ڪچري جي گڏڪرڻ ۽ نيڪال کي يقيني بٹائيندو. ڪچري کي شروعات کان ئي الگ ڪرڻ تي زور پريندو ته گهريلو سطح تي نامياتي ڪچرو هڪ ٿانو ۾ ۽ غيرنامياتي ڪچروبئي ٿانو ۾ جمع ڪيو وڃي. غيرنامياتي ڪچرو گهر ۾ ڪنهن محفوظ جاءِ تي گڏڪري ۽ نامياتي ڪچرو روزجي بنيادن تي ڪچري دان ۾ جمع ڪري. ڪچري جي جمع ڪرڻ، ان جي ترسيل ۽ نيڪال جو ماڻهن، گاڏين، ۽ اوزارن ساڻ هڪ نظام قائم ڪري. نامياتي ڪچرو هڪ مختص ڪيل محفوظ جاءِ تي روز نيڪال ڪري. ۽ ڏينهن جي اختتام تي نامياتي ڪچري کي واريءَ جي سنهي ته ساڻ ڏکي ته جيئن ان تي مکيون، مچر، ڪتا، بليون ۽ ڪوئا نه پهچي سگهن. ڪم واري جاءِ تان تمام ٿوس ڪچرو گڏڪيو ويندو ۽ منظور ٽيل نيڪال واري جاءِ تي نيڪال ڪيو ويندو.
رڌپچاء لاءِ پارڻ جي فراهمي	مزدورن پاران غير قانوني ڪاڻ جو پارڻ قدرتي نباتات ۽ حيوانات تي منفي اثر وجهندو.	**ٺيڪيدار پابند هوندو ته؛** تعميراتي ڪئمپ ۾ هو گهريلو مقصد لاءِ پارڻ فراهم ڪندو ته جيئن مزدورن جي ڪاڻ جي يا ٻئي حياتياتي مواد جي پارڻ کان پري رکي سگهجي. مزدورن کي متبادل پارڻ جيئن قدرتي گئس يا گاسليٽ به فراهم ڪيا وڃن ته جيئن انهن کي حياتياتي مواد کي پارڻ طور استعمال ڪرڻ کان روڪي سگهجي. منصوبي جي جاءِ جي جهنگلي جيوت ۽ حياتياتي تنوع کي محفوظ بنائڻ لاءِ ۽ مزدورن کي ان باري ۾ سرڪاري قانونن ۽ سزائن بابت تعليم ڏجي جنهن لاءِ آگاهيءَ جي مهم هلائي وڃي.
صحت ۽ صفائي	نامناسب صحت ۽ حفاظتي اقدامات جي ڪري بيمارين جي ڦهلاء جو خطرو جو هجڻ. مزدورن جي جڏن جي هجڻ جي صورت ۾ جنسي ذريعن سان ڦهلجندڙ بيمارين جهڙوڪ ايڇ، آءِ، وي ائڊز جو انتهائي خطرو هجڻ	**ٺيڪيدار پابند هوندو ته؛** تعميراتي جاءِ تي صحت جو مناسب سهولتون مهيا ڪري. هر وقت دستياب فوري طبي امداد جو بندوبست ڪري. ڪئمپ ۾ دوائن جو مناسب ذخيرو رکي ۽ نرس يا فور امداد ڏيندڙ جي هر وقت موجودگي يقيني بنائي. حادثي جي صورت ۾ مزدورن لاءِ ايمبولينس جي سهولت فراهم ڪري جيڪا انهن کي ويجهي اسپتال پهچائي. پهريان آيل مزدورن جي صحت جي پهڻ شرط چڪاس ڪرائي. ڪئمپ اندر سهولتن جي موجوگيءَ کي يقيني بنائڻ لاءِ روزانه چڪر لڳائي. ڪمرن جي روزانه صفائي ڪئي ويندي. صفائي جي سهولتن جي روزانا صفائي ڪئي ويندي. بورچي خاني ۽ ڪٽنٽين جا ورانڊا سڻي صفائيءَ هيٺ ٺاهيا ويندا.

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
		مزدورن لاءِ روزانه جي مانيءِ جو وقت مقرر ڪيوويندو. ڪم جي جاءِ تي سگريٽ پيئڻ ۽ الڪحول واپرائڻ جي اجازت نه هوندي. رهائشي جڳهه جي ويجهو سم کي روڪيو ويندو ۽ مناسب نيڪال فراهم ڪيو ويندو. صفائي جي اوقات جي لاءِ روزانه جي بنيادن تي چئڪ لسٽ ترتيب ڏني ويندي ۽ اها گهرن، بيت الخلاء ۽ بورچيخانه تي لڳائي ويندي. مزدورن کي صفائي ۽ صحت جي حفاظت ۽ عمومي حفاظت جي معاملن تي ۽ ڪم دوران مخصوص خطرن تي تربيت ڏيڻ. • سڀن مزدورن کي روز جي بنياد تي ايڇ آءِ وي جي باري ۾ آگاهي ڏيڻ بشمول جنسي طور تي ڦهلجندڙ ۽ ايڇ آءِ وي معلومات، تعليم ڏيڻ. • پوري ڪئمپ ۾ نيڪال جون مناسب سهولتون ڏيڻ جنهن سان اها يقين دهاني ٿئي ته مرض جا سبب جهڙوڪ بيئل پاڻي جو ڏهو قائم نه ٿئي. مون سون جي دوران مچر مار ۽ مچر پچاء اسپري لازمي ڪرائجي. صفائي ستڌرائيءَ تي ننڍا سيشن ڪرائجن
تحفظ	تعميراتي ڪئمپ ۾ نامناسب سهولتن جي صورت ۾ سيڪيورٽيءَ جا مسئلا ۽ باه جا خطرات ٿي سگهن	**ٺيڪيدار پابند هوندو ته؛** ڪئمپ جي علائقي ۾ غير ضروري داخلا کي روڪڻ لاءِ سيڪيورٽي ءَ جا ماڻهو جيئن پوليس، خانگي گارڊ فراهم ڪيا وڃن. ڪئمپ ۾ موجود ماڻهن جي ڪنهن به وقت ڇڪتاڻ ڪرڻ لاءِ هڪڙو رجسٽر رکيو وڃي جنهن جي روزانه پڙتال ڪئي وڃي. مزدورن جي رهائش جي تعمير ۾ هميشه باه محفوظ مواد استعمال ڪيو وڃي. ۽ اهو پڻ ڏٺو وڃي ته رهائش جي تعمير صحيح ٿيل آهي ۽ اها طوفان وغيره جي سڌ به سهي سگهي. باه وسائڻ جا مناسب ۽ سڌي معيار وارا اوزار مهيا ڪيا وڃن. ايمرجنسي نمبر تمام واضح ۽ اهم جڳهين تي هنيا وڃن. ٺيڪيدار ساڻ ماهوار گڏجاڻيءَ ۾، ايمرجنسيءَ دوران ڪم ڪندڙ مزدورن جا نالا ٽ انهن جون ذميواريون طهءِ ڪيون وڃڻ.
علائقي جي بحالي	ڪم ختم ٿيڻ ڪانپوءِ علائقي جي پنهنجي اصل حالت ڏانهن بحالي لاءِ ڪئمپ جو خاتمو ضروري آهي	ٺيڪيدار پابند هوندو ته؛ تعمراتي ڪمن جي مڪمل ٿيڻ ڪانپوءِ ڪئمپ اندر قائم ڪيل مختلف سهولتون جيئن چوڌاري باڙ ۽ تالا وغيره ختم ڪرٽيون پونديون. ڪئمپ کي آهستي آهستي ڪم جي ختم ٿيڻ کان اڳ ختم ڪرڻو پوندو ڪئمپ ختم ڪرڻ کان اڳ مزدورن کي اڳواٽ نوٽيس ڏيڻو پوندو ۽ ملبي کي گهٽي حد تائين وري استعمال ڪرڻو پوندو ۽ بچيل ملبو مخصوص جاءِ تي اڇلائڻو پوندو. جيڪڏهن ائگريمينٽ ۾ لکيل آهي ته پوءِ پوري ڪئمپ تمام سهولتن سان گڏ زميندار کي ڏيڻي پوندي. ڪئمپ جي مقام کي ان طرح سان بحال ڪرڻو پوندو جيئن اها اڳ هئي يا وري جيئن زميندار سان ائگريمينٽ ٿيل هجي.

منصوبي جي سرگرمي	ماحولياتي اثرات	گهڻائڻ وارا اپاءِ ۽ هدايتون
		مزدورن کي وري ڪم تي لڳائڻ جو ڪو به فرضيءِ ڪوڙو واعدو نه ڪيو وڃي.

ماحولياتي ظابطو نمبر 7: سماجي و ثقافتي ۽ مذهبي معاملا

منصوبي جي سرگرمي	ماحولياتي اثرات	گهڻائڻ وارا اپاءِ ۽ هدايتون
رهڻشي علائقي جي ويجهو تعميري سرگرميون	تعميري سرگرمين جي ڪري مشڪلات (ڏوڙ، اٽوٽندڙ آواز، گاڏين جي اچ وڃ، ٺيڪيدارجي ڪم واري ماڻهن سان تڪرار.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** مقامي آبادي۽ پاران شڪايتون وصول ڪرڻ جو نظام ٺاهي ۽ انهن جا ازالو ڪري (مقامي ماڻهو منصوبي لاءِ جوڙيل جي آر ايم ذريعي به شڪايتون ڪري سگهن ٿا. **(ب)** اهو يقيني بڻائيندو ته سڀ ڪم وارا ماڻهو هيٺين ظابطءِ اخلاق جي پوئواري ڪندا. **(ج)** ڪل مزدور ان جا پابند هوندا ته اهي ڪنهن به مقامي عورت سان تعلق نه رکندا ۽ نه ئي ڪا غير متعلقه عورت ڪئمپ ۾ آڻيندا. **(د)** سڀ ڪم وارا ڪنهن به قسم جي جنسي هراسگي ۽ باراڻي استحصال کان پاسو ڪندا. **(ح)** سپروائزر جي اجازت کان بغير ڪو ڪم وارو يا مزدور ڪم جي جاءِ نه ڇڏيندو. **(ث)** ٺيڪيدار مقامي آبادي۽ اتان جي ذميدارن يا نمائندن کي مشورو ڏيندو ته منصوبي جي ڪم واري علائقي ۾ نه اچن (ڪئمپ، ڪالوني وغيره) ته جيئن ڪنهن به ممڪنه حادثي کان بچي سگهجي.
مذهبي ۽ ثقافتي جاين جي ويجهو تعميراتي سرگرمي	ثقافتي ۽ مذهبي جاين کي تعميراتي ڪم کان مشڪلات ۽ ٺيڪيدار جي ثقافتي معملن جي جاڻ ۾ گهٽتائي سماجي مشڪلات آڻي سگهي ٿي.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** عوام سان اخبارن ۽ مشاورتي ڪچهرين ذريعي تعميراتي اوقات ۽ ڪم جي باري ۾ ڄاڻهائيندو، ۽ ڪم جي دوران رستي ۾ ممڪنه رڪاوٽن جي باري ۾ ٻڌائيندو. **(ب)** جڏي ممڪن هجي ثقافتي ۽ مذهبي مقامات جي رستي ۾ رڪاوٽ نه وجهندو. **(ج)** تعميراتي ڪمن کي ان جي طهءِ ڪيل حدن اندر رکندو. **(د)** اهي ڪم بند ڪندو جيڪي اٽوٽندڙ آواز پئدا ڪن ٿا (خاص طور تي عبادت جي اوقات ۾) ۽ اگر ويجهڙائءَ ۾ ڪا مسجد، مذهبي يا تعليمي ادارو آهي ۽ اهي اعتراض وارين ٿا ته؛ ثقافتي ۽ مذهبي اداري جي ويجهو بغير آواز پئدا ڪندڙ اوزارن کي استعمال ۾ آڻيندو. جيڪڏهن ڪم جي دوران ڪا آثار قديمه جي دفن ٿيل جاءِ دريافت ٿئي ٿي ته فوري طور تي ڪم بند ڪرائي منتظم کي آگاه ڪندو. ان جاءِ تي پي ايم آءِ يو جي اجازت جي بغير ڪم کي وري شروع ڪرڻ ڏوه آهي.

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
		ڪم وارن مزدورن لاءِ عبادت جي الڳ جاءِ مختص ڪندو. مزدورن خاص طور تي وڏي عمر وارن مزدورن سان سڻي ورتاء جو مظاهرو ڪندو. مزدورن کي عبادت جي اوقات ۾ عبادت جي اجازت ڏيندو. مقامي اڳواڻن ۽ سپروئزرن جي مشوري سان ثقافتي معاملا حل ڪندو. مقامي ماڻهن لاءِ ڪم مان پئدا ٿيندڙ شڪايتن لاءِ طريقو قائم ڪرڻ

ماحولياتي ظابطو نمبر 8: مزدورن جي صحت ۽ تحفظ

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
بهترين عمل	تعميراتي ڪم مزدورن ۽ ڪم جي جاءِ تي ايندڙن لاءِ صحت ۽ تحفظ جي لحاظ کان خطرو ٿي سگھن ٿا جنهن جي ڪري ماڻهو زخمي ٿي ۽ مري به سگھن ٿا. تعميراتي جاءِ جي ويجهو آبادي‌ءَ جو هجڻ ۽ مزدور ڪيترن ئي خطرن هيٺ ٿين ٿا جيئن؛ 1. جسماني نقصان جا خطرات جهڙوڪ، (اٽوٽندڙ آواز، ڏوڙ، ڪيمڪل، تعميراتي مواد، ٽوس ڪچرو، فضول پاڻي، وچڙندڙ بيماري وغيره)، 2. اهي خطرات جيڪي انساني رويي مان صادر ٿين ٿا (ايس تي ڊي، ايڇ آءِ وي، وغيره). ۽ 3. تعميرات ۾ استعمال ٿيندڙ گاڏين جا حادثا وغيرا.	**ٺيڪيدار پابند هوندو ته؛** **(الف)** مزدورن ۽ وزٽ ڪندڙ ماڻهن لاءِ مناسب حفاظتي معيار لاڳو ڪري جيڪي سنڌ آڪيوپيشنل سئفٽي ائنڊ هيلٿ ۽ ورلڊ بئنڪ گروپ جي انوائرومنٽل هيلٿ ائنڊ سيفٽي گائڊلائنز ۾ ڏنل معيارن کان گھٽ نه هوندا. مزدورن کي مخصوص تعميراتي سرگرميءَ جي اندروني خطرن کي ۽ ڪم جي جاءِ جي خطرن کي مد نظر رکندي محفوظ ۽ صحت بخش ماحول فراهم ڪرڻو پوندو. ذاتي تحفظ جو سامان يعني پي پي اي جهڙوڪ سيفٽي بوٽ، هيلمٽ، ماسڪ، گلوز، حفاظتي لباس، حفاظتي چشما، آءِ شيلڊ ۽ ڪن جو پروٽيڪشن. پي پي اي جي سنڀال ڪئي ويندي ۽ خراب هجڻ جي صورت ۾ نئون استعمال ڪيو ويندو. حفاظتي پروسيجرز شامل آهي؛ معلومات جي فراهمي، تربيت ۽ خطري وارن ڪمن ۾ شامل مزدور لاءِ حفاظتي لباس، صحت، مذهب ۽ سيڪيورٽي لاءِ ذميوار اختيارين لاءِ ڪم جي شروع ٿيڻ کان اڳ معلومات، ۽ صحت عام، سماجي ۽ سيڪيورٽي معاملن جي نگراني‌ءَ لاءِ ڪئمپ جو قيام.
	ٻار ۽ ڇوڪرين کم واريون عورتون	**ٺيڪيدار پابند هوندو ته؛** ڪوبه ٻار جنهن جي عمر 18 سالن کان گھٽ هجي ان کي ڪم تي نه رکندو ۽ نيشنل ليبر لاء جي مطابق نه ٿي ڇوڪرين واري عورت يا جنهن عورت 8 هفتا پهرين ٻار ڄڻيو هجي ان کي ڪم تي رکندو.

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
حادثا	فوري طبي امداد ۽ صحت جي حفاظت جي سهولتن جي ويجهي علائقي ۾ نه هجڻ جي صورت ۾ متاثر ماڻهن جي صحت وڌيڪ خراب ٿي سگهي ٿي .	فوري طبي امداد ۽ صحت جي سهولتن کي يقيني بنائيندو. ڪم جي سموري جڳهين تان پهچ ۾ ايندڙ فوري طبي امداد جي اسٽيشن ٻڌائيندو. ڪم دوران پيش ايندڙ حادثن ۽ بيمارين کي دستاويزي شڪل ڏيندو ۽ وقت سر رپورٽ ڪندو. نقصان جي سببن کي گھٽ کان گھٽ ڪندي، عالمي معيارن موجب، ڪم سان لاڳاپيل يا ڪم مهل پيش اندڙ حادثن کي روڪيندو يا زخمي ٿيڻ کان بچائيندو. ممڪنه نقصانن خصوصي طور تي موتمار نقصانن جي شناخت ڪندو ۽ انهن کي روڪڻ لاءِ اپاءَ ونڊندو. تعميرات جي ڪم سان لاڳاپيل، ڊرائيور حضرات کي ڊرائيونگ جي قانونن تي عمل ڪرائڻ لاءِ آگاهي ڏيندو.
تعميراتي ڪئمپ	بنيادي سهولتن جي اٿوند جهڙوڪ؛ گھر، پاڻيءَ جي فراهمي ۽ نيڪال، مقامي سروسز تي دٻاء وجهندو، روزمره جي زندگي ءَ جي معيار کي گھٽ ڪندو ۽ صحت لاءِ خطرا پيدا ڪندو.	ٺيڪيدار ظابطي نمبر 5 ۾ ڏنل صحت ۽ صفائيءَ جي بهتريءَ لاءِ ڏنل هدايتن مطابق ڪئمپ تي هيٺيون سهولتون فراهم ڪندو. مناسب وينٽيليشن جي سهولت صاف، محفوظ پاڻيءَ جي فراهمي صاف سينيٽري سهولتون۽ نيڪال جو نظام. بيت الخلاء ۽ گھريلو فاضل پاڻيءَ عام نيڪال ذريعي ڪيو ويندو. برسات جي پاڻيءَ جي نيڪال جي سهولت سماجي ۽ تفريحي سهولتون ظابطي نمبر 1 موجب، ٺوس ڪچري کي هڪ جاءِ تي گڏڪرڻ ۽ ان جي ٺڪاڻي لڳائڻ جو نظام. تربيت جا انتظامات گھٽ ۾ گھٽ ٻن ميڙن جي قد جي سيڪيرٽي باڙ
تعميراتي جاءِ تي پاڻيءَ ۽ نيڪال جون سهولتون	تعميراتي جاءِ تي پاڻيءَ جي سهولتن جي اٿوند مزدورن لاءِ ڏکيائيون پيدا ڪري ٿي ۽ انهن جي ذاتي صفائيءَ کي متاثر ڪري ٿي	جيڪڏهن 25 ماڻهو سجو ڏينهن ڪم ڪن ٿا ٺيڪيدار انهن جي لاءِ ڪئمپ تي پورٽبل بيت الخلاء فراهم ڪندو. پرٽبل بيت الخلاء کي برساتي نالي يا سطحي پاڻيءَ کان 6 ميٽر پري رکيو ويندو. انهن پورٽبل بيت الخلاء کي ڏينهن ۾ هڪ دفعو صاف ڪيو ويندو ۽ ٽٽنڪ کي به ڏينهن ۾ هڪ دفعو صاف ڪيو ويندو ۽ ان جي وڌيڪ صفائيءَ لاءِ ان کي سئپٽڪ ٽٽنڪ ڏانهن آندو ويندو. ٺيڪيدار هر جاءِ تي ڪم ڪندڙ مزدورن کي بوتل بند پيئڻ جو پاڻي مهيا ڪرڻ جو ذميوار هوندو.
وڌيڪ اي سي پيز	عام ماڻهن ۽ مزدورن جي صحت ۽ صفائيءَ کي لاحق ممڪنه خطرات	ٺيڪيدار مزدورن ۽ ويجهڙائيءَ ۾ رهندڙ ماڻهن جي صحت جي خطرن کي گھٽ ڪرڻ لاءِ هيٺين اي سي پيز جي پوئواري ڪندو. **اي سي پي 3.** هوا جي معيار جو انتظام **اي سي پي 4.** اٿوٽندڙ آواز ۽ لرزش جو انتظام **اي سي پي 5.** رستن تي گاڏين جي نقل وحمل جو انتظام
تربيت	مزدورن ۽ ٻين ڪم ڪندڙ ماڻهن ۾ صحت متعلق بنيادي ڄاڻ جي نه هجڻ جي صورت ۾ انهن کي ممڪنه بيمارين جون خطرو آهي	**ٺيڪيدار پابند هوندو ته؛** **(الف)** ڪم وارن مانهن کي بنيادي صحت ۽ صفائي جي معاملن تي تربيت فراهم ڪري. (جيئن جنسي وچڑندڙ بيمارين ۽ مليريا کان ڪيئن بچجي).

منصوبي جي سرگرمي	ماحولياتي اثرات	گھٽائڻ وارا اپاءِ ۽ هدايتون
		(ب) مزدورن کي عام صحت ۽ سلامتيءَ ۽ خصوصي خطرات جي باري ۾ تربيت فراهم ڪري. اها تربيت بنيادي خطرن کا آگاهي، مخصوص خطرات، ڪمن ڪرڻ جا محفوظ طريقا، ۽ باه وسائڻ، انخلاء، ۽ قدرتي آفتن کي منهن ڏيڻ لاءِ ايمرجنسي پروسيجر تي مشتمل هوندي. **(ج)** ڪم شروع ڪرڻ کان اڳ مليريا آگاهي، ايڇ آءِ وي ۽ ايس ٽي آءِ جي تعليم تي مهم شروع ڪندو ۽ ان ۾ ڪنڊوم جي مشهوري پڻ شامل ڪندو ته جيئن اتي جي ماڻهن ۾ ڪنڊوم جو استعمال وڌي انهن سان مشاورت ۽ ٽيسٽ پڻ ڪرائيندو.

ماحولياتي ظابطو نمبر 9: ڪووڊ 19 لاءِ صحت ۽ حفاظتي پلان

جز	يون مشقون، انتظامي هدايتون (ٺيڪيدار پاران لاڳوڪرائڻ لاءِ)
آگاهي مواد	ڪووڊ_19 لاءِ آگاهي مواد جي تياري، اشارا، پوسٽر، ڪمن وارين جاين تي آگاهي مواد لڳائڻ ته جيئن مزدور ۽ عوام ڏسي سگهي
تشخيص جون تدبيرون	مزدورن ۽ ٻين ماڻهن جي ڪم وارين جاين تي داخلاء تي ظابطو رکڻ ۽ ان جا دستاويز رکڻ بخار وارن مزدورن ۽ ٻين ماڻهن جو بخار تپاسڻ ۽ انهن کي داخلاء کان روڪڻ. سين کي مطلع ڪن ته اهڙي ڪابه صورتحال هرڪو پاڻ ٻڌائي. سڀ ڪم وارا پنهنجي صحت پاڻ چئڪ ڪن ۽ ممڪنه طور تي سوالنامي جي زريعي ۽ باقاعده بخار چئڪ ڪن
جسماني وٿيءَ جون تدبيرون	مزدور هڪٻئي کان گهٽ۾ گهٽ هڪ ميٽر جو فاصلو رکن ۽ جسماني رابطي کي گهٽائين، ٻاهرطرف اڇ وڇ تي ظابطو رکيو وڃي ۽ قطار جو انتظام ڪيو وڃي. (فرش تي نشان لڳاياوڃن) عمارت ۾ ماڻهن جي ڳڻتي کي گهٽايو وڃي. (10 سڪوائر ميٽرن تي في ماڻهو)، جسماني فاصلو تقريبا، هڪ ٻئي کان 1 ميٽر الڳ ڪم وارين جاين تي ۽ ڪليل جاين تي جهڙوڪ داخلاء جي پوائنٽ، لفٽن ۾، ڪنٽين ۾، ڏاڪڻين تي، جتي اڪثر ماڻهن جو ميڙ يا قطار ٺهندي هجي. ڪم واري اوقات ۾ عام جاين تي ميڙ کان اجتناب ڪجي. شفٽن کي وڌائجي يا ڪمن وارين ٽيمن کي ورهائجي يا ٽيلي ورڪنگ جو انتظام ڪجي. ڪم جي جاءِ تي مقامي مزدورن جي نقل و حرڪت کي گهٽ ڪجي (متاثر علائقن مان ايندڙ مزدورن کان ڪم ونڊ کان اجتناب ڪجي. مزدورن جو مقامي ماڻهن سان رابطو گهٽائجي
ساه ڪڍڻ جون تدبيرون	سڀ مزدور ماسڪ پائڻ جا پابند هجڻ کپن. جي ڪو مزدور بيمار آهي ته، ته ٻيا جيڪي ان سان رابطي ۾ رهيا انهن کي ڪم تي نه اچڻ کپي ۽ انهن کي ماسڪ پارائي گهر موڪلڻ کپي. جتي به ماسڪ جو استعمال هجي، چاهي اهو حڪومتي احڪامن موجب هجي يا ذاتي طور تي هجي، ان جي صحيح استعمال ۽ تبديليءَ جو خيال رکيو وڃي.

جز	يون مشقون، انتظامي هدايتون (ٺيڪيدار پاران لاڳوڪرائڻ لاءِ)
هٿن جي صفائي جون تدبيرون	هيٺين ڳالهين کان پهرين هٿن کي باقاعده صابڻ ۽ پاڻيءَ سان ڌوئڻ. گڏجي ڪم ڪندڙن سان رابطي کانپوءِ، ڪم جي شفٽن جي دوران، کاڌي کائڻ کان پهرين، يا ڪم شروع ڪرڻ کان پهرين، بيت الخلاء وڃڻ کان پوءِ، جسم مان نڪرندڙ ڪنهن به مادي کي ڇهڻ کانپوءِ، ممڪنه طورتي متاثر ٿيل شين جيئن ماسڪ، دستانا، ٽشوز، وغيره کي ڇهڻ کانپوءِ، ۽ وات، اکين ۽ نڪ کي ڇهڻ کان پهرين. هٿن ڌوئڻ جو مشينون يا ڊسپينسر، هٿ ڌوئڻ جي ترويجي مواد سان گڏ سجي سٿاف، ٺيڪيدارن، گراهڪن وغيره لاءِ اهم جاين تي رکيل هجي.
صفائي ۽ جراثيم ڪشي	ڪم جي جاءِ تي بشمول آفيسون، ڪئنٽين وغيره جي صفائي ۽ ستڙائي کي برقرار رکيو وڃي. سطحن تان ملبو، مٽي ۽ ٻين موادن کي هٽائڻ لاءِ (صابڻ، پاڻي ۽ ٻين ميڪانيڪي عملن) جي زريعي صفائي ڪرڻ. عام استعمال ٿيندڙ جراثيم ڪش _ سوڊيم هائپوڪلورائيڊ (بليچ) کي مختلف سطحن لاءِ استعمال ڪرڻ گهرجي. جنهن ۾ 0.1 الڪوحل شامل هجي ۽ 70سيڪڙو انهن سطحن جي لاءِ جيڪي هائپو ڪلورائيڊ سان خراب ٿين ٿيون. گهٽي ڇهندڙ سطحن جهڙوڪ، دروازا، دريون، هئنڊل، لائٽ جا سئچ، بورچي خانا، غسل خانا، بيت الخلاء، لئپ ٽاپ، ٽچ اسڪرين ڊوائسز وغيره کي ترجيحا جراثيم ڪش ڪيو وڃي.
ڪنهن به ڪم ڪندڙ کي ڪووڊ لڳڻ جي صورت ۾ تدبير	اهي مزدور جيڪي نچاڻي محسوس ڪن يا انهن کي ڪووڊ جا آثار ظاهر ٿين سي پنهنجي گهر اندر رهن ۽ الگ ٿين ۽ ڪنهن ڊاڪٽر سان رابطي۾ اچن يا ٽيسٽنگ ۽ رفرل جي لاءِ هيلپ لائن تي رابطو ڪن. سائٽ تي ڪم ڪندڙ جي ممڪنه ڪووڊ متاثر ٿيڻ جي صورت ۾ ايس او پيز تيار ڪيون وڃن، جن ۾ الگ ٿيڻ، جراثيم ڪش ڪرڻ ۽ ڪانٽيڪٽ ٽريسنگ شامل هجي. اهي ماڻهو جيڪي لئبارٽري پاران ڪووڊ ڪنفرم ماڻهن سان رابطي ۾ آيا هجن انهن کي ڊبليو ايڇ او جي هدايتن مطابق 14 ڏينهن جو قرنطينه ڪرڻ گهرجي. عليحدگي، بيماري يا قرنطينه ٿيل مزدورن جي پگهار جاري رکڻ گهرجي مقامي مئڊيڪل سروسز سان رابطو قائم رکڻ گهرجي ۽ بيمار مزدورن کي اوڏانهن ريفر ڪرڻ گهرجي.
ڪمن جي معمولات کي طرح ڏيڻ ۽ ڪمن سان لاڳاپيل سفر جا انتظام ڪرڻ	ڪمن جي مرحلن ۽ اوقات ۾ تبديلين کي ڏيان ۾ رکڻ ته جيئن مزدورن جو پاڻ ۾ رابطو گهٽجي (مثالطور؛ ڪمن جي ٽيمن جي حجم کي گهٽائڻ ۽ 24 ڪلاڪن جي روٽيشن کي اپنائڻ). جنهن آباديءَ ۾ ڪووڊ موجود هجي ان ڏانهن غير ضروري سفر کان پاسو ڪرڻ. سفر تي ويندڙن مزدورن کي سينيٽائيزر ڏيڻ، مقامي اختيارين پاران ڏنل هدايتن تي عمل ڪرڻ جو مشورو ڏيڻ ۽ اها معلومات ڏيڻ ته سفر جي صورت ۾ ڪنهن سان ميل رکجي. جيڪي مزدور ڪووڊ واري علائقي مان سفرڪري آيا هجن تن کي 14 ڏينهن تائين علامتن جي چڪاس لاءِ نگهداشت ۾ رکجي ۽ انهن جو ڏينهن ۾ ٻه دفعا بخار تپاسجي. جي انهن مان ڪو ناچاقي محسوس ڪري ته اهو گهر ۾ ترسي، پاڻ اڪيلو ڪري ۽ ڊاڪٽر سان رابطو ڪري .
آباديءَ سان رابطو	آباديءَ سان تعلقات کي احتياط ۽ صاف ۽ سڌي طريقي سان رکي. ڪووڊ سان لاڳاپيل مسئلن جي حل بابت سائٽ تي ڏنل هدايتن کان آگاه رهي. مقامي آباديءَ سان سماجي وٺي رکي.
خطري بابت آگاهي، تربيت ۽ تعليم	مزدورن کي ڪووڊ 19جي آگاهيءَ لاءِ اليڪٽرانڪ ميسيج بورڊ، وڊيوز ۽ پوسٽر فراهم ڪيا وڃن ۽ ڪم جي جاءِ تي محفوظ معمولات کي وڌايو وڃي ۽ مزدورن کي ان تي آماده ڪيو وڃي ته روڪٿام واران اقدامات ۽ انهن جي موثر هجڻ تي اهي پنهنجا ويچار ڏين. سرڪاري ذريعن جهڙ ڪ؛ سرڪار ادارا ۽ ڊبليو ايڇ او کي استعمال ۾ آڻيندي ڪووڊ 19 جي خطرات جي باري ۾ مسلسل معلومات ڏني وڃي ۽ حفاظتي انتظامن جي اثرائتي هجڻ ۽ افواهن ۽ غلط معلومات کي روڪڻ تي زور پريو وڃي.

جز	يون مشقون، انتظامي هدايتون (ٺيڪيدار پاران لاڳوڪرائڻ لاءِ)
	ڪمزور ۽ پاسي ٿيل مزدورن جي گروپن جيئن هجرت ڪري آيل مزدور، رواجي ڏنڏن ۾ مصروف مزدور، گھريلو مزدور۽ ڊجيٽل ڪمن ۾ ڪم ڪندڙ وغيره تي خصوصي توجه ڏني وڃي. مزدورن کي منصوبي پاران ڪم جي جاءِ تي لڳايل طريقن بابت تربيت ڏني وڃي ۽ ان بابت سندن ذميوارين کان آگاه ڪيو وڃي.

ختم ٿيو

1 Introduction

1.1 Background

Sindh is a province with a population of more than 48.9 million inhabitants who are experiencing diverse economic and human development challenges. Sindh has 29 districts, but 52% of the population live in urban areas, concentrated in and around the provincial capital city, Karachi. The incidence of poverty is much higher in rural areas (75.5 %) than in urban areas (10.6%). Sindh's overall human development outcomes are negatively affected by its severely disadvantaged rural population.

During 2020-21, the Sindh government allocated Rs 23.4 billion for 399 on-going and 11 new development projects of education sector. Out of which an amount of Rs 15.5 billion was allocated for School Education & Literacy. Sindh's School Education and Literacy Department (SELD) is responsible for providing education up to higher secondary school level (grade 12). Recently, SELD developed the School Education Sector Plan and Roadmap for Sindh (SESP&R) 2019–2024, which sets the department's strategic direction. The focus of the SESP&R 2019–24 is early childhood education and care to secondary education. This focus is based on the Education Sector Analysis (ESA), which showed that the main constraints to achieving the education-related elements of the Sustainable Development Goals (SDGs) rest with school education. This proposed Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project supports (1) prioritized areas in the SESP&R 2019–24; and (2) the response, recovery, and resilience-building to the unforeseen education disruptions.

1.2 Need for the SELECT Project[1]

An overwhelming majority of the children enrolled in public schools in rural Sindh belong to lower socioeconomic classes.Provision of quality education remains a key challenge, particularly after the COVID-19 school disruption. Even prior to the pandemic, Sindh's education system lacked key school-level ingredients for learning: effective teaching, learning focused inputs, and skilled management that pulls them together. Students in Sindh spend on average 8.0 years in school, but the estimated amount of learning is equal to only 4.2 years. The COVID-19 pandemic likely will exacerbate these conditions because education delivery was disrupted due to school closures. The risk of learning loss for children from marginalized groups such as children with disabilities, refugees, and girls, are even higher due to exclusion. Moreover, as per the Gender, Social Risk and Impact Assessment (June 2021) for the World Bank (WB) financed Pandemic Response Effectiveness in Pakistan project (restructuring), gender-based violence (GBV) surged during the pandemic.

The out-of-school children in the province are estimated to be over 6 million. Though there remains some debate on this number, there is a consensus that there is a large number of children out-of-school. It reflects both the large share of never enrolled children and a high

[1] All the information in this section has been excerpted from SELECT Project Appraisal Document dated July 02, 2021

rate of children dropping out from schools, especially among students from lower socioeconomic backgrounds, rural locations, and particularly girls. With the advance of the pandemic and continued disruption to education, it is likely that children may never return to school or may drop out. This fate is especially alarming for girls who, prior to COVID-19, lagged boys in the primary Gross Enrolment Ratio and primary completion rates. Schools lack teachers with sufficient skills and capacity; safe classroom environments with adequate water, sanitation, and hygiene (WASH) facilities and ventilation; and student monitoring systems that can reduce the risk of students dropping out and help them re-engage.

Teachers' pedagogical practices in Sindh are based on outdated, teacher-centered, and passive student learning approaches in which teachers cover significant amounts of content, irrespective of the comprehension and learning needs of students in their classrooms. Children of different ages and different learning abilities often inhabit the same classroom. However, teachers do not have the instructional skills to adapt learning content and teaching methods for students with different abilities and across multiple ages.Moreover, the absence of a conducive learning environment in schools is a binding constraint for initial access, learning, safety, and retention in schools. Of the 44,295 primary schools in Sindh, only 32,433 primary schools are classified as "functional" (73%). Insufficient basic facilities, such as electricity and WASH, also are widespread issues across more than 34% of schools. The lack of these facilities is especially alarming given the importance of having access to clean water and sanitation practices that could keep students and teachers safe. In response, SELD developed the criteria for Basic Quality Standard Schools by using seven basic standards.However, in 2018 only 1,366 schools (roughly 3% of all schools in Sindh) satisfied these criteria. Thus, most of the schools in Sindh do not provide safe and conducive learning spaces for their students.

Almost 50% of children leave school by grade 5 of primary education, and another 27% leave the education system during the transition from primary to middle school. In Sindh, the ratio of government primary schools to government elementary schools or middle schools (grades 6–8) is 16 to 1 (44,295 primary schools and 2,712 middle or elementary schools), meaning that space in government schools is very limited for students from grade 6 onward, increasing the potential for dropping out.

Climate change and its effects on student access to safe learning spaces is a challenge for education continuity. Sindh experiences climate change-induced shocks due to incidences of severe droughts and flooding. On average, annually 3 million people are affected by natural catastrophes including floods (77% of the population affected), drought (14%), and earthquakes (4%). Natural disasters impact schools through damage to buildings with subsequent loss of school days due to school inaccessibility, and by influencing perceptions around student safety when in school. Providing safe learning spaces with appropriate learning environments is an important consideration when designing and maintaining school infrastructure and resources.

1.3 Need of the ESMF

The Environmental and Social risk rating of the Project is assessed as **moderate**, due to temporary, reversible and localized nature of environmental and social risks and impacts that could be linked to low to moderate environmental degradation and social disturbance

during civil works. In line with the environmental legislation of Pakistan and Environmental &Social Standards (ESS) of theWorld Bank's Environmental and Social Framework (ESF), this ESMF has been prepared for SELECT project. This studyassesses environmental and social impacts related to the Project, provides guidance on applying incremental E&S measures proportionate to the nature and scale of the impacts, and outlines an Environmental and Social Management and Monitoring Plan (ESMMP) along with the cost budget estimates for its implementation and capacity building requirements.

1.4 Layout of the ESMF

This Environmental and Social Management Framework consists of 08 chapters.

- Chapter 1 introduces the project and ESMF, including project background and need for the project.
- Chapter 2 presents a review of national and provincial regulatory framework, and WB Environmental and Social Standards (ESS).
- Chapter 3 provides a detailed description of the project and its sub-components.
- Chapter 4 is an assessment of environmental and social baselines of Sindh with a focus on project districts.
- Chapter 5 provides information on stakeholder consultations conducted for the project.
- Chapter 6 presents an assessment of potential environmental and social impacts, and proposed mitigation measures.
- Chapter 7 presents an environmental and social screening framework for sub-projects.
- Chapter 8 presents the Grievance Redress Mechanism for stakeholders and general public.

2 Legal, Regulatory and Administrative Framework

This chapter provides an overview of the national and provincial legislation and the World Bank standards that are relevant to the environmental and social performance of the SELECT Project.

2.1 National Laws and Regulations

Pakistan's statute books contain a number of laws related to the regulation and control of the environmental and social aspects. Most of the existing laws on environmental and social issues have been enforced over an extended period of time and are context-specific. After the 18th amendment in the constitution of Pakistan many federal subjects devolved to provincial legislation. Since project coverage is in province of Sindh; there are still several federal laws which have not been repealed by the province and applicable in Sindh with original titles. The laws relevant to the proposed project are briefly reviewed below.

Table 1: Relevant Environmental and Social Legislation at National Level

Title and Description	Relevance
Pakistan Employment of Children Act 1991 According to this Act, no child shall be employed or permitted to work in any of the project interventions e.g., skilled and unskilled labor work or in any other activity who has not completed his fourteenth (14) year of age.	There is a chance of employment of a child by a contractor. In accordance with this act contractor will be bound not to permit any child under 14 years to engage in construction related project activities.
The Antiquities Act 1975 The act is designed to protect antiquities from destruction, theft, negligence, unlawful excavation, trade and export.	Under the Act, the project proponents will ensure that no activity is undertaken in the proximity of a protected antiquity, and report to the Department of Archaeology if any archaeological discovery is made during the course of the project.
Pakistan Penal Code 1860 In the context of environment, the PPC empowers the local authorities to control noise, noxious emissions and disposal of effluents. Pollution offences can still be tried under the relevant sections of PPC, 1860, as they have not been specifically repealed by a subsequent legislation.	The Penal Code can provide a basis to coordinate project activities with the local authorities to ensure that any activities under the project do not become a cause of public nuisance or inconvenience.
The Protection against Harassment of Women at the Workplace Act 2010	The act protects women against sexual harassment at the workplace, and will be applicable to project contractors, trainers, as well as beneficiary parties
Building Code of Pakistan 1986 (Seismic Provisions-2007) It obligates following: • The provisions of the Building Code of Pakistan (Seismic Provisions-2007) shall apply for engineering design of buildings, like structures and related components. • Construction of buildings in violation of the Building Code shall be considered as violation of	No major building construction is envisaged under the project. However, construction of classrooms and WASH facilitieswill need to comply with the seismic provision during design.

Title and Description	Relevance
professional engineering work as specified under clause (XXV) of section 2 of the Act.	
Land Acquisition Act 1894 It is a "law for the acquisition of land needed for public purposes and for companies and for determining the amount of compensation to be paid on account of such acquisition". The exercise of the power of acquisition has been limited to public purposes.	This law will not be applicable in this project, as all the physical activities under the project will be carried out on lands already owned and free of all encumbrances by the SELD and in existing schools. No intervention will be implemented in any school in case of informal settlers'presence in the school land, which will be managed through the selection criteria, e.g., no such school will be selected if there is any presence of informal settlers found.

2.1 Provincial Laws and Regulations

Table 2: Relevant Environmental and Social Legislation at Provincial Level

Title and Description	Relevance
Sindh Environmental Protection Act, 2014 The Act envisages protection, improvement, conservation and rehabilitation of environment of Sindh with the help of legal action against polluters and green awakening of communities. It equally lays emphasis for the preservation of the natural resources of Sindh and to adopt ways and means for restoring the balance in its eco-system by avoiding all types of environmental hazards.	After the 18th amendment, environment has become a provincial subject; therefore, this Act will govern the project activities. Section 16 of the Act requires preparation of Environmental Impact Assessment (EIA) or Initial Environmental Examination (IEE) before commencement of projects likely to cause adverse environmental effects. For small interventions, it requires environmental checklist, but even that is relevant for construction of secondary and higher secondary rural schools. The scope of activities on any particular site will be limited to small scale addition in already existing primary school premises to upgrade them into elementary (and in few cases secondary) schools. Therefore, the scope is not large enough to warrant an EIA, IEE, or Environmental checklist for legal compliance.
Sindh Environmental Protection Agency (Review of IEE and EIA Assessment) Regulations, 2014 This document sets out the key procedural requirements for conducting an IEE and EIA. The document lists the responsibilities of proponents and duties of responsible authorities and provides schedules of proposals for determining whether the project requires IEE, EIA or screening under Schedules I, II, and III respectively and lays down the procedures for Environmental Approval and for filing the case with the SEPA to receive the NOC.	The proposed project activities under component 2 are small scale interventions of WASH and classroom construction or rehabilitation works, therefore it does not require site specific EIA or IEE. However, district specific ESMPs will be developed for environmental legal compliance.
Sindh Occupational Safety and Health Act, 2017 The act mentions health and safety requirements which need to be ensured to be complied by the employer/site in-charge and the workers.	Under the Sindh Occupational Safety and Health Act, 2017, the contractor would be responsible to ensure the health and safety of the workers at workplaces (construction sites are also considered as workplace under the act).
Sindh Sanitation Policy 2017	The project will improve the sanitation situation in the government schools of Sindh by providing WASH facilities, therefore this project is directly

Title and Description	Relevance
The vision of the policy is to provide the population of Sindh better sanitation service and to make sure that the entire population of Sindh has access to a safely managed sanitation service and sanitary environment that is also nutrition sensitive and hygienic.	contributing to achieve the outcome of the sanitation policy.
Sindh Solid Waste Management Board Act, 2014 The SSWMB Act, 2014 enacted to establish a board for collection and disposal of all solid waste, to arrange effective delivery of sanitation services, to provide pollution free environment and to deal with other relevant matters.	Some activities under SELECT project will generate the different types of wastes, e.g., construction related waste and e-waste etc. These wastes will bemanagedin accordance with the SSWMB Act.
Sindh Minimum Wages Act, 2015 The laws relating to the minimum wages, i.e., the minimum Wages for Unskilled Workers Ordinance 1969, Minimum Wages Ordinance 1961, Cost of Living Allowance, and Sindh Employees Special Allowance have been merged in the Sindh Minimum Wages Act 2015. The Act provides for the regulation of minimum rates of wages and various allowances for different categories of workers employed in certain industrial and commercial undertakings and establishments.	This act is applicable to the project as some project activities in Component 2 may require hiring of unskilled labor. The contractor working for the project will be bound to pay the worker as per the guidelines of this Act.
Sindh Transparency and Right to Information, 2016 The purpose of this Act is to provide transparency and freedom of information to ensure that all citizens have better access to public information, to make the government more accountable to citizens, to enforce the fundamental right to information in all matters of public importance, to ensure transparency in all Government matters.	The project will remain open in terms of information sharing throughout its lifecycle. Furthermore, the project will engage stakeholders and public at-large in a systematic and continuous manner. Moreover, the project will establish a grievance redress mechanism to ensure transparency in all aspects.
Sindh Prohibition of Employment of Children Act, 2017 *and* ***Sindh Child Protection AuthorityAmendmentAct2021*** Part II of Sindh Prohibition of Employment of Children Act prohibits the employment of adolescents and children in hazardous work as listed in the Schedule. The Sindh Child Protection Authority Actwas passed to "facilitate the cases of abuse and violence against children", according to the website of the Sindh Child Protection Authority. Section 20-D of the amended Act paves the way for special courts for child protection in each district of the province.In the amended Act, the term 'abuse' has also been clearly defined as: "abuse" means the child abuse and includes physical, psychological or sexual violence, exploitation, comprising economic exploitation and sexual exploitation, including child marriage, child trafficking or exploitive, domestic or commercial child labor, corporal punishment, injury and maltreatment.	These Actsare relevant for the project as it deals with child labor as well as corporal punishment. As per *The Sindh Prohibition of Employment of Children Act,* no child (under 14 years) is allowed to work in any establishment. Project GRM will record and resolve complaints regarding corporal punishment (if any). The Subprojects contractor will also be bound to abide by this Act during the construction period.

Title and Description	Relevance
Sindh Bonded Labour Abolition Act 2015 The Act abolishes the bonded labour system and decrees a laborer free. Section 4 (2) also mentions, "no person shall make any advance under, or in pursuance of, the bonded labour system or compel any person to render any bonded labour or other form of forced labour."The practice of bonded labor has become a punishable offence after enactment of this act (with imprisonment for a term which shall not be less than two years nor more than five years and is to pay a fine not less than Rs. 100,000/=.	The Subprojects contractor will be bound to abide by this Act.

2.2 World Bank Environmental and Social Standards (ESSs)

Following is a summary Environmental and Social Standards (ESSs) of the World Bank with an assessment of their relevance for SELECT.

Table 3: Relevant Environmental and Social Legislation at Provincial Level

Title and Description	Relevance and Management
ESS-1: Assessment and Management of Environmental and Social Risks and Impacts The Standard sets out the Client's responsibilities for assessing, managing and monitoring environmental and social risks and impacts associated with each stage of a project supported by the Bank through Investment Project Financing, in order to achieve environmental and social outcomes consistent with the Environmental and Social Standards (ESSs).	***Relevant*** Component 1 of the Project includes use of technology-based materials (MP3 players, CDs or smartphones). All the technology-based material will be new, and due to current lack of pre-existing use of ICT equipment, risk of e-waste generation has been precluded. Social risks associated with this Component are related to the selection criteria for mentors to be hired for improved learning. While selecting these mentors, factors ensuring social inclusion and stakeholder engagement will be adhered to so that all religious and ethnic minorities, and disadvantaged/vulnerable groups can be represented. Component 2 of the project comprises of site-specific interventionsincluding construction of WASH facilities, rehabilitation through refurbishing existing classrooms, and new classrooms to existing schools. Though no major environmental or social issues are envisaged, low to moderate impacts are expected, if the activities are not carried out with proper environmental and social mitigation measures. This ESMF has been prepared to identify risks and related mitigations in the light of ESS1 requirements.
ESS-2: Labor and Working Conditions This standard recognizes the importance of employment creation and income generation in the	***Relevant*** Since the project involves setting up of a PIU and small to medium level construction which will be

Title and Description	Relevance and Management
pursuit of poverty reduction and inclusive economic growth. Borrowers can promote sound worker-management relationships and enhance the development benefits of a project by treating workers in the project fairly and providing safe and healthy working conditions. ESS2 applies to project workers including fulltime, part-time, temporary, seasonal and migrant workers.	carried out by independent contractors, ESS2 is relevant. Potential categories of workers are as follows: a. Direct workers employed by the borrower b. Contracted workers c. Primary supply workers (construction material suppliers, suppliers of essential/raw material like WASH equipment, IT equipment etc.) ESCP commits to prepare LMP after project effectiveness and before issuance of first bidding document and/or first procurement order, as per requirements of ESS2. The LMP will be prepared in close coordination with the Procurement staff of the client, and contractor level LMP and Codes of Practice will be prepared and added to all relevant contracts including OHS-related clauses. A labor-specific GRM will be developed and operationalized as per guidance of ESS2 and will be a part of theLMP.
ESS-3: Resource Efficiency and Pollution Prevention This standard recognizes that economic activity and urbanization often generate pollution to air, water, and land, and consume finite resources that may threaten people, eco- system services and the environment at the local, regional, and global levels. The current and projected atmospheric concentration of greenhouse gases (GHG) threatens the welfare of current and future generations. At the same time, more efficient and effective resource use, pollution prevention and GHG emission avoidance, and mitigation technologies and practices have become more accessible and achievable.	***Relevant*** ESS3 is relevant as the Project is likely to involve air emissions, use of fuels and other chemicals, and potential contamination of land and water during construction activities. There is a major risk associated with the quality of drinking water supplied to the schools, due to insufficient water quality in most districts of the province. Provision for water quality assessment and monitoring will be included in the district specific ESMPs. Risks are envisaged with disposal of waste due to lack of proper drainage systems in many of the schools. Therefore, proper disposal and drainage system needs to be devised for such schools. During the civil works, the Project is anticipated to generate construction waste and wastewater. Thepotential risks and their impacts are assessed in ESMF and necessary mitigation measures are proposed. Adequate awareness building trainings shall be included for the Contractor's staff for the efficient use of water andother resources during construction.Trainings for school teachers and staff for raising awareness for efficient use of electricity, water and other resourceswill be included in the project. Where possible, the project will pursue eco-friendly classroom design with natural lightingand temperature control, and will utilize cost-effective low carbon technology such as solar panels to generateelectricity in schools and will ensure the rehabilitation activities are easy to maintain at low cost.
ESS-4: Community Health and Safety This standard recognizes that project activities, equipment, and infrastructure can increase community exposure to risks and impacts. In	***Relevant*** Sindh province mostly falls under Zone 2A and 2B according to severity of seismic hazard. These zones are characterized with low to

Title and Description	Relevance and Management
addition, communities that are already subjected to impacts from climate change may also experience an acceleration or intensification of impacts due to project activities.	moderateseismic hazard. However, since six of the project districts are located in high flood risk zone, three in a cyclone risk zone and one in a drought-prone area, existing school buildings and all additional classrooms / buildings need to be screened against safety protocols suggested by the Sindh Provincial Disaster Management Authority (PDMA). School building designs will comply with the same. Construction activities and construction related vehicular movement under Component 2 of the Project can also have negative impacts on the school children and staff within the school premises and also to the nearby communities due to increase in air pollution,dust and noise. A Traffic and Road Safety Plan, proportional to the scope of the Project, will be prepared by Project contractors. In addition, exposure (and interaction in some cases) of school children and teachers with labor and other construction staff poses a security risk, including that of GBV, harassment, culturally inappropriate behavior, etc. and the risk of conflict with local communities due to the mentioned risks and otherwise. Accidents and incidents reporting has been incorporated into the ESCP. To mitigate the above, a Community Health and Safety Plan will be prepared by the contractors, as per the ESMF. An Emergency Response Plan, proportional to the Project risks, is incorporated in the CHS, and including early warning systems, evacuation plans, fire safety plans etc. A Gender Action Plan and a GBV Action Plan is also being developed as a stand-alone document for the project.
ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement This standard recognizes that project-related land acquisition and restrictions on land use can have adverse impacts on communities and persons. Project-related land acquisition or restrictions on land use may cause physical displacement (relocation, loss of residential land or loss of shelter), economic displacement (loss of land, assets or access to assets, leading to loss of income sources or other means of livelihood), or both. The term "involuntary resettlement" refers to these impacts. Resettlement is considered involuntary when affected persons or communities do not have the right to refuse land acquisition or restrictions on land use that result in displacement.	***Not Relevant*** ESS5 is not relevant as the Project will work at existing school locations which are the property of the Government, and which do not require any additional land acquisition. Forced evictions, physical and economic displacement, etc. are part of the negative list of activities included in the ESMF. This means that any school areas that are subject to rehabilitation works but that cannot be demonstrated to be "free and clear" of informal settlers(regardless of the formal ownership status of the land) will be excluded from the Project. Hence, Land Acquisition has not been budgeted in the project cost, and the GOS is not entertaining any Voluntary Land Donation cases either. Even if a case arises where land is not available for additional classrooms, then vertical expansion (additional floor of the building) will be considered. However, if in any extreme case, there is no option other than to acquire land, an abbreviated LARP will be prepared.

Title and Description	Relevance and Management
ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources This standard recognizes that protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development. Biodiversity is defined as the variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are a part; this includes diversity within species, between species, and of ecosystems. Biodiversity often underpins ecosystem services valued by humans. Impacts on biodiversity can therefore often adversely affect the delivery of ecosystem services.	***Not Relevant*** The project will not have any impacts on biodiversity conservation. All the construction related project activities will be done inside the premises of existing schools.Any expansion of the footprint of a school building which could encroach on natural habitat or have adverse impact on biodiversity will be excluded using the school selection criteria.
ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities This ESS applies to a distinct social and cultural group identified in accordance with descriptions provided in ESS10. The terminology used for such groups varies from country to country, and often reflects national considerations. ESS7 uses the term "Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities," recognizing that groups identified may be referred to in different countries by different terms. Such terms include "Sub-Saharan African historically underserved traditional local communities," "indigenous ethnic minorities," "aboriginals," "hill tribes," "vulnerable and marginalized groups," "minority nationalities," "scheduled tribes," "first nations" or "tribal groups."	***Not Relevant*** The project is being implemented in Sindh, and there are no recognized Indigenous Peoples found in Sindh.
ESS8: Cultural Heritage This standard recognizes that cultural heritage provides continuity in tangible and intangible forms between the past, present and future. People identify with cultural heritage as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. Cultural heritage, in its many manifestations, is important as a source of valuable scientific and historical information, as an economic and social asset for development, and as an integral part of people's cultural identity and practice. ESS8 sets out measures designed to protect cultural heritage throughout the project life cycle.	***Relevant*** ESS8 is relevant. There is no archeological, cultural or religious sites to be affected by this Project as the Project activities are to occur within existing school locations. But as the Project involves digging and excavation activities, a Chance Finds Procedure is prepared and made part of the ESMF. The same procedure will be included in works contracts and in the bidding document so as to require contractors' compliance with the specified measures.
ESS9 Financial Intermediaries (FI)	***Not Relevant*** The project does not involve any FI.
ESS-10: Stakeholder Engagement and Information Disclosure	***Relevant***

Title and Description	**Relevance and Management**
This standard recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.	The risk relevant to the stakeholders include: lack of engagement with directly affected parties, other interested parties and marginalized groups resulting in limited success for project activities; absence of regular beneficiary feedback; ineffective and inaccessible Grievance Redress Mechanism (GRM) etc. The project has prepared a separate Stakeholder Engagement Plan (SEP) to adequately address such risks. This ESMF also has a section on GRM and will also be referring to the World Bank information disclosure policies to engage the stakeholders both these systems will enable the affected parties to raise project related concerns and grievances for efficient and timely resolution.

3 Project Description

3.1 SELECT Project Introduction

Sindh Early Learning Enhancement through Classroom Transformation (SELECT) is a five-year US$ 129.99 million project. Sindh Education and Literacy Department (SELD) is the implementing agency. The project offers a multipronged approach to aligning school-level factors that will lead to improvement in the quality of teaching and learning practices for primary schools (grades 1-5) to elementary schools (grades 1-8) in public schools across Sindh. The project aims to improve reading skills and student retention in primary schools in selected districts, through improving teachers' pedagogical and assessment practices, providing improved learning environment, and implementing a mechanism for student attendance monitoring system. Three different but interlinked sets of interventions will be applied in the project, using government frameworks to allow sustainability and scale-up across the province over time.

3.2 Objectives of the Project

The Project Development Objective (PDO) is to improve reading skills of early grade primary students and increase student retention in primary schools in selected districts. Specific objectives of the project are:

- To transform teaching practices in the early primary grades by reforming the school learning culture to one that is focused on students' varied learning needs, specifically related to literacy and socioemotional well-being.
- Establishment of effective, eco-friendly and conducive learning environment of primary schools through upgrading of large primary schools (grades 1-5) to elementary schools (grades 1-8) using innovative and sustainable design concepts.
- To improve system capacity for better leadership and management at the school, taluka, and district levels that will assist them in building an educational culture, based on instructional support and school-level performance improvement.

3.3 Target Districts

The proposed Project is to be implemented in 12 selected districts of Sindh, which have been identified based on scoring across six indicators in terms of educational development and learning:

1. Gross Enrolment Ratio (GER) in primary education;
2. Standard Achievement Test (SAT) scores of grades 5;
3. Gender Parity Index (GPI) in enrolment rate;
4. Ratio of primary to elementary schools, and the gender disparity in this ratio;
5. Dropout rates from grade 5 to 6 and the disparities between boys and girls in the drop outs; and
6. Percentage of schools with 2 classrooms or less.

Based on the above criteria, the following 12 districts have been selected for the project:

- Badin
- Matiari
- Sujawal
- Thatta
- Tando Muhammad Khan
- Ghotki
- Sanghar
- Jacobabad
- Shikarpur
- Mirpur Khas
- Kashmore
- Tharparkar

The project will annually benefit 1.03 million primary school students (0.63 million boys and 0.40 million girls) and 250,000 grade 6–8 students (159,000 boys and 94,000 girls) in the selected 12 target districts, whose educational outcomes and gender equity are low. The student population of the 12 districts is 42 percent at primary level and 33 percent at grades 6–8 level of rural Sindh.

3.4 Project Components

Component 1: Transforming teaching practices in the early grades

Subcomponent 1.1. Implementation of a continuous professional development (CPD) model for improved literacy skills in the early grades. The aim of this subcomponent is to improve the literacy skills of students in primary education with specific emphasis on grades 1–5. Main outputs within this component include:

i. Implementation of the CPD training for teachers;
ii. Capacity development for the teacher training institutes through third-party providers;
iii. Implementation of interactive audio and video instruction (IAVI) and teaching and learning materials;
iv. Implementation of literacy teaching and learning materials for primary education, including scripted lesson plans, leveled-reading books for students; and
v. Implementation of theupgraded comprehensive CPD program and monitoring of student learning outcomes.

Subcomponent 1.2. Carrying out of behavioural nudges for improved learning*.* To support improved student well-being and mitigate future potential risks related to students dropping out, particularly girls, the project will utilize behavioral nudges. These nudges can positively influence how teachers, students, headmasters, and parents interact. The project will pilot a school-based behavioral intervention that will help students recognize that their

abilities and skills can change and grow and will focus on key skills such as student efficacy and self-management. The intervention will focus on reading skills to support increased learning outcomes. The content developed under CPD will address gender biases through the intervention training for teachers, learning content for students, and through engagement strategies with parents. This effort is aimed at reducing gender stereotypes that may be biasing the demands for girls' education or their learning capabilities.

This intervention will be complemented with a radio awareness program that will leverage entertainment to raise awareness and inform teachers, caregivers, and parents of positive means for interacting and supporting young learners. These efforts will enforce SELD messaging under the gender strategy and will focus on breaking the stereotypical gender roles through the story line of the radio program and the characters created in the series. Activities will entail:

i. Designing and implementation of teacher, parents, and student behavioral intervention for literacy; and
ii. Designing and implementation of a popular media-based community awareness program.

Subcomponent 1.3. Provision of technical assistance for institutional capacity development and support. This subcomponent provides technical assistance (TA) and institutional capacity development to SELD and its specialized agencies to effectively carry out activities under Component 1. Key TA activities would include

i. Review of CPD materials and establishment of grade-level learning targets and performance benchmarks for literacy;
ii. Identifying and establishing of partnerships with third-party service providers for teacher training institutes;
iii. Creation and delivery of interactive audio and video instruction content and pilot implementation;
iv. Training of SELD officials on the use of the EGRA and procurement of necessary software and hardware; and
v. Support for provincial assessment strategies.

Component 2: Developing an effective and safe learning environment

Component 2 aims to improve the physical learning environment in the selected primary schools and to support the improved teaching and learning aims set out in Component 1. The main aim of Component 2 is to establish environments conducive to learning that maximize available academic/instructional space and create synergy with pedagogical approaches while supporting safe learning spaces, particularly for girls. Component 2 will upgrade approximately 600 primary schools (grades 1–5) to elementary schools (grades 1–8) in selected districts as part of a holistic upgrading of learning environments. Activities will include:

i. Carrying outschool rehabilitation through refurbishing existing classrooms;
ii. Adding new classrooms to existing schools;
iii. Providing furniture; and

iv. Providing adequate Water, Sanitation and Hygiene (WASH) facilities with emphasis on eco-friendly *materials and designs*.

Component 3: Improving system capacity for better school leadership and management support

Subcomponent 3.1. Establishment of a technology-based student attendance monitoring system. To support students' academic performance and reduce potential dropout, this component will (i) *implement a unique student identification (ID) process*; and (ii) *implement a digital system of individual student attendance monitoring* through the introduction of tablets or smartphones, with the possibility of scaling up across the district/province. Specific attention will be given to monitoring girls' attendance patterns to proactively identify and mitigate girls at risk of drop-out at an early stage.

Subcomponent 3.2. Technical assistance and capacity building for school leadership and local education office management to mitigate student dropout. This subcomponent aims to provide TA and capacity building to school leadership and local education management through a combination of third-party trainers and Teacher Training Resource Centers that would focus on (i) implementing unique student ID creation and student attendance monitoring system; (ii) managing basic administration and instructional improvement in the new school clusters; (iii) implementing and facilitating the CPD model and new student assessment practices; and (iv) managing student transfers from satellite to upgraded elementary schools and successful transition from Class 5 to 6.

Component 4: Monitoring and evaluation and project management

This component is related to project monitoring and evaluation (M&E), E&S monitoring, procurement and financial management (FM), and project management provided by the Reform Support Unit (RSU). Component 4 supports (i) an *overall project impact evaluation and a sample-based rigorous impact evaluation for the behavioral interventions*; (ii) *annual school censuses (ASCs)*; and (iii) *fiduciary service delivery*. This would remediate public financial management (PFM) bottlenecks to improve budget efficiency, fund flows, and adequate accountability mechanisms for the intended uses of funds.

3.5 Project Cost

The proposed Project would have a total cost of US$ 154.76 million.

4 Description of Environmental and SocialBaseline

This section of the report presents a broad picture of the existing environmental and social conditions of project districts (Badin, Ghotki, Jacobabad, Kashmore, Mirpur Khas, Matiari, Sanghar, Shikarpur, Sujawal, Thatta and Tharparkar). Available secondary data from published literature, district census reports, and other documents was used to develop the baseline profile. The project districts are shown in the following map:

Figure 1: Project Area[2]

4.1 Physical Environment

4.1.1 Climate

The climate of Sindh can be classified as arid, and in general, the province is characterized by low variable rainfall, with high summer temperatures. The southern coastal zone is an exception and typically receives more rainfall and has higher ambient humidity than other parts of the province.

[2] https://www.sindh.gov.pk/

The coldest period spans from December to February, with mean monthly temperatures ranging from 20°C in the southern coastal zone to 15°C in the northern region of the province. Summer temperatures peak May and June with mean monthly highs from 25°C to 45°C.[3]

Sindh spans four distinct climatic regions: hot very arid, hot arid, semi-arid and coastal, shown below in **Error! Reference source not found.**. In the project districts of SELECT, Tharparkar, Badin and Thatta fall in the semi-arid and coastal region, where warm summers and mild winters are experienced. Tando Muhammad Khan, Mirpur Khas, Matiari and Sanghar districts fall in the hot-arid region. Mirpur Khas, Matiari and Tando Muhammad Khan experience warm summers and cool winters while Sanghar has hot summers and mild winters. Jacobabad, Shikarpur, and Ghotki fall in the hot-very arid region. In these districts Jacobabad experience hottest summers and mild winters, while Ghotki and Shikarpur experience hot summers and mild winters.

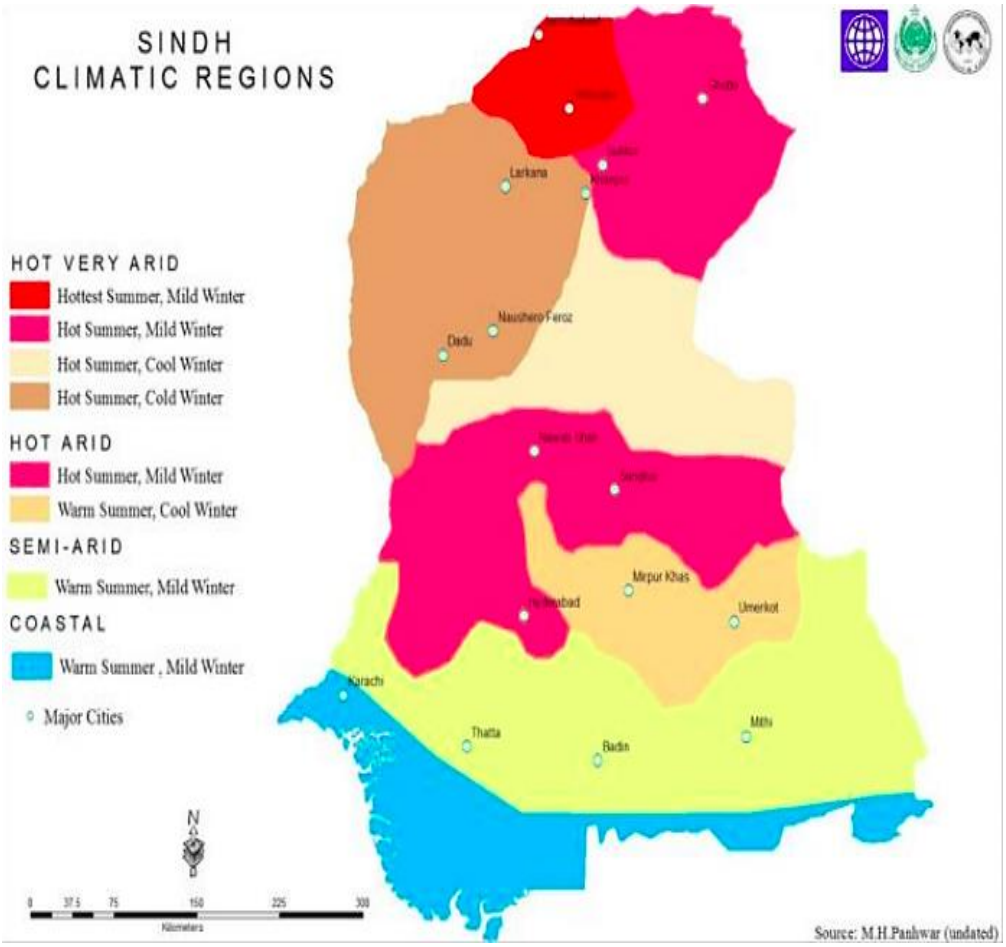

Figure 2: Climatic Regions of Sindh[4]

[3]ESMF for Sindh Solar Energy Project. World Bank, 2018. Accessed from: https://ewsdata.rightsindevelopment.org/files/documents/12/WB-P159712_tFsZ4Ac.pdf

[4] Final progress report of the GIS project of Sindh Education Reform Programme (SERP). World Bank, 2013. Accessed from:http://rsusindh.gov.pk/contents/Downloads/Progress%20Report%20of%20the%20GIS%20Project%20of%20SERP.pdf

The scanty rainfall which the province gets is often due to cyclonic storms, caused by eastern andwestern disturbances. In Upper Sindh (Jacobabad), the average annual rainfall is about 120 millimeters, whereas in lower Sindh (Karachi), it is 176 millimeters. The coastal districts of Sindh have also been adversely affected by heavy rainfall and cyclones.The districts of Thatta and Badin have been badly affected by cyclones on several occasions. Cyclones not only wiped out the human settlements and resulted in the huge losses of human and animal lives, but they also destroyed and damaged fishing boats, therefore badly affected the livelihood of residents of these two districts.[5]

4.1.2 Air Quality and Noise

Air pollution poses a significant risk to human health in Sindh. Outdoor air pollution in urban areas, and household air pollution in rural areas, caused an estimated 4.9 million cases of upper and lower respiratory infections in children in 2009; an estimated 330,000 adults have chronic bronchitis (CB) as a result of air pollution. Some 1.6 million school-age children experience noise-induced cognitive impairment (NICI), and millions of adults suffer from sleep disturbance and annoyance from road traffic noise. It is also estimated that air pollution has resulted in more than 9,000 premature deaths. The largest single air pollution issue in Sindh is a concentration of fine particulate matter that is five to nine times higher than the WHO standard.[6]

There is scant industrial activity in most of the project districts, except for Ghotki where few large industrial units are located. Elsewhere, 5 districts house sugar mills (Matiari, Tando Muhammad Khan, Thatta, Mirpur Khas and Ghotki). However, these sugar mills operate on seasonal basis and are located in rural areas. Therefore, point sources of major air emissions are not common in the project districts. Significant sources of air quality deterioration are natural environment (arid and dusty); outdoor urban air pollution related to transport (most parts of the target districts are approachable through an elaborate road network); and indoor air pollution due to use of low-quality cooking fuel. Coal mines exploration can also be found in district Tharparkar but it has least contribution to air pollution.

4.1.3 Topography[7]

Sindh Province can be divided into four parts, i.e., Kirthar range on the west, a central alluvial plain bisected by the Indus River in the middle, a desert belt in the east and an Indus delta in the south.

1. **Kirthar Range:** Kirthar Range is composed of three parallel tier of ridges which run in north south direction and vary in width from 20 to 50 km. The range consists of ascending series of ridges from east to west which are about 4000 to 5000 m high.

[5] https://www.pbs.gov.pk/sites/default/files//population_census/ncrpcr/PCR%20Sindh.pdf
[6] Sustainability and Poverty Alleviation: Confronting Environmental Threats in Sindh, Pakistan. World Bank, 2015. Accessed from: http://gahp.net/wp-content/uploads/2017/10/Sustainability-and-Poverty-Alleviation-Confronting-Environmental-Threats-in-Sindh-Pakistan-.pdf
[7] https://www.pbs.gov.pk/sites/default/files//population_census/ncrpcr/PCR%20Sindh.pdf

2. **Central Alluvial Plain:** The fertile central plain constitutes the valley of the Indus River. This plain is about 580 km long and about 51,800 square kilometers in area and gradually slopes downward from north to south.
3. **Eastern Desert Belt:** Eastern Desert belt includes low dunes and flats in the north, the Achhrro Thar (white sand desert) to the south and the Thar Desert in the south east. In the north it extends up to Bahawalpur division where it is called Cholistan.
4. **Indus Delta:** The distributaries of the Indus start spreading out near Thatta across the deltaic flood plain in the sea. The even surface is marked by a network of flowing and abandoned channels. A coastal strip 10 to 40 km wide, is flooded by high tide and contains some mangrove swamps.

4.1.4 Surface and Groundwater

The major source of surface water in Sindh is the Indus River which flows south along the entire length of the country before draining into the Arabian sea off the southern coast.Groundwater in Sindh is extracted via about 100,000 tube wells—about 86% of those are privately owned by farmers, and the remainder is in the public sector.Fresh groundwater in Sindh found along the left bank of the Indus River is in the Ghotki, Khairpur, and the South and North Rohri areas.More than 90% of rural households in Sindh depend on groundwater, accessing the resource via many thousands of hand-powered and motorized pumps. In many parts of Sindh, groundwater exists in the form of thin freshwater lenses that overlie deeper saline groundwater. These areas are tapped by shallow tube wells and hand pumps, which provide important domestic water supplies.[8]In a recent study[9], drinking water samples from different cities of Sindh including Karachi, Hyderabad, Shikarpur, Sukkur, Badin, Ghotki, Jacobabad, Khairpur, Mirpurkhas, Mithi, Tharparkar, Sanghar and Thatta were analyzed for various water quality parameters. It was found that in some cities like Badin, Ghotki, Jacobabad, Khairpur, Mirpurkhas, Mithi, Tharparkar (without RO), Sangar, Thatta, water is unfit for drinking purpose as water quality parameters exceeded the prescribed standard values. The sample from Badin, Ghotki and Thatta were heavily loaded by microbial growth of fecal coliforms and Escherichia coli. Whereas in other cities includes Karachi, Hyderabad, Shikarpur, Sukkur; water quality parameters fall within the prescribed standard values and no fecal contamination were found.

4.1.5 Natural Hazards and Vulnerability

Sindh is susceptible to three major natural hazards: floods, earthquakes, and drought. It is also vulnerable to cyclones.The province is susceptible to flooding from the Indus River basin, which causes damages almost annually. These incidents impact agriculture and livestock regularly, but can also destroy roads, homes, and irrigation facilities. The 2011 flood alone affected 8.5 million people and destroyed 1.5 million homes in Sindh.[10]

[8] https://openknowledge.worldbank.org/handle/10986/35065?locale-attribute=en

[9] https://www.walshmedicalmedia.com/open-access/drinking-water-quality-in-13-different-districts-of-sindh-pakistan-2375-4273-1000235.pdfKhan et al. Health Care Current Reviews 2018.

[10] Developing a Disaster Risk Insurance Framework for Vulnerable Communities in Pakistan: Pakistan Disaster Risk Profile. United Nations, 2014. Accessed from:https://collections.unu.edu/eserv/UNU:1854/pdf11810.pdf

Six of the selected districts (Jacobabad, Kashmore, Ghotki, Sanghar, Thatta and Tando Muhammad Khan) are prone to risk of high floods.In district Ghotki flooding is a major threat to the people living especially in Katcha areas and also face drought conditions once in every 3-4 years.[11]Flooding has been reported as the most frequent and damaging natural hazard in district Thatta which occurs at regular intervals during the monsoon seasons. In 2012, rains and floods brought great misery to district Matiari, affecting 2,590 people and damaging 785 houses in the district.[12]

Three project districts (Badin, Thatta and Sujawal) are prone to risk of cyclones. Furthermore,Sindh experiences frequent drought in some areas due to low rainfall, brackish groundwater, and overexploitation of groundwater. Tharparkar district has been especially impacted by drought, reporting a severe food and water shortage since 2014.[13]

In addition, other potential hazards are hail storm, earthquakes, epidemics, water logging and salinity and conflict are also reported time to time.[14]

Sindh is situated mainly in seismic zone 2A, with ground acceleration between 0.08 and 1 g.[15] This rating shows the province faces a medium-level risk of damage from earthquakes.

4.2 Biotic Environment

Sindh contains many habitats including deserts, mountains, agricultural lands, coastal areas, and wetlands. This diverse landscape contributes to significant biodiversity in the region. The province's unique wildlife is protected through national parks, wildlife sanctuaries, and other protected land systems.[16]

4.2.1 Flora

A study of wildlife in Sindh collected 33 unique plant species from the province, including both perennial and annual plants. Arid regions in Sindh are dominated by trees with small or no leaves, as well as thorny species. Coastal lands are home to aquatic and semi-aquatic plants, as well as mangrove forests. Common fruit bearing trees in Sindh include mango, date palm, guava, orange, and chiku.[17]

[11] https://info.undp.org/docs/pdc/Documents/PAK/DDMP%20District%20Ghotki%20(New%20Design).pdf

[12] https://reliefweb.int/sites/reliefweb.int/files/resources/DP%20Matiari%20Sindh.pdf

[13] Developing a Disaster Risk Insurance Framework for Vulnerable Communities in Pakistan: Pakistan Disaster Risk Profile. United Nations, 2014. Accessed from: https://collections.unu.edu/eserv/UNU:1854/pdf11810.pdf

[14] http://pdma.gos.pk/new/resources/Malteser/DDMPthatta.pdf

[15] ESMF for Sindh Solar Energy Project. World Bank, 2018. Accessed from: https://ewsdata.rightsindevelopment.org/files/documents/12/WB-P159712_tFsZ4Ac.pdf

[16] Review of the Distribution, Status, and Conservation of the Wildlife of Sindh. Syed Ali Ghalib et al., 2018. Accessed from: https://www.researchgate.net/publication/326261299_REVIEW_OF_THE_DISTRIBUTION_STATUS_AND_CONSERVATION_OF_THE_WILDLIFE_OF_SINDH/download

[17] Ibid

4.2.2 Fauna

A survey of fauna in Sindh conducted between 2010 and 2018 revealed 82 species of mammals, 420 species of birds, 103 species of reptiles, and 7 species of amphibians.[18]Some key species found include: Sindh Wild Goat, Leopard, Indus Dolphin, Indian White backed Vulture, Sind Wild Lizard, Freshwater Turtles, and Shaheen Falcon. Threats to the fauna in this province include poaching, and habitat degradation.[19]

The scope of physical interventions under the project is limited and is not expected todisturb the wild life and biotic environment.

4.2.3 Forests and Protected Areas

The Sindh Forest Department holds over 240,000 hectares of riverine forest along the Indus River, and a number of forests in the Thatta and Sujawal districts.[20] According to literature, there are a number of protected areas in Sindh, including Kirthar National Park, 24 wildlife sanctuaries, 15 game reserves, and 10 wetland preservation areas.[21]As per the project ESRS,Sindh Wildlife Department recognizes 13 game reserves and 45 wildlife sanctuaries exists across different districts of Sindh Province.Project activities are not expected inside any protected area or forest. Activities of the project will take place only on the land already owned by the Education Department.

4.3 Socio-economic Environment

4.3.1 Demography

The total population of Sindh Province is recorded as 47,854,510 in Census-2017 as compared to 30,439,893 in Census-1998. The population has increased by 57.21% since Census-1998, with an average annual growth rate of 2.41% during the intercensal period of 1998-2017. The rural population of Sindh Province is 23,021,876, which is 48.11% of total population, whereas the urban population is 24,832,634, with a share of 51.89% of total population of Sindh. Average household size in Sindh is 5.58 persons.[22] District wise population of the SELECT districts according to 2017 census is given in the following table.

[18] Ibid

[19] Ibid

[20] ESMF for Integrated Literacy and Youth Skills Project. World Bank, 2020. Accessed from: http://documents1.worldbank.org/curated/en/891881594832373675/pdf/Environmental-and-Social-Management-Framework-ESMF-Pakistan-Integrated-Literacy-and-Skills-Development-for-Youth-Project-P170830.pdf

[21] Review of the Distribution, Status, and Conservation of the Wildlife of Sindh. Syed Ali Ghalib et al., 2018. Accessed from: https://www.researchgate.net/publication/326261299_REVIEW_OF_THE_DISTRIBUTION_STATUS_AND_CONSERVATION_OF_THE_WILDLIFE_OF_SINDH/download

[22]SMF for Sindh Solar Energy Project. World Bank, 2018. Accessed from: https://ewsdata.rightsindevelopment.org/files/documents/12/WB-P159712_tFsZ4Ac.pdf

Table 4: District wise population[23]

District	Population 2017	Urban population	Rural population	Male	Female	Transgender	Density/ km^2
Badin	1,804,958	390,344	1,414,614	931,177	873,589	192	263.19
Ghotki	1,648,708	360,821	1,287,887	850,272	798,271	165	271.04
Jacobabad	1,007,009	297,218	709,791	514,786	492,061	162	373.24
Kashmore	1,090,336	253,659	836,677	564,663	525,558	115	422.61
Mirpur Khas	1,504,440	434,081	1,070,359	776,146	728,071	223	514.34
Matiari	770,040	182,669	587,371	396,922	373,041	77	543.43
Sanghar	2,049,873	571,719	1,478,154	1,059,051	990,578	244	191.08
Shikarpur	1,233,760	304,441	929,319	635,558	598,130	72	491.15
Sujawal	779,062	85,496	693,566	404,810	374,142	110	88.68
Thatta	982,138	176,476	805,662	510,143	471,958	37	114.6
Tharparkar	1,647,036	132,534	1,514,502	881,018	765,862	156	83.87
TMK	677,098	142,037	535,061	349,122	327,888	88	475.82
Total	**15,194,458**	**3,331,495**	**11,862,963**	**7,873,668**	**7,319,149**	**1,641**	

The selected districts represent almost 32% of the total population of the province, but around 51% of the rural population of the province resides in these districts. All the project districts have 70% or more of their population living in rural areas, with Tharparkar at ~92% rural population topping the chart. Jacobabad is the most urban of the selected districts but even there, only about 30% population resides in urban areas.

4.3.2 Religious Minorities

The majority of the population of the Sindh province is Muslim. Although, 90.34% of the total population declares Islam as their faith, the province has still relatively higher proportion of minorities living in it. The largest community amongst minorities is Hindu, which constitute 6.99% of the total population followed by Scheduled Castes i.e., 1.74% of total population reported in Census-2017.[24]In the SELECT districts, Tharparkar has the highest proportion of Hindu population.Other project districts also have significant populations of Hindus and other minority communities.

Table 5:Proportion of Hindu Population in Project Districts[25]

Project Districts	Percentage of Hindus
Tharparkar	43.4%
Mirpurkhas	38.74%

[23]https://www.pbs.gov.pk/sites/default/files//population_census/District%20wise%20Sindh%20TABLE%201%202017%20FINAL.pdf
[24]https://www.pbs.gov.pk/sites/default/files//population_census/ncrpcr/PCR%20Sindh.pdf
[25]https://www.pbs.gov.pk/content/district-wise-census-2017-results

Project Districts	Percentage of Hindus
Badin	23.61%
Tando Muhammad Khan	22.25%
Sanghar	21.79%
Matiari	16.66%
Ghotki	6.19%
Kashmore	3.22%
Thatta	3%
Sujawal	2.91%
Jacobabad	2.16%
Shikarpur	1.4%

4.3.3 Economy

Sindh is one of the richest provinces of Pakistan. Its share in the national gross domestic product (GDP) is estimated at around 30% while its share in the population is around 23%.

Pakistan's economy has recently grown at approximately 4.7% per year; Sindh enjoys a similar growth rate and contributes to national growth. The GDP per capita for Sindh is PKR 159,678, above average for the country. A rapidly growing population will affect Sindh's ability to expand the labour force and improve economic performance.[26]

Various reports including the Sindh Growth Strategy by the World Bank have shown that the per capita income of the province has been declining over time. A recent book titled "The Economy of Modern Sindh: Opportunities Lost and Lessons for the Future" shows that the main reason for weak economic growth and falling per capita income has been declining productivity.It also narrates other factors for the falling productivity such as concentration in low productivity activities such as retail and wholesale trade, therefore depressing the overall productivity, and poor outcome in education and health, leading to an adverse impact on the quality of human capital, underemployment and lower-than-minimum wage in informal activities.Further disaggregating Sindh's economy into urban and rural areas gives more clues to the fall in per capita income over time. Rural Sindh has experienced negative growth while urban Sindh has enjoyed positive growth.

The main reason behind the rural-urban divide is its congruence with the ethnic and linguistic divide. Rural Sindh with 38% literacy rate, 62% immunization rate and 58% enrolment rate at the primary level is worse than many countries in sub-Saharan Africa.

4.3.4 Agriculture

Agriculture is the basis of the economy of Sindh Province.Sindh's agriculturalproductivity increasedsubstantially after 1961 because of advancement in agriculture research and the

[26] http://www.healthpolicyplus.com/ns/pubs/7194-8353_SindhPakistanRAPIDBooklet.pdf

use of fertilizers.There are about six research institutions in Sindh working on Agriculture. In the SELECT districts, Sanghar and Mirpur Khas are suitable for cotton, wheat, sunflower, soyabean, rape, mustard and groundnut. Tando Mohammad Khan, Badin and Thatta districts are suitable for sugarcane and rice crops.Besides the said crops mash and masoorpulses are also suitably grown in these districts.Shikarpur and Jacobabad are suitable for growing rice as main crops, and rape and mustardand safflower / sunflower as dobari[27] crops.The rain fed areas of Thar district are suitablefor millet and sorghum crops, whereas Guar, Seasamum and caster crops also flourish very well.[28]The major crops of district Kashmore are wheat and rice while other crops (gram, barely, rape and mustard) are also grown in significant amount.[29]Mirpur Khas contributes significantly in agriculture sector of Sindh because its climate is suitable for production of various food items including the Kharif crops of maize, rice, sugarcane, cotton and bajra and Rabi crops of wheat, barley, Gram and barseen.[30]The major crops in Ghotki district during Rabi season are wheat, mustard, jambho, grams and kharif seasons are cotton paddy, corn, sugarcane, jawar, guar, bajra, sesamum.[31]Matiari contributes significantly in the agriculture sector of Sindh because its climate is suitable for production of various crops, including the Kharif crops of maize, rice, sugarcane, cotton and bajra and Rabi crops of wheat and barley. In addition to these, fruit orchards are abundant in this district. This district is famous, allover Pakistan, for its bananas and mangoes.[32]

4.3.5 Access to Safe Drinking Water and Sanitation

According to Census-2017, out of all housing units enumerated in the process, 85.58% have reported availability of drinking water as inside the premises. The major source of water for housing units in Sindh is tap water as 44.83% of housing units have access to tap water as an inside source and 3.31% have access to tap water as an outside source. Moreover, 29.76% of housing units used electric/hand pump as an inside source and 3.31% as an outside source. In terms of access to sanitation facilities, 82.01% of housing units in the province have access to latrine facility. Overall, an improvement in sanitation facilities has been observed in the province as the percentage of housing units with none latrine facility reduced from 34.08% in Census-1998 to 17.99%, in Census-2017.[33]

4.3.6 Road Network and Accessibility

There are wide variations in the availability of infrastructure facilities in the urban and rural areas as well as in different regions of the districts. Whereas availability and condition of roads in the cities is fair, it is quite deplorable in rural areas. As a part of its development agenda, the Government of Sindh is focusing attention on building of infrastructure.

[27] Dobari crops are crops grown on soil moisture left after paddy harvest, mainly gram, Sindhi matar and rapeseed, but due to the growing problem of weed, wheat crop including the variety locally called Thorhi has become common after rice crop.
[28] https://www.pbs.gov.pk/sites/default/files//population_census/ncrpcr/PCR%20Sindh.pdf
[29] https://info.undp.org/docs/pdc/Documents/PAK/DDMP%20for%20District%20Kashmore%20(New%20Design).pdf
[30] https://reliefweb.int/sites/reliefweb.int/files/resources/PESA-District-Mirpurkhas-Sindh.pdf
[31] https://smeda.org/phocadownload/Sindh/GHOTKI_profile.pdf
[32] https://success.org.pk/wp-content/uploads/2016/05/Matiari-District-profile.pdf
[33] https://www.pbs.gov.pk/sites/default/files//population_census/ncrpcr/PCR%20Sindh.pdf

Construction of roads under various programs has somehow improved access to the most remote locations in these districts.

Jacobabad	The only major road passing through this district is N-65, which enters in this district from Shikarpur and exits towards Dera Murad Jamali with a total length of 25 km in this district. There exist provincial and local roads connecting the surrounding cities like Sukkur, Shahdad Kot, Larkana and Shikarpur. [34]
Kashmore	The only major road passing through this district is Indus Highway (N-55), which enters in this district from Rajanpur and exits towards Shikarpur having a total length of 73 km in this district. As far as provincial and local roads are concerned, no authenticated data is available, which can provide details of the road lengths and directions.[35]
Matiari	Matiari district covers an area of 1,417 km^2 it has only 178 kilometers of good quality roads which are grossly inadequate for the area and its population. A National Highway (N5) connects Matiari with Hyderabad and onwards to Karachi.[36]
Badin	There are 7 main road networks, which connect Badin District to the rest of the country. These routes can be taken in to account in case of emergency or disaster situations. According to the National Highway Authority, a total of 105 road schemes are present in Badin district with the longest being Sujjawal-Badin Road with a length of 77 km. The main points of the road are Badin, Golarchi, Khorwah Chowk and Sujjawal.[37]
Mirpur Khas	Mirpur Khas district covers an area of 2,925 km^2 yet it has only 716 km of good quality roads, which are grossly inadequate for the area and its population. A Provincial Highway connects Hyderabad with Mirpur Khas via Sultanabad, Tando Allahyar and Tando Jam. The district headquarter of Mirpur Khas is linked with its taluka Headquarters of Digri and Kot Ghulam Muhammad through metaled roads.[38]
Sanghar	Sanghar district has only 868 km of good quality roads, which are inadequate for the area and its population. Just like most of the Southern districts of Sind, there is no national highway which could connect Sanghar with other major cities of the province, only a metaled road exists, which serves this purpose. The district headquarter of Sanghar is linked with its taluka headquarters of Sinjhoro, Shahdadpur, Tando Adam and Khipro through metaled roads.[39]
Tando Muhammad Khan	The existing road network in Tando Muhammad Khan district is fairly good. Although there is no national highway passing through this district, yet the provincial highways connected the whole district quite well. The district headquarter of Tando Muhammad Khan is connected with its taluka headquarters of Bulri Shah Karim and Tando Ghulam Hyder through metaled roads.[40]
Shikarpur	Indus Highway (N-55) passes through this district, with a total length of 127 km within the district. The existing road network, in Dadu district, is fairly good. The district headquarter, Dadu, is connected with other taluka headquarters of Johi, Mehar and K.N Shah through metaled roads. Two provincial highways, comprising of a total length of 124 km, are mentioned in official statistics, provided by the government of Sindh.

[34] ESMF of Multi-Sectoral Action for Nutrition (MSAN)
[35] ESMF of Multi-Sectoral Action for Nutrition (MSAN)
[36] https://reliefweb.int/sites/reliefweb.int/files/resources/DP%20Matiari%20Sindh.pdf
[37] ESMF of Multi-Sectoral Action for Nutrition (MSAN)
[38] https://reliefweb.int/sites/reliefweb.int/files/resources/PESA-District-Mirpurkhas-Sindh.pdf
[39] ESMF of Multi-Sectoral Action for Nutrition (MSAN)
[40] Ibid

	Also, there is a comprehensive network of access roads, comprising of 250 km, inter connecting the whole district.[41]
Thatta and Sujawal	Thatta city is situated 98 km east of Karachi, on the national highway (N-5). This highway passes through district Thatta for a length of 112 km. Super Highway (M-9), which connects Karachi and Hyderabad, also passes through this district for a length of 40 km. District headquarters of Thatta is connected with other talukas through well-built roads. Although these roads are single but are of good quality.[42]
Ghotki	Ghotki district is spread over an area of 6083 square km. The city is situated near National Highway along with railway line which crosses from the center of the city.Important means of transport in the district are roads and railways. District has a total of 300km of roads, out of which 100km are un-metaled roads. All talukas are connected with the district headquarters either by roads or by rail.[43]
Tharparkar	Tharparkar district covers an area of 19,638 sq. km yet it has only 743 km of good quality roads, which are inadequate for the area and its population. A Highway connects Tharparkar with other major cities of the province. The district headquarters Mithi is linked with its taluka headquarters of Diplo, Nagarparkar, Chachro through metaled roads.[44]

4.3.7 Education Profile

- **Literacy**

Literacy is an important indicator of education and it has significant impact on development of the country. According to Census-2017, in Sindh the literacy ratio among the population of age 10 years and above is recorded as 54.57%. It is higher for males i.e., 62.52% as compared to females 45.95% and for transgender 34.16%. The literacy ratio in urban areas 70.43% is much higher than that of rural areas 35.19%.[45]

- **Gross Enrolment**

The only district with a GER of more than 50% is Matiari (55%). All others are well below, with Thatta being the lowest at 31% overall GER. This is particularly dismal for girl students which have a large proportion out-of-school. Out-of-school girl students are in the range of 57% - 76%.

Table 6: Gross Enrolment Rates in Government Schools at Primary Stage (District wise) 2018-19[46]

		Projected Population			Enrollment			GER in Govt Schools			Out of Govt School		
S.N.	District	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Badin	154,769	137,855	292,624	79,164	39,303	118,467	51%	29%	40%	49%	71%	60%
2	Matiari	55,409	50,049	105,458	36,302	21,564	57,866	66%	43%	55%	34%	57%	45%

[41] Ibid
[42] Ibid
[43] https://info.undp.org/docs/pdc/Documents/PAK/DDMP%20District%20Ghotki%20(New%20Design).pdf
[44] ESMF of Multi-Sectoral Action for Nutrition (MSAN)
[45] https://www.pbs.gov.pk/sites/default/files//population_census/ncrpcr/PCR%20Sindh.pdf
[46] "Profiling for Government Schools 2019", https://rsu-sindh.gov.pk/contents/profiles/Profiling%202019%2013-01-2020.pdf

		Projected Population			Enrollment			GER in Govt Schools			Out of Govt School		
S.N.	**District**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
3	Sujjawal	79,377	66,752	146,129	32,823	16,210	49,033	41%	24%	34%	59%	76%	66%
4	TMK	47,506	41,866	89,372	27,394	14,278	41,672	58%	34%	47%	42%	66%	53%
5	Thatta	85,443	75,087	160,530	32,449	18,033	50,482	38%	24%	31%	62%	76%	69%
6	Jacobabad	102,666	87,082	189,748	51,517	29,699	81,216	50%	34%	43%	50%	66%	57%
7	Kashmore	96,646	76,295	172,941	56,059	24,101	80,160	58%	32%	46%	42%	68%	54%
8	Shikarpur	110,834	94,134	204,968	54,866	32,288	87,154	50%	34%	43%	50%	66%	57%
9	Ghotki	158,916	139,612	298,528	78,877	36,097	114,974	50%	26%	39%	50%	74%	61%
10	Mirpur Khas	136,951	124,356	261,307	66,965	29,574	96,539	49%	24%	37%	51%	76%	63%
11	Tharparkar	159,647	123,737	283,384	84,121	45,872	129,933	53%	37%	46%	47%	63%	54%
12	Sanghar	209,005	186,600	395,605	96,906	48,441	145,347	46%	26%	37%	54%	74%	63%

Gross Enrollment Ratio (GER) in Sindh for government primary schools age (5-9) excluding katchi class shows decline with 42 % in 2019-20 as compared to 50% in 2014-15. In terms of net enrolment rate in Government Primary Schools Age (5-9) excluding Katchi class,Sindh is at bottom with 28 % in provincial comparison.

- **Out-of-School Children**

A study by Pak Alliance for Math and Science has revealed that almost 6.5 million children between 5 to 16 years in Sindh are not attending school. The study titled 'The Missing Third — an out-of-school study of Pakistani 5–16-year-olds'[47], claims that "the total population of five to 16-year-old [children] in Sindh is 14,675,864. [And] 44% of this population is reported [to be] out-of-school. This amounts to a total of 6,484,007 children unable to go to school in the province."

The study further revealed that almost 100% of such five-year-old children have never been to school and only 63% of children who are 16 have been to school. The study added that the dropout rate of children increases with age, specifically between the ages of 10 to 11 and 14 to 16.

Fourteen districts in the province have been identified as "highly state-dependent" districts for the provision of education. These include 10 project districts (Thatta, Kashmore, Tando Muhammad Khan, Sujawal, Badin, Shikarpur, Jacobabad, Tharparkar, Mirpurkhas, and Matiari).

However, state-run schools have a significantly higher enrollment rate with at least 70% or more children enrolled in government schools. There is a debate in education department related to the numbers of out of school children in Sindh due to the fact that the reliable data of the children enrolled with private schools and children enrolled in informal education system like madrasa is not available. Therefore; it is not necessary that all 6.5 million children are out of school.The highest proportion of students who attend madrasas

[47]https://secureservercdn.net/160.153.137.218/g0f.da1.myftpupload.com/wp-content/uploads/2021/09/TheMissingThird_OOSCStudy_PAMS-2.pdf

is in Tharparkar district with 10%, followed by Karachi's District West with 6% and Karachi's District East with 5%.

- **Gender wise Enrolment**

In terms of overall current enrolment in schools, girls account for 38% of pupils while the other 62% are boys.

Table 7:Level and Gender wise Enrollment[48]

Level	Girl's Enrollment	Boy's Enrollment	Total
Pre-Primary	368,745	516,498	885,243
Primary	950,443	1,523,250	2,473,693
Middle	256,978	433,550	690,528
Secondary	134,160	248,398	382,558
Higher Secondary	38,814	90,304	129,118
Total	**1,749,140**	**2,812,000**	**4,561,140**

- **School's levels and locations**

The total number of schools in the province is close to 50,000. Out of these, 75% schools are functional and 25% are non-functional.

There is an apparent anomaly in the number of schools present in the rural and urban areas. Almost 88% schools are located in rural areas where only 48% of the population resides. This is partly due to the fact that a rural area needs more schools to cover its population due to geographical spread. Another factor is that the urban population tends to opt for private educational institutions more than the government ones. Understandably, this ratio goes down as the level of the schools go up. Hence while almost 92% primary schools are located in the rural areas, the proportion drops to 57% for secondary schools.

Table 8:Level,Gender and Location wise Schools in Sindh[49]

Level	Number of Schools	Boys School	Girls School	Mix School	Rural	Urban
Primary	44,296	7,712	5,468	31,116	40,557	3,739
Middle	1,895	290	467	1,138	1,579	316
Elementary	817	124	204	489	579	238
Secondary	1,777	418	472	887	1,018	759
Higher Secondary	318	73	74	171	191	127
Total	**49,103**	**8,617**	**6,685**	**33,801**	**43,924**	**5,179**

[48] https://rsu-sindh.gov.pk/contents/profiles/Profiling%202019%2013-01-2020.pdf

[49] https://rsu-sindh.gov.pk/contents/profiles/Profiling%202019%2013-01-2020.pdf

The above table, indirectly, validates that cases of dropout are much higher in the rural settings. Hence, while there is one secondary school for almost every 5 primary schools in the urban areas, this ratio is a whopping 1:40 in the rural areas.

- **Schools Infrastructure**

Availability of basic facilities in the public sector schools in the province leaves much room for improvement. Overall, more than half the schools across the province lack running water, while a little more than half have toilet facilities, though in the absence of running water, the toilet facilities tend to become non-functional. Probably one of the most glaring issues is the access to electricity which is available to only 35% schools. Though the classes are held in the daytimes, electricity is still needed for fans during the hot summers and for lightbulbs in many buildings where natural light is compromised.

Table 9:District wise School with Basic Facilities[50]

S.N.	District	Schools	Electricity	Washroom	Drinking Water	Boundary Wall
1	Badin	3,127	857	1,776	1,543	1,290
2	Matiari	971	620	735	646	744
3	Sujawal	1,829	137	497	204	430
4	TMK	1,166	163	710	529	664
5	Thatta	1,607	181	701	322	639
6	Jacobabad	1,555	375	781	428	657
7	Kashmore	1,681	315	638	907	594
8	Shikarpur	1,374	546	808	760	783
9	Ghotki	2,231	521	1,342	1,417	1,192
10	Mirpur Khas	2,311	571	1,213	699	965
11	Tharparkar	4,269	694	2,108	445	1,725
12	Sanghar	3,350	752	1,911	1,460	1,804
	Total	**27,188**	**6,368**	**14,174**	**9,910**	**12,479**

[50] Ibid

5 Stakeholder Consultations and Disclosure

5.1 Overview

A detailed Stakeholder Engagement Plan (SEP) for the project has already been developed separately, as a stand-alone document. The SEP identifies and maps the project stakeholders in terms of affected parties, other interested parties, and disadvantaged / vulnerable individuals or groups. It also outlines the strategy to engage with the identified stakeholders at various stages of the project, the means of engagement to be used, and the relevant timelines etc.

Thefollowing section describes the process and outcomes of the consultations carried out with various groups of stakeholders during preparation of the present ESMF. A framework for the consultations to be carried out during project implementation is also provided in this section.

5.2 Objectives of Consultations

The national and provincial legislation and World Bank ESS-10: Stakeholder Engagement and Information Disclosurerequire consultation to be carried out with the concerned stakeholders of the project with the following objectives:

- Sharing of information with stakeholders on the Project activities and providing key project information to them to solicit their views on the project and its potential or perceived impacts;
- Developing and maintaining communication links between the project proponents (RSU) and stakeholders;
- Ascertaining the most acceptable solutions and mitigation measures for possible issues that could arise during the implementation of the project;
- Understanding stakeholder concerns regarding various aspects of the project, including the existing situation, construction works and the potential impacts of the construction-related activities and operation of the project;
- Receiving feedback on social impacts and verifying their significance;
- Ensuring that views and concerns of stakeholders are incorporated into project design and implementation as much as possible with the objectives of reducing or offsetting negative impacts and enhancing benefits of the proposed project;
- Managing expectations and misconceptions related to the project; and
- Engaging stakeholders for maximization of the project benefits.

5.3 Stakeholders' Identification and Analysis

Following stakeholders have been identified under this category based on the mapping of project components and discussion with the Reform Support Unit (RSU):

- Primary students (1-5) and their Parents
- Elementary students (6-8) and their Parents
- Primary teachers
- Primary headmasters/mistresses (HMs)
- Elementary headmasters/mistresses
- Elementary teachers
- Taluka Education Officers (TEOs)
- District Education Officers (DEOs)
- Sindh Teacher Education
- Development Authority (STEDA)
- Provincial Institute of Training and Education (PITE)
- Teacher Training Institutes (TTIs)
- Directorate of Curriculum, Assessment, and Research (DCAR)
- Directorate General of Monitoring and Evaluation (DTG M&E)
- Directorate of School Education and Civil Works
- Provincial Disaster Management Authority, Sindh (PDMA)

The Other Interested Parties (OIPs) include regulators, government officials, the private sector, private academics, associations, educational organizations, and other civil society organizations. In the context of the project the relevant SELD's "Allied Institutes," local and international non-government organizations working independently or in conjunction with SELD on similar components within the selected districts, community-based organizations representing minority groups as well as the environment protection authorities are being considered as OIPs.

Disadvantaged/vulnerable individuals or groups are potentially disproportionally affected and less able to benefit from opportunities offered by the project due to specific difficulties to access and/or understand information about the project and its environmental and social impacts and mitigation strategies. Socio-cultural demand-side barriers combined with economic factors and supply-related issues (such as availability of school facility), together are likely to hamper enrolment and retention of certain marginalized groups, in particular girls, differently abled children and children of ethnic and religious minorities, in acquiring and continuing primary and secondary education.

5.4 Consultations Activities

The stakeholder engagement activities under the project involve multi-tiers: consultation activities have been carried out during the pre-design stage. Another round of consultation was held to share the project ESMF (potential environmental and social impacts) with all stakeholders and to solicit their concerns and suggestions. The separate Stakeholder Engagement Plan (SEP) developed for the project also specifies stakeholder engagement activities for the project operations phase.

First Round of Consultations (Pre-design)

During the first round, consultations were held with various institutional stakeholders to inform the project design. Five such meetings / workshops were held from August 2019 to February 2020. A list of these meetings is given below while the details of these meetings are provided in the Stakeholder Engagement Plan:

- Sindh Education Sector Plan and Road Map – 34th Meeting of the Local Education Group (LEG)
- Sindh Education Sector Plan Implementation Grant (ESPIG), Consultative Workshop
- School Education Sector Map and Road Map for Sindh – 36th Meeting of the Local Education Group (LEG)
- EdTech Consultation
- Innovative School Design workshop

2nd Round of Consultations (Project Design)

During this round, In-Depth Interviews (IDIs), Focus Group Discussions(FGDs), and consultations were held with high influence stakeholders. These consultations were held during February and March 2020. These consultations primarily focused on the development of SEP. Potential environmental and social aspects of the project were also discussed during these consultations. These consultations have been detailed in the SEP accordingly.Following stakeholder were consulted during this round of consultations:

- Reforms Support Unit (RSU);
- Director STEDA;
- Director DTG M&E;
- Advisor Curriculum Wing;
- Directors Primary and Secondary Schools of Hyderabad and Mirpur Khas;
- DEOs and TEOs of Tando Mohammad Khan, Badin, Mirpur Khas, Tharparkar;
- HMs and Primary Teachers of Tando Muhammad Khan, Mirpur Khas, and Thatta;
- Principal TTI Mirpur Khas;
- SecretaryPrimary Teachers Association Mirpur Khas,
- Former Primary School Teacher of a Private School;
- CEO of The Citizens Foundation;
- Director School of Leadership Foundation;
- Coordinator Kiran Foundation working on OOSCs; and
- Head Karachi Down Syndrome Program.

3rd Round of Consultations (ESMF Development)

A third round of consultations was carried out in December 2021 through focus group discussions (FGDs) and IDIs with the primary or direct stakeholders (including women) in the project area. These meetings were held in Shikarpur, Matiari, and Tando Muhammad Khan. These consultations were spearheaded by the RSU through its focal person. List of participants in these meetings is provided as **Annexure V.**

Table 10: Stakeholder Consultations during ESMF Development

Date	Activities	Remarks
7-Dec-2021	FGD in Shikarpur	Total 55 participants (including 05 women) from Shikarpur, Jacobabad, Kambar, Kashmore, and Ghotki attended the FGD. These included education officials, head masters / headmistresses, school teachers, TEOs, DEOs, PTA members etc.
8-Dec-2021	FGD in Matiari	Total 30 participants (including 04 women) from Matiari. Sanghar and Mirpur Khas attended. The participants included education officials, head mistresses / head masters, teachers, GSTA president, and others. Event was held in District Education Office.
10-Dec-2021	FGD in Tando Muhammad Khan	Total 44 participants from Sujawal, Thatta, Badin and TMK attended. Participants included NGO representatives, head masters / headmistresses, school teachers, TEOs, DEOs, PTA, etc. Event was held in DC Office. Participants of this event also included 17 women.

5.5 Feedback from ESMF Consultations

During the consultations, participants were briefed on the proposed Project and its various elements as well as activities, its need and objectives, and its potential/likely impacts on the local people and communities. Subsequently, their concerns and comments regarding the proposed project were recorded to identify appropriate alternatives and mitigation measures. Stakeholders' feedback from these consultations are summarized in Table 10 below.

Table 11: Stakeholder Consultations Feedback

Suggestions / Concerns	Response
FGD in Shikarpur	
Technological initiatives (e.g., biometric system) should be included in the project	The Unique Student ID System envisaged in the project will address this requirement.
More focus is required on providing furniture to schools, especially those in the far-flung areas	Noted
Lack of information and engagement with the parents also leads to dropout	The project measures targeting behavioral changes were mentioned.
Number of years the project will last	Project life is planned to be five years
Many initiatives are undertaken, but the sustainability is missing	The project design includes measures to ensure sustainability.
Integration with other ongoing projects to be considered	The CPD model developed by the UNICEF will be adopted in accordance with the need of the project.
In many other previous initiatives, the project benefits did not reach the grassroots level	The project is designed to benefit all the relevant stakeholders including the students, teachers and infrastructure.
CPD modules in the previous projects were developed by urban people while it was to be implemented in rural settings	Noted. The project will engage experts who have enough orientation to the local conditions
Our area is very dangerous in terms of law and order, so how will the project benefit us	The project will strive to benefit equitably to all parts of the selected districts; however, managing the law and order is outside the mandate of the project

Suggestions / Concerns	Response
How to overcome the issues of digital literacy for teachers	The teachers training and CPD module under the project will take cognizance of the issues.
Pick and drop arrangement for female students, especially in areas with law-and-order problems, should be considered	This is beyond the direct mandate of the project
Separate training sessions should be organized for lady teachers to ensure comfortable environment for the female trainees	Noted
Focus of the project should be on the child, rather than the school; to ensure attendance in rural area schools, change morning school timings from 8:00 am to 10:00 am and provide food to children	These are good suggestions, but are beyond the project mandate.
Provision of furniture should also be considered for teachers, besides children	Noted
Will the SELD offices, e.g., TEO offices, be considered for support under the project	TEO and DEOs will receive leadership and Management Training under Component III of the project.
Female students' transportation support should be considered for female students graduating from primary schools to elementary / secondary schools	This project will use School Upgradation Policy and many primary schools will be upgraded to elementary schools, thus minimizing the drop out ratio
High school female teachers are not available in many areas	The project focus on teachers' professional development is likely to alleviate this issue.
Lab facilities are needed for Chemistry, Biology and Physics	Since the project is focusing on primary and elementary schools, provision of labs for secondary schools is not included in the scope of the project
First aid arrangement should be provided in each school.	Very good suggestion. Noted.
The periodicity of refresher courses for teachers should be regular and pre-defined.	The CPD policy covers the periodical training of teachers.
Information exchange visits for different tiers of stakeholders involved directly with the schools (e.g., teachers, school heads, SMC members etc.) should be included in the project	Noted.
School selection criteria should include: • All talukas represented • 50% female schools • Exclude those that benefited under any previous donor funded projects • Select those serving higher number of populations	Most of the suggestions are already taken up.
Computer labs for all schools should be provided	The current project focuses mainly on primary and elementary schools. Provision of computer labs is not included.
FGD in Matiari	
Many projects came, but then there is no follow up; hence sustainability is an issue	The situation has improved and now evaluation of all initiatives is done. Sindh Basic Education Project is an example of success. RSU itself is an example of sustainability
Office management courses are missing from the project menu; these should also be included	Noted.

Suggestions / Concerns	Response
Besides class rooms, infrastructure for officials should also be included.	Noted
Which level of schools is the project targeting?	Primary schools and elementary schools
Much support is also provided in ADP and other projects; hence duplication of support should be avoided	School selection criteria will be developed considering this factor
Provision of sports facilities and support for co-curricular activities should also be included in the project	Not included in project.
Keep maximum number of girls schools in the project; provide some relaxation to girls' schools in the school selection criteria	Already under consideration.
For optimum project results, include capacity building on management and finance etc., so that the project funds do not lapse.	Already part of the project.
More focus on ICT is needed	Already part of project.
CPD should specially focus on multi-grade schools (around 70% schools in Matiari are single teacher)	Cluster HUB schools are mostly multi-grade school.
CPD should not be centralized	Noted
What is new in the project in terms of training?	Training modules have been developed in consultation with international partners, that include Audio-Visual and interactive modules.
Girls' dropout is due to social factors and lack of community involvement	Project design focuses on community involvement and also the SEP focuses on continuous community engagement
Post training incentives and accountability must be included in the project, otherwise people get training but do not apply it.	Noted
SMC funds are very limited	Noted
There are certain school buildings that have been partially constructed but could not be completed due to paucity of funds. Can such cases be included in the project?	No. there cannot be any duplication.
Each district has a large number of schools (1300 or more). So how would 50 schools suffice?	Schools will be selected using a robust criterion. These will then serve as role models for the other schools in the district.
In most schools, WASH facilities are absent. In the few schools where WASH facilities exist, there are no sweepers. Schools are supposed to hire private sweepers from SMC funds, but these funds are very limited.	Noted
Consider providing water coolers, RO plants, and solar system for fans (without battery)	Good suggestion. Noted.
Existing criteria for primary school is at least 6200 sq ft.	School selection criteria to include space availability
GRM should have possible redressal for corporal punishment	Noted.

Suggestions / Concerns	Response
FGD in Tando Muhammad Khan	
Please include follow up activity and refresher courses	Noted
Pressures from others including corruption watchdogs led to non-utilization of available funds. Hence, include representatives of all concerned departments in project steering committee	Noted
Engage district level officials in decision making, including school's selection and what services to be provided to which schools.	Noted.
Lack of data leads to faulty planning. It could be overcome by integrating efforts of different departments	Data Integration is already part of STA-DEEP
Half of the selected schools should be shelter-less schools in each district.	Noted
Rural area teachers should be prioritized for training.	Noted
Training should be arranged at UC or maximum taluka level.	CPD model envisages trainings at the Cluster HUB Schools.
School's selection should be made by a committee comprising of DEO, CMO, Civil Society (e.g., NRSP) and Education Works Department	The school selection criteria shall define the selection of schools.

5.6 Feedback of Education Works Department

During the development of ESMF, individual consultations were carried out with the district level officials of Education Works Department. These officials included Mr. Jeewan Lal – XEN Shikarpur, Mr. M. Hanif Shaik – XEN Tando Muhammad Khan, and Mr. Masood Ahmed Bajwa – XEN Matiari. Key findings of these consultations are the following:

- Education Works Department is responsible for developing school's infrastructure in the province. It hands over the building to the SELD once completed.
- Whole arrangement exists for quality oversight.
- Designing for large infrastructure is done by 3rd party engineering firms, generally paid through contingency funds.
- There is no existing environmental and social system in the department, neither has its need been felt at the departmental level.
- For the project, the EWD will invite package wise tenders. Each package / scheme should have a minimum number of schools (to be defined based on the scope of work) to make it viable for the contractor to depute relevant environmental and social experts.

5.7 Incorporation of Stakeholder Feedback in Project Design

Many of the suggestions provided by the stakeholders were already part of the project design, or have since been adopted. These include:

- Adoption of biometric system in the form of Unique Student ID System
- Project measures targeting behavioral changes to overcome lack of information and engagement
- Integration with other projects in the form of UNCEF CPD Model

Most importantly, guidelines for school's selection criteria have been developed and included in this ESMF. These guiding principles are based on the feedback and suggestions from the stakeholders.

There were many other important suggestions that are currently outside the projectscope. For example, there was a suggestion to alter school timings to ensure maximum attendance. Other suggestions pertained to provision of computer labs, sports facilities and kits, transport facilities for girl students etc. These suggestions have been noted by the RSU for future reference.

5.8 Consultations Planned during Project Implementation

The draft ESMF has been developed by the RSU based on the feedback received so far through IDIs, FGDs, and literature review. It will be disclosed to the stakeholders and their feedback and suggestions will be incorporated in the final document.

Similarly, a stand-alone 'live' SEP has been developed which will continue to be updated. As SEP is a living document RSU might update or make changes to it throughout the project life cycle. The SEP defines the framework for continued stakeholders' engagement during the project implementation phase. It includes all three identified categories of the stakeholders (affected parties, disadvantaged/vulnerable groups, other interested parties). The SEP also defines topics of engagement, methods to be used, location and frequency, and roles and responsibilities.

6 Assessment of Potential Impacts and Mitigations

This chapter presents an overview of potential activities involved during the softer interventions, construction, and operational stages of the project and identifies typical environmental and social impacts and risks. It also describes mitigation measures as per mitigation hierarchy (avoidance, minimization or reduction, mitigation, compensate/offset). The major impacts are mainly expected to arise during the construction activities under component 2, and a lesser extent during the 'soft' interventions of component-1.

The objective of this exercise is to develop clear guidelines for the preparation of district specificESMPs to be developed under SELECT.Generic Environmental Code of Practices (ECPs) have also been prepared and attached as **Annexure I**in this ESMF to address all general construction-related environmental and social risks of the proposed activities.

Since exact extent, and precise location of physical activities to be implemented under the SELECT project are not known at this stage, a framework approach has been adopted for the assessment of the potential environmental and social risk and impacts.

6.1 Assessment of Potential Impacts Associated with Soft Interventions

The typical environmental and social impacts and risks likely to be caused due to the soft interventions are given in below table. It is to be noted that only activities with perceived environmental and / or social risks have been included in the following table.

Table 12: Potential E&S Impacts and Risks due to Soft Interventions

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measuresof Social Impacts and Risks
Component 1: Transforming teaching practices in the early grades				
Subcomponent 1.1. *Implementation of a continuous professional development (CPD) model for improved literacy skills in the early grades.*				
CPD training for teachers.	• E-waste generation.	• Only brand new equipment will be procured. • Strong vendor warranty arrangement. • Recycling / reselling of old equipment to authorized recycling vendors.	• Elite capture.	• Inclusive, robust and transparent selection criteria.
			• Exclusion of persons belonging to marginalized groups, minorities etc., from the training program.	• Stipulated quota for minorities, PWD and other vulnerable groups.
			• Inappropriate training material.	• Development of training materials through experts.
			• Incompetency of training staff.	• Merit based selection of training staff.
			• Lack of teacher's motivation/interest. • High workload to those who participate in continuous professional development.	• Merit based teacher's selection criteria. • Motivational strategies / incentives for teachers.
			• Accessibility issues for the trainees, especially lady teachers.	• Training in different districts to avoid accessibility issues.
			• GBV in the form of sexual exploitation and harassment of female teachers and other staff.	• The project staff will be sensitized on GBV and SEA. • Implementation of Gender Action Plan. • Involvement of local authorities when handling instances of exploitation.

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measuresof Social Impacts and Risks
			• Non-compliance with COVID SOPs during Training activities might pose elevated COVID-19 risks.	• Government directives regarding COVID management will be followed.
Capacity development for teacher training institutes.	-	-	• Inappropriate/inadequate selection criteria for training Institute.	• Inclusive, robust and transparent selection criteria.
Interactive audio and video instruction (IAVI) and teaching and learning materials.	-	-	• Learning materials and communications campaigns do not consider linguistic and cultural diversity.	• Languages preferred by the intended beneficiaries will be identified before designing of such materials. • Content will be developed in a culturally sensitive manner. • Materialswill be translated where necessary.
Literacy teaching and learning materials for primary education.	-	-	• Learning materials and communications campaigns do not consider linguistic and cultural diversity.	
Subcomponent 1.2.*Carrying out of behavioral nudges for improved learning.*				
Designing and implementation of teacher, parents, and student behavioral intervention for literacy.	-	-	• Learning materials and communications campaigns do not consider linguistic and cultural diversity.	• Linguistically and culturally appropriate learning material design.
Designing and implementation of a popular media-based community awareness program.	-	-	• Non-availability/ lack of media sources in targeted communities.	• Use of multiple means of media i.e., newspaper, radio, television, pamphlets etc.
			• Awareness campaign/ program do not consider linguistic and cultural diversity.	• Awareness programs designed and implemented in local languages.

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measuresof Social Impacts and Risks
Subcomponent 1.3. *Provision of technical assistance for institutional capacity development and support*				
Review of CPD materials and establishment of grade-level learning targets and performance benchmarks for literacy.	-	-	• Inadequate selection criteria for mentors to be hired for improved learning.	• Inclusive, robust and transparent selection criteria implemented.
Identification and establishment of partnerships with third-party service providers for teacher training institutes.	-	-	• Elite Capture, and inappropriate selection criteria for third party service provider. • Social exclusion.	• Inclusive, robust and transparent selection criteria implemented.
Creation and delivery of interactive audio and video instruction content and pilot implementation.	-	-	• Inadequacyof pilot program in terms of outreach, inclusivity (all target groups considered), and coverage.	• Use of multiple means of media i.e., newspaper, radio, television, pamphlets etc.
			• Communications campaigns do not consider linguistic and cultural diversity.	• Linguistically and culturally appropriate communication design.
Training of SELD officials on the use of the EGRA and procurement of necessary software and hardware.	-	-	• Inappropriate training material.	• Development of training materials through experts.
			• Incompetency of training staff.	• Merit based selection of training staff.
			• Elite capture and social exclusion.	• Inclusive, robust and transparent selection criteria implemented.
			• Procurement of poor-quality ICT equipment.	• Due diligence of all suppliers and manufacturers prior to

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measuresof Social Impacts and Risks
				procurement of ICT equipment. • Obtain suitable warranties for all ICT equipment from third party suppliers.
			• Non-compliance with COVID SOPs during Training activities might pose elevated COVID-19 risks.	• Government directives regarding COVID management will be followed.
Component 3: Improving system capacity for better school leadership and management support				
Subcomponent 3.1. *Establishment of a technology-based student attendance monitoring system*				
Implementation of a unique student identification (ID) process.	• E-waste generation.	• Only brand-new equipment will be procured. • Strong vendor warranty arrangement. • Recycling / reselling of old equipment to authorized recycling vendors.	-	-
Implementation of a digital system of individual student attendance monitoring through the introduction of tablets or smartphones.	• E-waste generation.	• Only brand-new equipment will be procured. • Strong vendor warranty arrangement. • Recycling / reselling of old equipment to authorized recycling vendors.	• Procurement of poor-quality ICT equipment.	• Due diligence of all suppliers and manufacturers prior to procurement of ICT equipment. • Obtain suitable warranties for all ICT equipment from third party suppliers.
			• Theft of the project resources.	• Engraving or marking each piece of equipment with a property number. • Maintain a detailed equipment manifest. • Robust inventory management, including regular spot-checks.

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measuresof Social Impacts and Risks
				• Security and theft avoidance training for all project staff.
			• Issues arising from lack of IT skills and digital literacy at the relevant levels of SELD.	• Training of IT staff of SELD.
Subcomponent 3.2. *Technical assistance and capacity building for school leadership and local education office management to mitigate student dropout*				
Implementation of unique student ID creation and student attendance monitoring system.	-	-	• Connectivity issues.	• Internet connectivity devices provided to schools.
			• Incompetent ICT officer.	• Training to use the monitoring software, and handle the work efficiently.
			• Hacking of data.	• Licensed firewall system and related software.

6.2 Assessment of Potential Impacts of Physical Interventions

The typical environmental and social impacts and risks likely to be caused by the design, construction, and post construction phasesunder component 2 are given in the tablesbelow.

Table 13: Potential E&S Impacts and Risks - Design Phase

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measures of Social Impacts and Risks
Component 2: Developing an effective and safe learning environment				
• Carrying out school rehabilitation through refurbishing	Inadequate design by not considering the following during design of classrooms and WASH facilities:	-	• Selection criteria for schools does not cater for potential exclusion of under- served areas.	• Selection criteria for schools will be strictly adhered to in light of suggestions under 6.4.3.

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measures of Social Impacts and Risks
existing classrooms. • Adding new classrooms to existing schools. • Providing adequate Water, Sanitation and Hygiene (WASH) facilities with emphasis on ecofriendly materials and design.	• Natural hazards like flood and cyclone as six of the project districts are located in high flood risk zone and three in a cyclone risk zone.	• Provision of safety measures from natural hazards ensured in the design e.g.,siting of WASH facilities and classrooms at higher (plinth) level.	• Inadequate design will pose a safety risk if it does not consider the fire and ventilation hazards.	• Provision of fire exit with clear markings. • Proper ventilation windows and exhaust fans to avoid suffocation and foul smell especially in WASH facilities.
	• Availability of water or sewerage systems.	• Water and sewerage availabilitywill be considered when selecting the design of the WASH facility.	• Social distress if the design does not consider separate WASH facilitiesfor female students and teachers including separate access.	• Separate WASH facilities for female students and teachers. • Separate ramp for the female WASH facilities.
	• Risk of water pollution /poisoning or ground water contamination due to inadequate design of WASH facilitiese.g., in case of pit latrines developed in high water level areas.	• During design pit latrines will not be considered in the areas where water table is high.	• Lack in design for person with disabilities (PWDs) to access classrooms and WASH facilities.	All designs for classrooms and WASH facilities will include disabled access including: • Access ramps. • Dedicated WASH facility for PWDs. • Wider doors • Doors that could be opened by pushing from inside.
Providing furniture	• Design of **furniture**using hazardous / non-eco-friendly material	• Ecofriendly material for the manufacturing of furniture.	• Design of furniture resulting in exclusion of disabled students from its use.	• Design adaptation for disabled during furniture design or procurement.

Table 14: Potential E&S Impacts and Risks - Construction Phase

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measures of Social Impacts and Risks
Component 2: Developing an effective and safe learning environment				
• Carrying out school rehabilitation through refurbishing existing classrooms. • Adding new classrooms to existing schools. • Providing adequate Water, Sanitation and Hygiene (WASH) facilities with emphasis on ecofriendly materials and design	• Generation of dust.	• Water spray • Cover soil and temporary spoil piles. • Construction activities outside school operation hours.	• Labor Influx and working conditions.	• Hiring of local workers preferred.
	• Solid waste generation from construction activities.	• Waste Management Plan (WMP) prepared and implemented.	• Community health and safety especially that of school children and staff.	• District specific Community Health and Safety (CHS) Plan developed and implemented. • Specific timings for construction activities near the settlements.
	• Noise generation from construction activities.	• Quietest available plant and equipment will be used. • High noise activities performed only after the school timings. • Unnecessary use of alarms, horns and sirens will be avoided.	• Conflicts among communitiesand construction contractor.	• Labor Management Plan (LMP) including code of conduct for all labor will be developed and implemented. • Contractor will observe sanctity of local customs and traditions by their staff. • GRM for conflict resolution.
	• Wastewater generated from construction activities.	• No disposal of construction wastewater in drinking water sources, irrigation channels, and natural drainage.	• Disruption of classes due to construction activities.	• Construction work will be carried out only after school operations hours.
	• Risk of water pollution /poisoning or ground water contamination	• Septic tank (lined to their full depth) for each WASH facility.	• Accessibility issues for disabled students due to construction activities.	• Temporary access ramps will be provided to the disabled during construction.

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measures of Social Impacts and Risks
	due to accidental release or malfunctioning of WASH facilities.		• GBV in the form of sexual exploitation and harassment of school children, female teachers, district-level female staff of School Education and Literacy Department (SELD).	• Construction worksonly after school operations hours. • Gender Action Plan will be implemented.
			• Use of child labor and forced labor in construction activities.	• No bonded and child labor. • Contractor will maintain the labor register for workers at the site. • Awareness raising in local communities regarding child labor and education etc.
			• Health and safety of labor including exposure to hazardous construction material (cement, asbestos, sand, debris).	• LMP including code of conduct for all labor. • ECP 7: Workers Health and Safety will also be followed.
			• Traffic related issues such as accidents and congestion during construction.	• Contractor will prepare and follow a Traffic Management Plan (TMP), in view of ECP 4: Road Transport and Road Traffic Management.
			• Use of hazardous materials such as lead-based paint on walls can pose health hazards to paint job workers, students, teachers and other staff.	• Only Pb-free paint, verified by the MSDS, will be used.
			• COVID-19 transmission to students, teachers and workers during construction activities.	• Government directives regarding COVID management will be followed.

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measures of Social Impacts and Risks
Providing furniture	• Inappropriate or low-quality material used in manufacturing of furniture can lead to the shorter lifespan and ending up as a furniture waste.	• Ecofriendly and good quality material furniture will be procured.	• Use of hazardous materials such as lead-based paint on furniture can pose health hazards to paint job workers.	• Only Pb-free paint, verified by the MSDS, will be used.

Table 15: Potential E&S Impacts and Risks – Post Construction

Project Activities	Potential Environmental Impacts and Risks	Mitigation Measures of Environmental Impacts and Risks	Potential Social Impacts and Risks	Mitigation Measures of Social Impacts and Risks
Component 2: Developing an effective and safe learning environment				
Carrying out school rehabilitation through refurbishing existing classrooms	-	-	• Hazardous materials such as lead paint used on walls can pose health hazards to students, teachers and other staff in a long run.	• Only Pb-free paint, verified by the MSDS, will be used.
Adding new classrooms to existing schools	-	-	• Social distress, and risk of GBV and SEA due to non-availability of separate WASH facilities for female students, and teachers.	• Separate WASH facilities for female students and teachers. • The ramp for the female WASH facilities will also be separate.
Providing adequate Water, Sanitation and Hygiene (WASH) facilities with emphasis on ecofriendly materials and design	• Inadequate design and disposal of wastewater and sludge from WASH facilities (after filling of pit/septic tank) will result in contamination of land, surface water resources, generation of vector and spread of disease.	• Septic tank (lined to their full depth) for each WASH facility.		

Project Activities	**Potential Environmental Impacts and Risks**	**Mitigation Measures of Environmental Impacts and Risks**	**Potential Social Impacts and Risks**	**Mitigation Measures of Social Impacts and Risks**
Providing furniture	• Inappropriate or low-quality furniture have shorter lifespan and ends up as a furniture waste.	• Damaged or faulty furniture will be returned to the vendor for repairing.	• Elite capture • Theft of the furniture provided to the schools.	• Engraving or marking each piece of furniture with a property number. • Maintain a detailed furniture manifest. • Robust inventory management, including regular spot-checks of inventories.
			• Use of hazardous materials such as lead-based paint on furniture can pose health hazards to students, teachers and other school staff during the usage of furniture in school.	• Only Pb-free paint, verified by the MSDS, will be used.

6.3 Environmental Impacts &Mitigation Measures

6.3.1 Inadequate Classrooms and WASH Design

WASH facility and classroom are designedwithout considering natural hazards like flood and cyclone as six of the project districts are located in high flood risk zone and three in a cyclone risk zone.

Mitigation

- Provision of safety measures from these natural hazards will be ensured in the design of WASH facilities and classrooms.
- Siting of WASH facilities and classrooms on flood plains will be avoided.
- The facilities will be placed at higher (plinth) level.
- Wastes will not be released into any drinking water source, cultivation fields, or critical habitat.
- The following factors will be considered while selecting the design of the WASH facility:
  i) Water table at the project site,
  ii) community acceptability,
  iii) cost ofconstruction,
  iv) soil structure,
  v) area of construction and water availability.
- While designing the WASH facility, pit latrines will not be considered in the areas where water table is high.

6.3.2 E-waste Generation

With the procurement of ICT equipment, there is a risk of procurement of used, faulty equipment, and also non-functionalequipment ending up as e-waste.

Mitigation

- Waste Management Plan (WMP)will be prepared including hazardous materials and chemicals as part of the district specific ESMPs. WMP will contain the following;
  - Waste segregation
  - Waste disposal mechanism
  - Monitoring frequency
  - Waste minimization options following the 3R hierarchy (Reduce, Reuse, Recycle)
- All the technology- based equipment will be new, procurement of used equipment will be avoided.
- If anyequipment gets faulty in warranty, it will be reclaimed from vendor.
- If any equipment gets faulty after warranty,it will be sold to authorized recycling vendors.

- Buy-back arrangement from the equipment supplier after completion of useful life of equipment will be explored

6.3.3 Furniture Waste

Inappropriate or low-quality material used in manufacturing of furniture and other facilities can lead to the shorter lifespan and ending up as a furniture waste.

Mitigation

- Ecofriendly material for the manufacturing of furniture will be used.
- It will be ensured to avoid disposal of damaged or faulty furniture,such furniture will be returned to the vendor for repairing.

6.3.4 Solid Waste Generation from Construction Activities

Typical solid waste generated during construction includes waste cement, empty cement bags, excavated soil etc. This waste has the potential to cause negative impact on the surroundings if not properly managed and disposed off. It is likely to block nearby drainage channels that can ultimately cause localized flooding during the monsoon. Windblown debris is a nuisance to the nearby community. Poor waste management practices would result in short term negative impact on the aesthetics of the surrounding.

Inadequate disposal of sludge material after filling of pit/septic tanks connected with the toilets will result in contamination of land, surface water resources, generation of vector and spread of disease.

Mitigation

- Waste Management Plan (WMP) will be preparedincluding hazardous materials and chemicals as part of the district specific ESMPs.WMP will contain the following:
  - Waste segregation
  - Waste disposal mechanism
  - Monitoringfrequency
  - Waste minimization options following the 3R hierarchy (Reduce, Reuse, Recycle)
- Besides site-specific waste management options, the WMP will also include the following general options:
  - Provision of temporary refuse bins at all construction sites.
  - Regular collection and environmentally safe disposal of waste
  - Adopting low-waste modern construction technologies
  - Recycling as far as possible.
  - Composting of biodegradable waste.

6.3.5 Generation of Dust

Handling of cement and other dusty materials and movement of vehicles during construction activities in schools may lead to dust generation and nuisance to the school

children and nearby households. However, localized and relatively minor air quality impacts will occur.

Mitigation

- Soil and temporary spoil piles will be covered or sprayed with water.
- Construction sites including soil piles in schools will be barricaded to avoid material escape, generation of dust and access to children.
- Construction machinery, generators, and vehicles will be kept in good working condition, minimizing exhaust emissions.
- Tractor loads will be covered with any suitable material.
- Construction activities outside school operation hours and during the times when least number of people are present in the school will be scheduled.
- Dust masks will be provided to the people present in or around the construction activity, including to the school children.

6.3.6 Noise Generation

Construction machinery and the vehicles used for transportation of construction materials to the site may result in elevated levels of noise creating a nuisance to the students and staff of the school, workers and residents in close proximity of the construction sites.

Mitigation

- Machinery operation and high noise activities will be carefully planned and scheduled.
- Onsite workers associated with construction activities will be provided with adequate 'personal protective equipment' (PPE) like earmuffs to reduce their probability of high noise exposure.
- It will be ensured that high noise activities are performed only after the school timings.

6.3.7 Water Pollution

There is a risk of surface water pollution or ground water contamination due to improper disposal of construction waste and inadequate design of WASH facilities.Contamination chances further increase in conditions like post-monsoon seasons, flood conditions, waterlogging, shallow water table and sandy soil.

Mitigation

- Disposal of construction waste/wastewater will be carried out in a manner that does not negatively affect the drinking water sources, irrigation channels, and natural drainage.
- Septic tank (lined to their full depth)will be providedfor each WASH facility to avoid direct seepage of wastewater in to ground or nearby field.

6.4 Social Impacts Mitigation Measures

6.4.1 Training Staff and Material

Training material developed for training teachers on CPD, and training of SELD officials on the use of EGRA might be inappropriate or inadequate, and training staff may not be competent to deliver the training, resulting in lesser uptake and application of the trainings material, and reduced project benefits.

Mitigation

- Experts will be engaged to develop the training materials to ensure adequacy and effectiveness for the specific project needs.
- Merit based and transparent selection of training staff will be ensured.

6.4.2 Lack of Teacher's Motivation/Interest

Teachers nominated for the purpose of CPD training may have lack of interest in the training due to existing high workload, and may need motivation with time. In the absence of meaningful accountability mechanism and incentives, people who get training tend to not implement the newly acquired concepts in the classrooms.

Mitigation

- A clear merit-based teachers selection criteria will be developedto ensure teachers are able to effectively apply the trainings.
- School management and leadership will be improved by including management aspects in training modules, especially for headmasters / headmistresses.
- Motivational strategies / incentives for teachers such as awards or competitions will be introduced.

6.4.3 Elite Capture and Inappropriate Selection Criteria

There is potential that influential people might interfere in the selection of schools to be supported, or the teachers to be trained. Selection criteria developed for the teacher training institutes for capacity development may be inappropriate. Elite capture of project benefits will result in deprivation of more meritorious beneficiaries.

Mitigation

- Results-based performance management systems with third party evaluations and audits will be implemented.
- It will be ensured that the selection criteria for beneficiaries, and third-party service provider is inclusive, robust and transparent.
- A comprehensive and transparent school selection criteria will be developed and implemented. It will include the following points:

i. Criteria will have weighted/composite indicators for ensuring social inclusion that may include coverage of historically underserved areas within a district, girls schooling options, minorities enrollment, vulnerable/low-income groups, etc. A certain percentage of funding/number of schools financed will belong to this category.
ii. School must have a building provided by the Government of Sindh with existing space available for proposed interventions.
iii. Only schools working under the Education and Literacy Department, Sindh, will be considered.
iv. For WASH related interventions, the school's sites are selected based on the need of the WASH facilities (e.g., non-functionality or non-availability of WASH facilities).
v. High enrolment of students.
vi. School must be functional
vii. Schools are free from any kind of disputes and litigations
viii. Selected sites for any construction should be free of all types of occupancy including informal settlers / non-titled occupants.
ix. Environmental and social screening checklists will be used for all selections (600 schools). A sample checklist is provided as Annexure II. Specific screening checklists will be prepared as part of the district level ESMPs.

6.4.4 Procurement ofPoor-Quality ICT Equipment

Under ***subcomponent1.3***necessary ICT software and hardware will be procured for the training purpose of SELD officials, and **subcomponent 3.1** of the project aims to implement a digital system of individual student attendance monitoring through the introduction of tablets or smartphones.There is a possibility that the procured equipment will not be of a suitably high standard, representing poor value for money and potentially incomplete project delivery. This will have a number of related impacts, including potential interruptions in training of SELD officials and monitoring of attendanceof students respectively which will requirethese ICT devices, as well as a risk of non-functional equipment ending up as e-waste.

Mitigation

- The World Bank Procurement Framework for procurement of all equipment for the project will be followed.
- Training will be provided to project procurement staff on the Procurement Framework.
- It will be ensured to conduct due diligence of all suppliers and manufacturers prior to procurement of ICT equipment.
- Suitable warranties for all ICT equipment from third party suppliers will be obtained.
- The central procurement committee will include a member with expertise in ICT equipment and technologies.

6.4.5 Theft of ProjectResources and Materials

With the procurement of large amounts of furniture for schools and ICT equipment, there is a risk of theft of these resources before they are disbursed to the schools. Such theft would negatively impact value for money and would result in under-delivery of the related components of the project.

Mitigation

The following measureswill be taken to ensure that project resources are protected to avoid petty theft:

- Engraving or marking each piece of equipment with a property number, and maintaining a detailed equipment manifest.
- Robust inventory management, including regular spot-checks of inventories by accountable personnel.
- Security and theft avoidance training for all project staff.

6.4.6 Linguistic and Cultural Diversity

Learning materials, communications and awareness campaigns developed under the project may inadvertently exacerbate gender, cultural, ethnic or linguistic discrimination, human rights, and other social issues.

Mitigation

- The various languages spoken by the intended beneficiaries will be identified before designing of such materials.
- Content will be developed in a culturally sensitive manner, and that materials will be translated where necessary to ensure comprehension by the intended beneficiaries.
- Gender equality and cultural diversity will be ensured in the content representation.
- Awareness programswill be designed and implemented in Sindhi and / or Urdu languages as appropriate.

6.4.7 Lack of Media Sources

Awareness programs designed for the awareness of community towards the teaching practices in the early grades though media may not be fully achieved due to the non-availability orlack of media sources in targeted communities.

Mitigation

- Multiple means of media will be used for awareness program, i.e., newspaper, radio, television, pamphlets etc.

6.4.8 Social Exclusion

Social exclusion is a significant risk. People from marginalized groups, religious minorities, persons with disability and girls/women, as a wholecan be deliberately or inadvertently excluded from the project benefits if the project design and the selection criteria for various project benefits do not purposely consider these aspects. For example, lady teachers in the rural areas will find it difficult to attend any training sessions or events if these are held in district or provincial headquarters. Similarly, management of the schools that are located closer to the Taluka Education Offices might get a better leverage in selection due to their more frequent interactions with the officials.

Mitigation

- Selection criteria for schools will be strictly adhered to in light of suggestions under 6.4.3.
- Social inclusion and stakeholder engagement will be adhered to as per the SEP so that all religious and ethnic groups can be represented.
- Gender Action Plan will be implemented.
- It will be ensured that minorities, PWD and other vulnerable groups have stipulated quota under various activities.
- Third-party service providers will be required to include both male and female trainers.
- Ensure all classroom and WASH facilities designs have disabled access.

6.4.9 Labor Influx

As the project activities under this project are of small scale and will be scattered in the districts once finalized, there will not belarge number of labors required at a single location. However, as all construction activities will be within school boundaries, there may be interaction of labor with students and teachers.

Mitigation

- Construction work will be carried out only after school operations hours, in order to limit exposure of students and teachers to construction labor. Where unavoidable, alternate measures will be proposed and implemented to mitigate this risk.
- Labor Management Plan (LMP) including code of conduct for all labor will be developed as per requirements of ESS2 in accordance with the outline of LMP given in **Annexure IV.**
- Hiring of local workers will be preferred to minimize labor influx.
- Specific timings for construction activities will be selected near the settlements, to cause least disturbance to the students, school staff and local population.
- Contractor will observe sanctity of local customs and traditions by their staff.
- Contractor will take due care of the local community and observe sanctity of local customs and traditions by his staff.

- Contractor staff strictly will not involve in any unethical activities.

6.4.10 Community Health and Safety

Construction activities and transportation of construction material will pose a risk tocommunity health and safety, especiallyforschool children and staff as all interventions will be inside the school premises.

Mitigation

District specific Community Health and Safety Plan will be developed and implemented to manage and mitigate risks associated with natural and man-made disasters (floods, fire, etc.), construction activities (dust, noise, exposure to strangers, etc.), harassment, extortion, culturally inappropriate behavior, etc.

The CHS plan will comply with the following requirements of ESS-4:

- Infrastructure and Equipment Design and Safety
- Safety of Services
- Traffic and Road Safety
- Impacts on Ecosystem Services
- Community Exposure to Health Issues (including. COIVD-19)
- Management and Safety of Hazardous Materials
- Emergency Preparedness and Response

The outline of CHS plan is given as **Annexure VII**

6.4.11 Conflicts among Communities and Construction Contractor

Conflicts among communities and construction contractor might arise during project implementation on various issues;such as hiring of locals, water usage, and disturbance due to construction activities, etc.

Mitigation

- Alternative water sources will be exploredto ensure that water usage by the project does not affect or compete with water requirements of the local community.
- Noise and light pollution from the labor camp will be kept at minimal levels especially at night.
- Conflicts resolution will be done through implementation of Grievance Redress Mechanism (GRM) as presented in this ESMF.

6.4.12 GBV, SEA and VAC Risk

During the implementation of the project there is a chance of more interaction between the project related staff/ workers and community especially with the students and female teachers. If proper measures are not taken GBV, SEA and VAC issuesmight arise during the project.

Mitigation

- The project staff will be sensitized on GBV, SEA, and VAC.
- Targeted awareness of the GRM will be promoted amongst the project beneficiaries, and the GRM will be designed to address such instances of exploitation.
- Local authorities will be involved when handling instances of exploitation.
- The Gender Action Plan will be implemented.

6.4.13 Child and Forced Labor

Use of child and forced labor under the project is a risk mainly associated with the construction activities. Also, increased opportunities for the host community to sell goods and services to the incoming workers can lead to child labor to produce and deliver these goods and services, which in turn can lead to enhanced school dropout.

Mitigation

- No bonded and child labor (children of less than 14 years of age as per the Sindh Prohibition of Employment of Children Act, 2017) will be allowed at the construction site.
- The contractor willmaintain the labor register for workers at the site, and age verification willbe conducted upon employment to make sure that children are not employed in the project.
- Awareness raising will be done in local communities regarding child labor and education of children.

6.4.14 Health and Safety of Labors

The construction of civil works such as construction of WASH facilities and classrooms etc. poses an inherent risk of injury to labor from accidents. Poor housekeeping practices will lead to stagnant water as breeding grounds for insect vectors (causing malaria etc.). Hazards from handling equipment, ergonometric stress, lifting heavy materials etc. may cause injury to the labor.Workers may also get exposed to asbestos or asbestos-containing materials duringconstruction activities that include maintenance, repair, renovation, or removal,painting, roofing, installing drywall, or installing tiles in classrooms and WASH facilities.

Mitigation

- Contractor will develop and implement Labor Management Plan (as per the guidelines given in**Annexure IV**)specific for each bundle / package of work
- Appropriately stocked first-aid equipment will be provided at work sites.
- Selected schools will be screened for any asbestos during E&S screening through checklist provided in **Annexure II**before project implementation.If asbestos is known to be present at the selected school site, workers will take the following measures:

  - Use of PPEs, such as face masks and gloves.
  - Restrict entrance or movement of students, teachers and other school staff at the site premises.
  - Clean up waste, ensuring to double-bag and properly dispose of it at a designated location, or by providing to authorized vendors.
  - Wash hands and other exposed areas before leaving the site.
- So far as reasonably practicable, the causes of potential hazards to workers will be identified and minimized, including communicable diseases such as HIV/AIDs and vector borne diseases.
- Stagnation of water will be avoided and drainage/cleanup of stagnant water will be initiated.
- Appropriate personal protective equipment (PPE) will be provided to minimize risks, such as but not limited to, appropriate outerwear, boots and gloves; safety helmets etc.
- Training to workers on the use of PPE will be provided.
- WB Group EHS Guidelines will be implemented.
- Procedures for documenting and reporting accidents, diseases, and incidents will be included.

6.4.15 Fire Hazard and Ventilation

Inadequate design will pose a safety risk if it does not consider the fire and ventilation hazards during design.

Mitigation

- During the design of classrooms and WASH facilities fire and ventilation hazards will be considered.
- Provision of fire exit with clear markings will be given.
- To avoid suffocation and foul smell risk especially in WASH facilities proper ventilation windows with exhaust fan will be installed.

6.4.16 Use of Lead-based Paints

Use of lead-based paint on walls and furniture can pose health hazards to paint job workers, students, teachers and other staff.Lead-based paint and lead-contaminated dust are hazardous sources of lead exposure.

Mitigation

- MSDS will be checked to verify the lead-free paint before purchase.
- Lead-free paint will be used by the contractor under the project.

6.4.17 COVID-19

This project involves construction activities, and labor engaged in construction activities may be at a higher risk of contracting COVID-19 over the course of the project. Possible infection routes include weak compliance with precautionary measures and SOPs for infection prevention, and improper handling and disposal of used PPE.

Training activities for teachers and staff and other awareness events under the project pose elevated COVID-19 risks.

Mitigation

- Government directives regarding COVID management will be followed.
- Only fully vaccinated people will be allowed to attend project events, including training.
- Mandatory social distancing requirements as prescribed by the NIH Guidelines for Preparedness of Workplaces for COVID-19 in Pakistan will be followed.
- Mandatory requirements for the use of PPE for all project staff will be followed.
- Hand wash facilities and alcohol-based sanitizer to all project staff will be provided.

6.4.18 Traffic Issues during Construction

In case any selected schools are located in a densely populated area, construction related traffic will create nuisance (traffic congestion, road blockage etc.) and might pose risks of accidents, especially for students during school hours.

Mitigation

- Contractor will prepare a Traffic Management Plan, commensurate with the scope of construction activities to be carried under each package.
- Pedestrian interaction will be minimized with construction vehicles.
- Local communities and responsible authorities will be engaged to improve signage, visibility and overall safety of roads, particularly along stretches located near schools or other locations where children may be present.
- Movement of construction vehicles during school hours and when students are arriving at or leaving the school premises will be avoided.
- It will be ensured that locally sourced materials will be used, whenever possible, to minimize transport distances
- It will be ensured to locate worker's camps close to project sites to minimize external traffic.

6.4.19 Separate WASH Facilitiesfor females

Lack of separate WASH facilities (toilets) for female students in co-education schools and female staff in all schools can create distress among female beneficiaries and result in harassment risks.

Mitigation

- Separate WASH facilities will be provided for female students and teachers.
- The ramp for the female WASH facilities will also be separate and cordoned off.

6.4.20 Design and Adaptation of Classrooms and WASH Facilities

Design and implementation of classrooms and WASH facilities maylimit access for and excludepersons with disabilities.

Mitigation

All designs for classrooms and WASH facilities will include disabled access including:

- Access ramps.
- Provision of commode/toilet seats in dedicated WASH facility for PWDs.
- Wider doors for comfortable access for wheelchairs and doors that could be opened by pushing from inside (to cater for emergency situations).

6.4.21 Connectivity Issues

Implementation of unique student ID creation and student attendance monitoring system requires internet connectivity.As the project is going to be implemented in 12 districts including far-flung areas where internet connectivity is weak or sometimes not available, connectivity issues might hinder full efficacy of project interventions.Also,the relevant SELD staff might not be fully conversant to using the monitoring tool/software.

Mitigation

- Internet connectivity devices will be provided to schools.If landline internet is not available, wireless internet service devices will be provided.
- Training will be given to use the monitoring software, and handle the work efficiently.

6.4.22 Data Privacy

The data of students, teachers and schools gathered and saved under the project activities has a risk of hacking and misuse.

Mitigation

- Licensed firewall system and related software will be procured and implemented to avoid hacking issues.

7 Environmental and Social Management Framework

This chapter presents the Environmental and Social Management Framework (ESMF) for the proposed project. As per the framework approach of WB, this ESMF is developed considering the overall scenario of the Sindh. However, every district has different scenarios, therefore district specific ESMPs will be prepared under the project, in the light of the guidelines provided in this ESMF.

7.1 Sequence of E&S Activities

The sequence of various activities to be followed for the environmental and social management of the proposed activities.

Table 16: Sequence of Activities for E&S Management Framework

Step	Activity	Description of the Activity	Timing/Status	Responsibility
1	District Level ESMPs (as per guidelines given in **Annexure III**)	District level ESMPs will be developed considering the district-specific E&S baseline conditions (covering physical, chemical, biological and socioeconomic environment), including the assessment of impacts associated with project activities, their significance, and E&S monitoring plan. Every district specific ESMP will also take the relevant Environmental Code of Practices (ECPs) prepared and presented in **Annexure I** of this ESMF and tailor it accordingly as per the requirement.	After identification of beneficiary schools and the menu of services for each school; prior to invitation of bids for construction.	E&S staffat RSU with the support of E&S Consultants.
2	Consultations and Disclosure	Stakeholder consultation will be used to help identify opportunities and risks, improve activity design and implementation, and increase project ownership and sustainability. Consultations with the stakeholders (including education department, teachers, students, school administration, parents and local communities). Disclosure of the district level ESMPs(including translated summaries) on RSU and WB website.	During development of district level ESMPs, and other phases of the project.	RSU with the support of E&S Consultants.

Step	Activity	Description of the Activity	Timing/Status	Responsibility
3	Submission of district level ESMPs and WB clearance.	District level ESMPs after incorporating all the gaps identified by E&S experts of WB will be submitted to World Bank for clearance and approval and will be approved by the Chief Program Manager before initiating any construction works.	After completion of ESMPs,prior to invitation of bids for construction.	RSU will coordinate the approval process.
4	Activity Screening **(AnnexureII)**	Under district level ESMPs, E&S screening checklist will be filled to screen the identified activities of proposed construction in the selected schools to assess the requirement of further E&S instruments e.g., site specific ESMPs (in case of moderate risk activities) to be prepared, or ECPs presented in **Annexure I**of this ESMF are to be followed(for low-risk activities). In case substantial risk is identified for any proposed activity, such intervention will be excluded from the project.	After identification of schoolsfor activitiesas perSELECT project criteria.	E&S Staff of RSU will carry out a screening exercise **(Annexure II)**whenever the school and activities are identified. E&S specialist of RSU will review and approve the screening checklist.
5	Environmental and social specifications for Bidding Documents	RSU will include the Environmental, Social, Health and Safety (ESHS) conditions/specifications in the bidding documents to ensure all the mitigation measures proposed in the ESMPs/ ECPs are effectively implemented.	Prior to biddingfor the construction contract.	Education Works Department will develop the bidding package. E&S Staff of RSU will review and approve the bidding documents.
6	Implementation of ESMPs/ ECPs	Contractors will implement ESMPs/ relevant ECPs and OHS Plans (to be developed in district level ESMPs).	During Construction	ESHS Staff of Contractor will implement the plans. E&S staff of RSUand Education Works Department will jointly supervise the implementation of these plans.

7.2 E&S Compliance Requirements

The activities under *Component 2: Developing an effective and safe learning environment* including small-scale civil works of new classrooms and WASH facilities for existing schools,

and rehabilitation works through refurbishing existing classrooms are expected to require ESMPs and/or screening checklist.

Table 17: Potential Categories of Project Activities and E&S Requirements

Project Activity	Potential E&S Category	Required E&S Documentation
Carrying out school rehabilitation through refurbishing existing classrooms	Low	District specific ESMP-and ECPs
Adding new classrooms to existing schools	Low to Moderate	District specific ESMP; ECPs (for low-risk activities); site-specific ESMP (for moderate risk activities)
Providing furniture	Low	Follow generic mitigations provided in the ESMF and District specific ESMP
Providing adequate Water, Sanitation and Hygiene (WASH) facilities with emphasis on ecofriendly materials and design	Low to Moderate	District specific ESMP; ECPs (for low-risk activities); site-specific ESMP (for moderate risk activities)

Since exact extent, and precise location of individual interventions (subprojects) to be implemented under the SELECT Project are not known at this stage, a framework approach has been adopted.As per the framework approach of WB, this ESMF is developed considering the overall scenario of the Sindh. However, every district has different scenarios, therefore district specific ESMPs will be prepared under SELECT project.

Under district level ESMPs, each identified subproject will be screened for the severity and extent of environmental and social impacts through E&S screening checklist provided in ***Annexure II***to assess the requirement of further E&Sinstruments.Specific checklist will be prepared as partof the district level ESMPs.

All activities proposed for the project shall undergo initial screening through a number of filters that include screening environmental and social impacts. The first filter is at the level of school selection. It is expected that a list of schools will be provided by the district level education officials. They will do so using a school selection criterion (to be developed by RSU, and to include environmental and social parameters given in section 6.4.3 above). The criteria will automatically filter out any schools with potentially significant environmental or social issues. If any identified school does not fulfil these criteria, it will not be selected for any intervention.

Once the list of schools is received at RSU, the second level of screening will be done by visiting the school site to verify the onsite situation. Only those schools who passed the first screening will be further screened using the checklists.

Based on the screening of subproject activities following outcomes are expected:

1. Development of site specific ESMPs (in case of moderate risk activities).
2. ECPs presented in ***Annexure I*** are sufficient to follow (for low-risk activities).

It is expected that when scheme package (having multiple schools)is announced and tender is floated, it has a combination of both type of schools (i) which are required site specific EMSPs, (ii) required to follow ECPs. Therefore, both the conditions will need to be mentioned in the bidding document when tender is floated.

7.3 Institutional Arrangements

Chief Program Manager (CPM) will be overall responsible for the implementation of ESMF compliance throughout the project. Project Coordinator (PC) will coordinate with the district level officials and Implementing Partners to ensure the ESMF implementation across the districts and report to the CPM. Environmental Specialist (ES) and Social Specialist (SS) will be hired by the RSU, who will assist the PC to implement ESMF in letter and spirit. Both specialists will directly be responsible for screeningof identified activities, implementation of ESMF and site-specific instruments, national and provincial policies and guidelines as well asinternal monitoring and progress reporting. Table below shows each position and its responsibilities under proposed implementation framework.

Table 18: Project Implementation Framework Responsibilities

S.N.	Position	Responsibilities
1	Chief Program Manager	CPM will be overall responsible for ensuring the ESMF compliance throughout the project CPM will ensure transparent and cost-effective monitoring CPM can engage other specialists and/or firms to carry out external monitoring as third-party validation
2	Project Coordinator	Coordinate with the IPs, contractors and the districtlevel education officials to ensure the proper ESMF implementation across the board
3	Environmental and Social Specialists	The Environmental specialist & Social specialist will be directly responsible for screening of identified activities, implementation of ESMPs/ ECPs, internal monitoring and progress reporting
4	District Coordination Committee (DCC)	Responsible for identifying the beneficiary schools (a list of 50 schools plus at least 10 standby schools) using the school selection criteria Responsible for selecting teachers and other staff for training and CPD activities Responsible for providing inputs in the soft components including development of behavioral nudges and implementing the awareness campaigns

7.4 Monitoring Framework

7.4.1 Internal Monitoring

ESMF monitoring will be carried out to ensure that the mitigation plans are regularly and effectively implemented. It will be carried out at three levels:the RSU level, district level and at field level. At the RSU level, the environment and social specialists in the SELECT PMIU will carry out ESMF monitoring to ensure that the mitigation plans are being effectively implemented, and will conduct field visits on a regular basis. A district reform oversight committee (DROC) already exists, headed by the Deputy Commissioner of each

district, and comprising of district education officials and education works department officials. This committee will also beresponsible for ESMF implementation monitoring and evaluation. The DROC will also conduct consultation with communities especially women. Monitoring checklists will be prepared and the site-specific mitigation plans included in the ESMPs. IPs and contractors will carry out monitoring at field level.

Table 19: Monitoring Levels and Responsibility

Level	Responsibility	Monitoring Tasks
Internal Monitoring		
RSU Level	Environment and social specialists of PMIU	ESMF monitoring to ensure that the mitigation plans are being effectively implemented, and will conduct field visits on a regular basis
District Level	District Reforms Oversight Committee (DROC)	ESMF implementation monitoring and evaluation Consultation with communities especially women
Field Level	ES and SS hired by contractors	Field level environmental and social aspects

7.4.2 Third Party Validation (TPV)

Under its Component-2, the project will engage Independent Environmental and Social Monitoring Consultant (IESMC) (specialists/firms) as third party to conduct external monitoring as third- party validation throughout the project execution. The IESMC will be contracted before commencement of any construction activities. Its scope includes but not limited to:

- Review the implementation status of mitigation measures in the ESMF, ESMPs, ECPs and Checklists, and the related documentation;
- Review the environmental and social monitoring regime as specified in the ESMF and district level ESMPs;
- Review reports of internal monitoring carried out at the RSU, district and field levels; and
- Identify non-compliances/gaps, and recommend changes, to improve compliance and monitoring mechanisms, if any. This will include providing feedback to improve integration of ESMF in the overall project implementation.

IESMC will report on quarterly basis to the Directorates for further submission to WB and other agencies.

Table given below presents the measures/activities to be monitored internally and externally during project lifecycle.

Table 20: ESMF Monitoring Framework

S. N.	Measures/Activities to be monitored	Monitoring						
		Internal						TPV (IESMC)
		RSU Level	Freq.	District Level	Freq.	Field Level	Freq.	Freq.
1	***Air Quality deterioration due to dust emissions*** Condition of construction machinery, generators, and vehicles in terms of exhaust emissions. Covering and spraying of soil and temporary spoil piles. Access to students of schools and disruption.	E&S Staff	Quarterly	DROC	Monthly	Contractor	Daily	Quarterly (sample based)
2	***Surface and Ground Water Quality deterioration*** Wastewater disposal.	E&S Staff	Quarterly	DROC	Monthly	Contractor	Daily	Quarterly (sample based)
3	***Solid Waste Management*** Collection, disposal and management of solid waste.	E&S Staff	Quarterly	DROC	Monthly	Contractor	Daily	Quarterly (sample based)
4	***Noise*** Planning and scheduling of machinery operation and high noise activities.	E&S Staff	Quarterly	DROC	Monthly	Contractor	Daily	Quarterly (sample based)
5	***Occupational Health and Safety*** Provisions of WB Group's Environment, Health and Safety (EHS) Guidelines Signs of stagnation of water if any and site housekeeping. Provision of appropriately stocked first-aid equipment and personal protective equipment (PPE); Check Training records Check Accidents records.	E&S Staff	Monthly	DROC	Weekly	Contractor	Daily	Quarterly (sample based)
	Use of Child Labor and Forced Labor No hiring of workers less than 18 years of age	E&S Staff	Quarterly	DROC	Monthly	Contractor	Daily	Quarterly
	Community Health and Safety Community health and safety plan Safety hazards due to increased traffic Community exposure to work hazards Dust from construction activities and vehicular movement	PC and Social Expert	Monthly	DROC	Monthly	TEO	Monthly	Quarterly
	Elite Capture and Inclusivity	E&S Staff	Quarterly	DROC	Monthly	TEO	Monthly	Quarterly

S. N.	Measures/Activities to be monitored	Monitoring						
		Internal						TPV (IESMC)
		RSU Level	Freq.	District Level	Freq.	Field Level	Freq.	Freq.
	Inclusiveness of all stakeholders Compliance with selection criteria							
	Theft of Project Resources and Materials Inventory management Engraving and marking property number					School Administration	Daily	
6	***Unsuitable toilet construction may lead to water contamination*** Environment friendly designs and construction of toilets	E&S Staff	Once at the design level			Contractor	Daily	
7	***Impacts on Women, Children, and Vulnerable Groups*** Women's participation during project preparation and execution Participation of vulnerable groups Impact on women and girls' privacy due to the presence of construction labor	PC and Social Expert	Monthly	DROC	Monthly	TEO	Monthly	Quarterly
	Data Privacy Installation of licensed firewall system Regular update of firewall to avoid hacking issues	RSU IT staff	Quarterly					
	COVID-19 Transmission Only vaccinated workers are allowed on project Checking of vaccination certificate PPEs provision to workers Provision of hand sanitizers and hand wash facility	E&S Staff	Quarterly	DEO	Monthly	School Admin. & Contractor	Weekly	
8	***GRM Implementation***	CPM	Monthly	DROC	Monthly	TEO	Monthly	Quarterly

7.5 ESMF Training

A successful implementation of ESMF will require comprehensive trainings and demonstrations for successful implementation.

Environmental specialist and social specialist at the RSU will execute the training programs. They will also be responsible for preparing the reports for each of the trainings conducted by various project units.

Table 21: Framework for ESMF Training

Description	Aspects to be Covered	Participants	Responsibility	Frequency
ESMP development & E&S Compliance	District level ESMP content and development mechanism; E&S checklists; School selection criteria	District level project staff; Members of district education committee; members of DROC; Education Works Department officials	RSU E&S Staff	At the start of project activities in each district
Environmental and social trainings	Environmental and social awareness; Key environmental and social issues associated with the project; ESMF findings; District-specific ESMPs and their components; Subproject screening; Subproject monitoring and reporting; GRM;Community consultations. ESMP implementation; OHS aspects	District project staff; Teachers and heads from the selected schools; SMC members Contractor staff and workers	DROC staff with assistance from RSU E&S staff Education Works Department Officials with guidance from RSU E&S Staff	Quarterly
Awareness raising	Best available techniques for construction of WASH facilities; Environmentally sustainable WASH facilitydesigns; Sludge management; Wastewater management; Water Conservation; Waste disposal; Community mobilization.	Subproject beneficiaries	RSU E&S Staff	Annually

7.6 Budget for Implementation of ESMF

The cost estimates to implement ESMF is provided in table below. This cost will be included in the overall project cost. Additional costs could be included in the district specific ESMPs.

Table 22: Budget for ESMF Implementation

Activity	Quantity	Amount	Remarks
Mitigation Measures			
Provision of PPEs for construction	3000	Rs. 25,500,000/-	For each school site, if 5 workers will be utilized, so 5 x 600 schools = 3000 PPE sets;Each set = Rs.8,500/-
Barricade for school construction site	600	Rs. 2,400,000/-	Rs.4,000 x 600 schools
Temporary refuse bins	600	Rs. 3,600,000/-	Rs.6000 x 600 schools (3 bins for each site)
COVID-19 PPE (facemask, gloves, hand sanitizers etc.)for teachers who will attend trainings, and for trainers	200	Rs. 1,000,000/-	Quarterly CPD training session, Rs. 5,000 for each training session for five years (considering 10 districts)
Community health and safety	-	Rs. 5,000,000/-	Block budget dedicated for community health and safety related activities for5 years
First Aid Box	600	Rs. 2,400,000/-	Rs. 4,000 x 600 schools
Trainings			
ESMP development & E&S Compliance	12	Rs. 1,440,000/-	At start of project in each district, 3-day workshop @ Rs.120,000 per workshop inc. expenses
Environmental and social trainings	20	Rs. 1,600,000/-	Quarterly, 2-day workshop @ Rs. 80,000 per workshop inc. expenses for five years
Awareness raising	5	Rs. 600,000/-	Annually, 2-day workshop @ Rs. 120,000 per workshop inc. expenses for five years
Capacity Development			
RSU Environmental Specialist	60	Rs. 12,000,000/-	Hired for 5 years contract period @ Rs. 200,000 /month
RSU Social Specialist	60	Rs. 12,000,000/-	Hired for 5 years contract period @ Rs. 200,000 /month
Reporting			
ESMP Preparation	12	Rs. 3,600,000/-	Rs. 300,000 for district level ESMP preparation of 12 project districts
Environmental Monitoring *(Air quality, surface and ground water quality)*	96	Rs. 5,760,000/-	Rs. 60,000x 12 districts x 8 quarters (Construction activities per district will span over 2 years (equal to 8 quarters), quarterly sample-based monitoring will be done in each district during construction)

Activity	Quantity	Amount	Remarks
Total		**Rs. 76,900,000/-**	

8 Grievance Redressal Mechanism

8.1 Overview and Scope

The Grievance Redressal Mechanism proposed here spans the entire project implementation and will cater to both the directly and indirectly affected population.For the purpose of this ESMF, the scope of "grievance" is limited to any concerns related with the environmental, social and / or gender performance of the project. The Grievance Redressal Committee shall undertake complaints that strictly fall into the environmental, social or gender categories, and not related to any other issues related to SELD.

The RSU will serve as the secretariat for the main Grievance Redressal Committee that will be responsible for providing oversight on the entire GRM process at a strategic level and monitoring of complaints management.

It is to be noted that there will be additional GRMs for Labor (as per ESS2 requirements of the World Bank) and for GBV/SEA (as per GBV/SEA Action Plan). The following section provides details for Project specific GRM.The process is relevant for construction related grievances. It also covers grievances related to other project activities such as trainings, selection of schools, provision of furniture etc.

8.2 Objectives of Grievance Redress Mechanism

The grievance redressal mechanism (GRM) will be consistent with the requirements of the World Bank environmental and social standards to ensure mitigation of community concerns, risk management, and maximization of environmental and social benefits. The overall objective of the GRM is therefore to provide a robust system of procedures and processes that provides for transparent and rapid resolution of concerns and complaints identified at any level of the project.

The GRM will be accessible to diverse members of the affected population and community at large, including women, senior citizens, students and other vulnerable groups. Culturally-appropriate communication mechanisms will be used at all project sites both to spread awareness regarding the GRM process as well as complaints management.

8.3 Communication & Awareness

The final processes and procedures for the GRM will be translated into local languages (Sindhi and Urdu) and disseminated at all project locations.

8.4 Records and Monitoring

RSU will maintain an electronic database that will provide a summary of complaints received and mitigations. RSU will also be responsible for uploading the actions and results for each grievance for each project location on a periodic basis to the Project website.

Apart from the electronic database that will be maintained at the RSU level, a manual register of all complaints and actions taken will be maintained by the Environmental and Social Focal Persons for each District at the Office of the District Reforms Oversight Committee.

8.5 Proposed Institutional Mechanisms

It is proposed to establish the following prior to commencing project implementation activities including pre-construction activities:

- A complaint drop-box to be placed at each selected school site, to be checked and logged by GFPs on a weekly basis
- Grievance Focal Points (GFPs), which will be the ambassador of change and educated stakeholders on each project site. Two GFPs (1 male and 1 female) will be selected for each sub-project locations and will be community members / teachers who are easily approached by the community
- Public Complaints Register at the Taluka Education Office
- A District Grievance Redress Committee (GRC-District) will be established for each district that will manage GRM aspects for all sub-project locations in each district including decisions to be taken, actions and monitoring of complaints resolution. The District Coordination Committee will steer the GRC functions at the district levels.
- A Grievance Redress Committee (GRC-Central), responsible to oversee the overall function of the GRM at a strategic level including monthly review.

Grievance Focal Points (GFPs)

The GFPs will be literate people from each community or teachers from the selected schools that will assist and facilitate the community members in reporting grievances resulting from project activities.

Public Complaints Register

RSU will place a Public Complaints Register (PCR) in their offices at the Taluka levels. RSU and the local government bodies will issue public notices to inform the public within the project area of the Grievance Redress Mechanism.

The TEO office will be responsible to receive, log, and resolve grievances. Given that the female community members have restricted mobility outside of their villages and homes, their complaints could be lodged through GFPs.

Grievance Redress Committee (GRC-District)

A Grievance Redress Committee will be notified under the project for all participating districts. The GRC-District will be chaired by the Deputy Commissioner (DC) for each district. It will have 06 core members and will include representation from education works

department, SELD, district government, community representatives, civil society organizations and project team. It will have the option of co-opting more than 06 core members. At least two women will be part of the core members of the GRC at district level.

The GRC's phone number, fax, address, email address will be disseminated to the people through displays at the respective DC offices, and at all the project sites of target district. The construction contractor will also display this information prominently at their site offices.

- The GRC will log complaint and date of receipt onto the complaint database and inform the E&S Staff at RSU level;
- The GRC will instruct contractors and GFPs to refer any complaints that they have received directly to the GRC;
- The GRC, with the contractors and GFPs, will investigate the complaint to determine its validity, and to assess whether the source of the problem is due to project activities, and identify appropriate corrective measures. If corrective measures are necessary, GRC, through the GFPs, will instruct the contractors to take necessary action;
- The GRC will inform the Complainant of investigation results and the action taken;
- The GRC will review the Contractors response on the identified mitigation measures, and the updated situation;
- The GRC will undertake additional monitoring, as necessary, to verify as well as review that any valid reason for complaint does not recur.

During the complaint investigation, the GRC should work together with the contractors and GFPs. If mitigation measures are identified in the investigation, the contractor will promptly carry out the mitigation. GFPs will ensure that the measures are carried out by the contractor.

Grievance Redress Committee (GRC-Central)

A GRC will also be established at the RSU level, to be notified by Project effectiveness date. The CPM offices will be the secretariat of the GRC. The GRC will function as an independent body that will regulate the grievance redress process and address grievances that were left unresolved at the GRC-District level or were scaled up. The central GRC will also have 06 core members, with an option to coopt more members if the need arises. It will comprise of:Environmental Specialist (ES) and Social Specialist (SS) of RSU, Senior Engineers from Education Works Department, Representative of SELDfrom concerned districts and senior members from civil society in project areas.At least two core members of the central GRC will be women. All efforts will be made to include more than two female members in the central GRC.

8.6 GRM Procedure

- Taluka level Public Complaints Register (PCR) will be used to document and log the complaints in local education department offices.

- If not satisfactorily resolved by the Grievance Redress Committee-District, the grievance will be referred to consideration by GRC at the RSU level within one week.
- Every effort will be made to address or resolve grievances within the fixed time-lines, which will be an indicator against the performance of the handling system. Acknowledgement of a written submission will be issued to the complainant within three working days. If not resolved earlier by the contractor officers on site, grievances will be tabled for discussion/resolution during Committee meeting within one week of receipt of the written submission.
- If the complainant is not satisfied, the complaint will have the option to seek redress through court of law.

Annexure - I: Environmental Code of Practices

The objective of the Environmental Code of Practices (ECPs) is to address all potential and general construction-related impacts during the implementation of the Project. The ECPs will provide guidelines for best-operating practices and environmental management guidelines to be followed by the contractors for sustainable management of all environmental issues. These ECPs shall be annexed to the general conditions of all the contracts, including subcontracts, carried out under the Project.

The list of ECPs prepared for the Project is given below.

- ECP 1: Waste Management
- ECP 2: Water Resources Management
- ECP 3: Air Quality, Noise and Vibration Management
- ECP 4: Road Transport and Road Traffic Management
- ECP 5: Labor Influx Management and Construction Camp Management
- ECP 6: Socio-Cultural and Religious Issues
- ECP 7: Workers Health and Safety
- ECP 8: Covid 19 Health and Safety Plan

ECP 1: Waste Management

Project Activity/ Impact Source	**Environmental Impacts**	**Mitigation Measures/ Management Guidelines**
General and Construction Waste	Soil and water pollution from the improper management of wastes and excess materials from the construction sites.	The Contractor shall • Develop a waste management plan for various specific waste streams (e.g., reusable waste, flammable waste, construction debris, food waste etc.) prior to commencing of construction and submit to E&S specialist of RSU for approval. • Organize disposal of all wastes generated during construction in an environmentally acceptable manner. This will include consideration of the nature and location of the disposal site, so as to cause less environmental impact. • Minimize the production of waste materials by 3R (Reduce, Recycle and Reuse) approach. • Segregate and reuse or recycle all the wastes, wherever practical. • Prohibit burning of solid waste. • Collect and transport non-hazardous wastes to all the approved disposal sites. Vehicles transporting solid waste shall be covered with tarps or nets to prevent spilling waste along the route. • Train and instruct all personnel in waste management practices and procedures as a component of the environmental induction process. • Provide refuse containers at each worksite.

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
		• Request suppliers to minimize packaging where practicable. • Place a high emphasis on good housekeeping practices. • Maintain all construction sites in a cleaner, tidy and safe condition and provide and maintain appropriate facilities as temporary storage of all wastes before transportation and final disposal. • Minimize the generation of litter, debris and any form of waste. These substances must not enter waterways, stormwater systems or underground water tables.
Hazardous Waste	Health hazards and environmental impacts due to improper waste management practices	The Contractor shall: • Collect chemical wastes in drums (or similar sealed container), appropriately labeled for safe transport to an approved chemical waste depot. • Store, transport and handle all chemicals avoiding potential environmental pollution. • Store all hazardous wastes appropriately in areas away from water courses. • Make available all Material Safety Data Sheets (MSDS) for hazardous materials on-site during construction. • Collect hydrocarbon wastes, including lube oils, for safer transport off-site to reuse, recycle, treatment or disposal at approved locations. • Construct concrete or other impermeable hard- stand to prevent seepage in case of spills. Keep sufficient stock of absorbents for generally used chemicals or for petrochemicals (e.g., dirt, sawdust, etc.) within the storage area to contain accidental spills.

ECP 2: Water Resources Management

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
Construction Waste	Water pollution from the storage, handling and disposal of general construction waste	The Contractor shall • Follow the management guidelines proposed in ECP 1. •
Discharge from construction sites	Wastewaters from construction sites and work camps. The construction works will modify groundcover and topography changing the surface water drainage patterns of the area including infiltration and storage of stormwater.	The Contractor shall • Minimize the amount of exposed soil at any one time (only clear vegetation immediately before construction is about to begin). • Install temporary drainage works (channels and bunds) in areas required for sediment and erosion control and around storage areas for construction materials. • Install temporary sediment basins, where appropriate, to capture sediment-laden run-off from the site.

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
		• Divert runoff from undisturbed areas around the construction site. • Stockpile materials away from drainage lines.

ECP 3: Air Quality, Nosie and Vibration Management

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
Construction vehicular traffic	Air and noise quality can be adversely affected by vehicular traffic, exhaust emissions and combustion of fuels.	The Contractor shall • Fit vehicles with appropriate exhaust systems and emission control devices. Maintain these devices in good working conditionin accordance with manufactures maintenance procedures. • Operate the vehicles in a fuel-efficient manner. • Cover haul vehicles carrying dusty materials moving outside the construction site. • Make sure all drivers will comply with the traffic codes concerning the maximum speed limit, driving hours, etc. Also,impose speed limits on all vehicle movement at the worksite to reduce dust emissions. • Control the movement of construction traffic. • Water construction materials prior to loading and transport. • Service all vehicles regularly to minimize emissions. • Limit the idling time of vehicles not more than 2 minutes. • Organize the loading and unloading of trucks, and handling operations for the purpose of minimizing construction noise on the worksite.
Construction machinery	Air quality can be adversely affected by emissions from machinery and the combustion of fuels. Noise and vibration may have an impact on people, property, fauna, livestock and the natural environment.	The Contractor shall • Fit machinery with appropriate exhaust systems and emission control devices. • Modify equipment to reduce noise (for example, noise control kits, the lining of truck trays or pipelines). • Use the quietest available plant and equipment. • Maintain these devices in good working condition in accordance with the manufactures maintenance procedures andspecifications defined by their manufacturers to maximize combustion efficiency, minimize the contaminant emissions. Proof of maintenance register shall be required by the equipment suppliers and contractors/subcontractors. • Focus special attention on containing the emissions from generators, and install acoustic enclosures around generators to reduce noise levels. • Machinery causing excess pollution (e.g., visible smoke) will be banned from construction sites.

Project Activity/ Impact Source	**Environmental Impacts**	**Mitigation Measures/ Management Guidelines**
		• Appropriately site all noise-generating activities to avoid noise pollution to local residents. • Fit high-efficiency mufflers to appropriate construction equipment. • Service all equipment regularly to minimize emissions and noise. • Avoid the unnecessary use of alarms, horns and sirens.
Construction activities	Dust generation from construction sites, material stockpiles and access roads are a nuisance in the environment and can be a health hazard.	• Water the material stockpiles, access roads and bare soils on an as-required basis to minimize the potential for environmental nuisance due to dust. Increase the watering frequency during periods of high risk (e.g., high winds). Stored materials such as gravel and sand shall be covered and confined to avoid their being wind-drifted. • Provide dust mask to teachers, students and other school staff when dust generation work is in process. • Minimize the extent and period of exposure of the bare surfaces. • Reschedule earthwork activities or vegetation clearing activities, where practical, if necessary, to avoid during periods of high wind and if visible dust is blowing off-site. • Establish adequate locations for storage, mixing and loading of construction materials, in a way that dust dispersion is prevented because of such operations.
	Noise and vibration may have an impact on people, property, fauna, livestock and the natural environment.	The Contractor shall • Notify adjacent landholders prior to any typical noise events outside of daylight hours (6 pm to 7 am) if the construction works are being carried out near residential areas. • Educate the operators of construction equipment on potential noise problems and the techniques to minimize noise emissions. • Employ the best available work practices on-site to minimize occupational noise levels. • Install temporary noise control barriers where appropriate. • Notify affected people if major noisy activities are undertaken, e.g., pile driving. • Plan activities on-site and deliveries to and from site to minimize the impact. • Monitor and analyze noise and vibration results and adjust construction practices as required. • Avoid undertaking the noisiest activities, where possible, when working at night (6pm to 7 am) near the residential areas.

ECP 4: Road Transport and Road Traffic Management

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
Construction vehicular traffic	Increased traffic use of the road by construction vehicles will affect the movement of normal road traffics and the safety of the road-users.	The Contractor shall • Prepare and submit a traffic management plan to the RSU for their approval before the commencement of construction, if construction activity is in densely populated or congested area. • Provide signs at strategic locations of the roads complying with the schedules of signs contained in the Pakistan Traffic Regulations. • Install and maintain a display board at each important road intersection on the roads to be used during construction, (if construction activity is in densely populated or congested area) which shall clearly show the following information in local language: ◦ Duration of the construction period ◦ Name and contact address/telephone number of the concerned personnel ◦ Name and contact address / telephone number of the Contractor ◦ Inconvenience is sincerely regretted.
	Accidents and fall of construction material from vehicle	• Restrict truck deliveries, where practicable, to daytime working hours (7 am to 6 pm). • Restrict the transport of oversize loads. • Operate road traffics/transport vehicles, if possible, to non-peak periods to minimize traffic disruptions. • Enforce on-site speed limit

ECP 5: Labor Influx Management and Construction Camp Management

Project Activity/ Impact Source	**Environmental Impacts**	**Mitigation Measures/ Management Guidelines**
Siting and Location of construction camps	Campsites for construction workers are the important locations that have significant impacts such as health and safety hazards on local resources and infrastructure of nearby communities.	The Contractor shall • Prepare a management plan for construction of workers camp and submit the plan for supervision consultant's approval. • Locate the construction camps within the designed sites or at areas that are acceptable from environmental, cultural or social point of view; and approved by the supervision consultant. • Consider the location of construction camps away from communities in order to avoid social conflict in using natural resources such as water or to avoid the possible adverse impacts of the construction camps on the surrounding communities. • Local authorities responsible for health, religious and security shall be duly informed on the set up of camp facilities so as to maintain effective surveillance over public health, social and security matters.

Project Activity/ Impact Source	**Environmental Impacts**	**Mitigation Measures/ Management Guidelines**
Construction Camp Facilities	Lack of proper infrastructure facilities, such as housing, water supply and sanitation facilities will increase pressure on the local services and generate substandard living standards and health hazards.	Contractor shall provide the following facilities in the campsites • Adequate accommodation, transportation, and basic services including water, sanitation, and medical care for the workers working on that project Safe and reliable tap water supply, and drinking water which should meet SEQS. • Hygienic sanitary facilities and sewerage systems. The toilets and domestic wastewater will be collected through common sewerage. Provide bathing places to workers. The minimum number of toilet facilities required is one toilet for every ten persons. • Treatment facilities for sewerage of toilet and domestic wastes. • Stormwater drainage facilities. • Recreational and social facilities • Solid waste collection and disposal system in accordance with ECP1.
Workers Accommodation	All workers in the camp should have adequate accommodation facilities	The Contractor shall provide the following: • The labor will be provided with accommodation on twin sharing basis made of insulating material and locally available building material, etc.; • An adequate number of toilets shall be provided in the accommodation facilities. A minimum of 1 unit to 10workers. • The contractor shall provide a kitchen facility for the construction workers and the food will be of appropriate nutritional value and will consider religious/cultural backgrounds; • All doors and windows shall be lockable and mobile partitions/curtains shall be provided for privacy; • Facilities for the storage of personal belongings for workers shall be provided within the campsite only; • Dustbins shall be provided for collection of garbage and will be removed on a daily basis; • It is also required to provide first aid box in adequate numbers; and • Ventilation should be appropriate for the climatic conditions and provide workers with a comfortable and healthy environment to rest and spend their spare time.
Disposal of waste	Management of wastes is crucial to minimize impacts on the environment	The Contractor shall • Ensure proper collection and disposal of solid wastes within the construction camps • Insist waste separation by source; organic wastes in one pot and inorganic wastes in another pot at the household level.

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
		• Store inorganic wastes in a safe place within the household and clear organic wastes on a daily basis to waste collectors. Establish waste collection, transportation and disposal systems with the manpower and equipment/vehicles needed. • Dispose of organic wastes in a designated safe place on daily basis. At the end of the day cover the organic wastes with a thin layer of sand so that flies, mosquitoes, dogs, cats, rats, are not attracted. • All solid waste will be collected and removed from the work camps and disposed in approval waste disposal sites.
Fuel supplies for cooking purposes	Illegal sourcing of fuelwood by construction workers will impact the natural flora and fauna	The Contractor shall • Provide fuel to the construction camps for their domestic purpose, in order to discourage them from using fuelwood or another biomass. • Made available alternative fuels like natural gas or kerosene on ration to the workforce to prevent them from using biomass for cooking. • Conduct awareness campaigns to educate workers on preserving the protecting the biodiversity and wildlife of the project area, and relevant government regulations and punishments on wildlife protection.
Health and Hygiene	There will be a potential for diseases to be transmitted including malaria, exacerbated by inadequate health and safety practices. There will be an increased risk of work crews spreading sexually transmitted infections and HIV/AIDS.	The Contractor shall • Provide adequate health care facilities within construction sites. • Provide first aid facility round the clock. Maintain stock of medicines in the facility and appoint full-time designated first aider or nurse. • Provide ambulance facility for the laborers during an emergency to be transported to nearest hospitals. • Initial health screening of the laborers coming from outside areas. • Inspect all camp facilities regularly to ensure. • Daily sweeping of rooms shall be undertaken. • Regular cleaning of sanitary facilities shall be undertaken. • The kitchen and canteen premises shall be established under good hygiene conditions. • Daily mealtimes shall be fixed for the labor. • Smoking and alcohol consumption shall be prohibited in the workplace. • Waterlogging shall be prevented at areas near the accommodation facilities and adequate drainage is to be provided. • Checklists pertaining to the daily housekeeping schedule shall be maintained and displayed at houses, toilets and kitchen.

Project Activity/ Impact Source	**Environmental Impacts**	**Mitigation Measures/ Management Guidelines**
		• Train all construction workers in basic sanitation and health care issues and safety matters, and on the specific hazards of their work. • Provide HIV awareness programming, including STI (sexually transmitted infections) and HIV information, education and communication for all workers on a regular basis. • Provide adequate drainage facilities throughout the camps to ensure that disease vectors such as stagnant water bodies and puddles do not form. Regular mosquito repellant sprays during monsoon. • Carryout short training sessions on best hygiene.
Safety	Inadequate safety facilities to the construction camps may create security problems and fire hazards	The Contractor shall • Provide appropriate security personnel (police / home guard or private security guards) and enclosures to prevent unauthorized entry into the camp area. • Maintain register to keep a track on a headcount of persons present in the camp at any given time. • Encourage the use of flameproof material for the construction of labor housing / site office. Also, ensure that these houses/rooms are of sound construction and capable of withstanding windstorms/cyclones. • Provide the appropriate type of firefighting equipment suitable for the construction camps • Display emergency contact numbers clearly and prominently at strategic places in camps. • Communicate the roles and responsibilities of laborers in case of an emergency in the monthly meetings with contractors. • Security fence at least 2 m height.
Site Restoration	Restoration of the construction camps to the original condition requires demolition of construction camps.	The Contractor shall • Dismantle and remove from the site all facilities established within the construction camp including the perimeter fence and lockable gates at the completion of the construction work. • Dismantle camps in phases and as the work gets decreased and not wait for the entire work to be completed. • Give prior notice to the laborers before demolishing their camps/units. • Reuse the demolition debris to a maximum extent. Dispose of remaining debris at the designated waste disposal site. • Handover the construction camps with all built facilities as it is if agreement between both parties (contractor and landowner) has been made so.

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
		• Restore the site to its condition prior to commencement of the works or to an agreed condition with the landowner. • Not make false promises to the laborers for future employment of the project.

ECP 6: Socio-cultural and Religious Issues

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
Construction activities near residential areas	Disturbance from construction activities (dust, noise, traffic, conflicts with contractor's workforce etc.)	The Contractor shall • Establish a system for receiving complaints from the community and address them (the community can also make complaints to the GRM established under the project). • Shall ensure all the construction workers follows the following code of conduct: • All workers are strictly forbidden to establish any kind of relationship with local women brings any un-related women to the project site. • All workers should avoid sexual harassment and child abuse. • All workers must not leave the camps or work sites unless written authorization is issued by the respective supervisor. • The contractors will advise and prohibit the local population and its authorities or representatives not to enter the project operation areas (campsites, colonies, etc.) in order to minimize the potential risk of incidents related to the operations.
Construction activities near-religious and cultural sites	Disturbance from construction works to the cultural and religious sites, and contractors' lack of knowledge on cultural issues cause social disturbances.	The Contractor shall • Communicate to the public through community consultation and newspaper announcements regarding the scope and schedule of construction, as well as certain construction activities causing disruptions or access restriction. • Do not block access to cultural and religious sites, wherever possible. • Restrict all construction activities within the footprints of the construction sites. • Stop construction works that produce noise (particularly during prayer time) shall there be any mosque/religious/educational institutions close to the construction sites and users make objections. • Take special care and use appropriate equipment when working next to a cultural/religious institution. • Stop work immediately and notify the site manager if, during construction, an archaeological or burial site is discovered. It is an offence to recommence work in the

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
		vicinity of the site until approval to continue is given by the PMU. • Provide separate prayer facilities to the construction workers. • Show appropriate behavior with all construction workers especially elderly people. • Allow the workers to participate in praying during construction time. • Resolve cultural issues in consultation with local leaders and supervision consultants. • Establish a mechanism that allows local people to raise grievances arising from the construction process.

ECP 7: Worker Health and Safety

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
Best practices	Construction works may pose health and safety risks to the construction workers and site visitors leading to severe injuries and deaths. The population in the proximity of the construction site and the construction workers will be exposed to a number of (i) biophysical health risk factors, (e.g. noise, dust, chemicals, construction material, solid waste, wastewater, vector transmitted diseases etc.), (ii) risk factors resulting from human behavior (e.g. STD, HIV etc.) and (iii) road accidents from construction traffic.	The Contractor shall • Implement suitable safety standards for all workers and site visitors which shall not be less than those laid down on the Sindh Occupational Safety and Health Act, 2017, and World Bank Group's 'Environmental Health and Safety Guidelines'. • Provide the workers with a safe and healthy work environment, taking into account inherent risks in its particular construction activity and specific classes of hazards in the work areas, • Provide personal protection equipment (PPE) for workers, such as safety boots, helmets, masks, gloves, protective clothing, goggles, full-face eye shields, and ear protection. Maintain the PPE properly by cleaning dirty ones and replacing the damaged ones. • Safety procedures include the provision of information, training and protective clothing to workers involved in hazardous operations and proper performance of their job • Inform the local authorities responsible for health, religious and security duly informed before commencement of civil works and establishment of construction camps so as to maintain effective surveillance over public health, social and security matters.
	Child and pregnant labor	The Contractor shall • Not hire children of less than 18 years of age and pregnant women or women who delivered a child within 8 preceding weeks, in accordance with the National Labor Laws.

Project Activity/ Impact Source	**Environmental Impacts**	**Mitigation Measures/ Management Guidelines**
Accidents	Lack of first aid facilities and health care facilities in the immediate vicinity will aggravate the health conditions of the victims	• Provide health care facilities and first aid facilities are readily available. Appropriately equipped first-aid stations shall be easily accessible throughout the place of work. • Document and report occupational accidents, diseases, and incidents. • Prevent accidents, injury, and disease arising from, associated with, or occurring in the course of work by minimizing, so far as reasonably practicable, the causes of hazards. In a manner consistent with good international industry practice. • Identify potential hazards to workers, particularly those that may be life-threatening and provide necessary preventive and protective measures. • Provide awareness to the construction drivers to strictly follow the driving rules.
Construction Camps	Lack of proper infrastructure facilities, such as housing, water supply and sanitation facilities will increase pressure on the local services and generate substandard living standards and health hazards.	• The Contractor shall follow the management guidelines proposed inECP 5- Labor Influx Management and Construction Camp Management.
Water and sanitation facilities at the construction sites	Lack of Water sanitation facilities at construction sites cause inconvenience to the construction workers and affect their personal hygiene.	• The contractor shall provide portable toilets at the construction sites, if about 25 people are working the whole day for a month. The location of portable facilities shall be at least 6 m away from the storm drain system and surface waters. These portable toilets shall be cleaned once a day and all the sewerage shall be pumped from the collection tank once a day and shall be brought to the common septic tank for further treatment. • The contractor shall provide bottled drinking water facilities to the construction workers at all the construction sites.
Other ECPs	Potential risks on health and hygiene of construction workers and general public	• The Contractor shall follow the following ECPs to reduce health risks to the construction workers and nearby community ◦ ECP 3: Air Quality, Noise and Vibration Management ◦ ECP4:Road Transport and Road Traffic Management
Trainings	Lack of awareness and basic knowledge in health care among the construction workforce,	The Contractor shall • Train all construction workers in basic sanitation and health care issues (e.g., how to avoid malaria and

Project Activity/ Impact Source	Environmental Impacts	Mitigation Measures/ Management Guidelines
	make them susceptible to potential diseases.	transmission of sexually transmitted infections (STI) HIV/AIDS. • Train all construction workers in general health and safety matters, and on the specific hazards of their work. Training shall consist of basic hazard awareness, site-specific hazards, safe work practices, and emergency procedures for fire, evacuation, and natural disaster, as appropriate. • Commence malaria, HIV/AIDS and STI education campaign before the start of the construction phase and complement it with a strong condom marketing, increased access to condoms in the area as well as to voluntary counseling and testing.

ECP 8: COVID 19 Health and Safety Plan

Item	Good Practices/ Management Guidelines (to be implemented by Contractor/Promoter)
Awareness materials	• Preparation of awareness materials on COVID-19, e.g., signs, posters • Installation of awareness signs at work sites for visibility to workers and the general public
Detection Measures	• Control and document the entry/exit to the work site for both workers and other parties. • Prevent sick workers from entering the site by checking the temperatures of workers and other people entering the site. Require self-reporting prior to entering the site. • All workers to self-monitor their health, possibly with the use of questionnaires, and take their body temperature regularly. • Thermal screening at the workplace to be considered only in the context of a combination of measures for prevention and control of COVID-19 at the workplace and along with risk communication.
Physical Distancing measures	• Keep a distance of at least 1 meter between workers and minimize physical contact, ensure strict control over external access and queue management (marking on the floor, barriers). • Reduce the density of people in the building (no more than 1 person per every 10 square meters), physical spacing at least 1 meter apart for work stations and common spaces, such as entrances/exits, lifts, pantries/canteens, stairs, where congregation or queuing of employees or visitors/clients might occur. • Avoid crowding by staggering working hours to reduce the congregation of employees at common spaces such as entrances or exits. • Implement or enhance shift or split-team arrangements or teleworking. • Minimize the movement of local workers in and out of the site (e.g., avoid workers returning home to affected areas or returning to site from affected areas). • Minimize the workers' contact with the local community.
Respiratory measures	• All workers should wear a face mask.

Item	Good Practices/ Management Guidelines (to be implemented by Contractor/Promoter)
	• If a worker is sick, they should not come to work if a member of staff or a worker feels unwell while at work, provide a medical mask so that they may get home safely. • Where masks are used, whether in line with government policy or by personal choice, it is very important to ensure safe and proper use, care and disposal
Hand Hygiene measures:	• Regular and thorough handwashing with soap and water or hand hygiene with alcohol-based hand-rub (a) before starting work, before eating, frequently during the work shift, especially after contact with co-workers or customers, (b) after going to the bathroom, after contact with secretions, excretions and body fluids, after contact with potentially contaminated objects (gloves, clothing, masks, used tissues, waste), and immediately after removing gloves and other protective equipment but before touching eyes, nose, or mouth. • Hand hygiene stations, such as hand washing and hand rub dispensers, should be put in prominent places around the workplace and be made accessible to all staff, contractors, clients or customers, and visitors, along with communication materials to promote hand hygiene
Cleaning and Disinfection	• Cleaning and Disinfection off all site facilities, including offices, accommodation, canteens and common spaces: • Cleaning (soap, water, and mechanical action) to remove dirt, debris, and other materials from surfaces. Disinfection of dirty surfaces and objects only after cleaning. • Most common disinfectants – sodium hypochlorite (bleach) of surface at concentration 0.1% or alcohol at least 70% concentration for surfaces which can be damaged by sodium hypochlorite. • Priority disinfection of high-touch surfaces - commonly used areas, door and window handles, light switches, kitchen and food preparation areas, bathroom surfaces, toilets and taps, touchscreen personal devices, personal computer keyboards, and work surfaces. • Disinfectant solutions must always be prepared and used according to the manufacturer's instructions, including instructions to protect the safety and health of disinfection workers, use of personal protective equipment, and avoiding mixing different chemical disinfectants. • Provide appropriate PPEs to the cleaners. • Manage the waste as medical waste, and dispose of it in accordance with local regulations.
Response measures if Workers Found with COVID-19 Symptoms	• Workers who are unwell or who develop symptoms consistent with COVID-19 to stay at home, self-isolate, and contact a medical professional or the local COVID-19 information line for advice on testing and referral (consider telemedicine and flexible sick leave policy). • Standard operating procedures to be prepared to manage a person who becomes sick at the workplace and is suspected of having COVID-19, including isolation, contact tracing and disinfection. • People who were in close contact at the workplace with persons with laboratory-confirmed COVID-19 should be quarantined for 14 days from the last time of the contact in accordance with WHO recommendations.

Item	Good Practices/ Management Guidelines (to be implemented by Contractor/Promoter)
	• Set out differentiated procedures for the treatment of sick persons based on the case severity. Pay workers throughout periods of illness, isolation or quarantine. • Set aside a part of worker accommodation for precautionary self-quarantine. • Establish communications with local medical services and refer sick workers to there.
Adjusting Work Practices and Manage Work Related Travels	• Consider changes to work processes and timings to minimize contact between workers (e.g., decreasing the size of work team, changing to a 24-hour work rotation). • Cancel or postpone non-essential travel to areas with community transmission of COVID-19. • Provide hand sanitizer to workers who must travel, advise workers to comply with instructions from local authorities where they are travelling, as well as information on whom to contact if they feel ill while travelling. • Workers returning from an area where COVID-19 transmission is occurring should monitor themselves for symptoms for 14 days and take their temperature twice a day; if they are feeling unwell, they should stay at home, self-isolate, and contact a medical professional.
Communication and Contact with the Community	• Carefully manage the relations with the community with clear and regular communication. • Made aware of the procedures put in place at the site to address issues related to COVID-19. • Practice social distancing with the local community.
Risk communication, Training, and Education	• Provide posters, videos, and electronic message boards to increase awareness of COVID-19 among workers and promote safe individual practices at the workplace, engage workers in providing feedback on the preventive measures and their effectiveness. • Provide regular information about the risk of COVID-19 using official sources, such as government agencies and WHO, and emphasize the effectiveness of adopting protective measures and counteracting rumors and misinformation. • Special attention should be given to reaching out to and engaging vulnerable and marginalized groups of workers, such as those in the informal economy and migrant workers, domestic workers, subcontracted and self-employed workers, and those working under digital labour platforms. • Train the workers on procedures in place by the project, and their own responsibilities in implementing them.

Annexure - II: Environmental and Social Screening Checklist for Construction Activities

The below checklist used is largely subjective, and may be overruled by site specific considerations.(Description in red is for guidance and may be deleted before using the checklist)

Name of Assessor: _____ Date: _____

School Name: _____ District: _____

E&S Risk Categorization: High / Substantial / Moderate / Low

SCREENING QUESTIONS	Yes	No	REMARKS
A. Project Siting **Is the project located in**			
Environmentally sensitive areas? (This aspect will be confirmed for each individual activity under SELECT)			
Protected area			
Wetland			
Mangrove			
Estuarine			
Buffer zone of protected area			
Special area for protecting biodiversity			
Cultural / Heritage sites			
B. Potential environmental and social impacts **Will the project cause…**			
Pollution of raw water supply due to wastewater discharge from WASH facilities? (This aspect will be assessed while designing specific interventions under SELECT project. It will be ensured that the interventions do not cause significant degradation of water bodies)			
Impediment access of residents and students (This aspect will be confirmed for each individual activity under construction)			
Conflicts in abstraction of raw water with other beneficial water uses for surface and ground waters? (This aspect will be confirmed for each individual sub-project under SELECT project. If applicable, the subproject design will include water conservation practices and less water consuming designs to address water scarcity.)			
Unsatisfactory raw water supply (e.g., excessive pathogens or mineral constituents) resulting in increased cases of diarrhea and making the program objectives unachievable? (This aspect will be confirmed for each individual activity under SELECT project.)			
Creation of temporary breeding habitats for diseases such as those transmitted by mosquitoes and rodents? (It is likely that due to project interventions, the water may accumulate at one place or waste disposal is not adequate. The activity design will include mitigation measures for proper waste disposal and wastewater discharge.)			

SCREENING QUESTIONS	Yes	No	REMARKS
Inadequate protection of sewage collection, leading to pollution of water supply? (It is likely that due to project interventions, the existing water supply may get contaminated. The activity design will include mitigation measures for proper waste disposal and wastewater discharge.)			
Over pumping of ground water, leading to salinization and ground subsidence? (Unlikely, however this aspect will be confirmed for each individual case.)			
Disproportionate impacts on the poor, women and children, Indigenous Peoples or other vulnerable groups?			
Noise and dust from construction activities?			
Asbestos or asbestos-containing materials are present in the school building? (This aspect will be confirmed for each individual school under SELECT project.)			
Excessive abstraction of water affecting downstream water users? (Unlikely, however this aspect will be confirmed for each individual sub-project.)			
Community safety risks due to both accidental and natural hazards, especially where the structural elements or components of the project are accessible to members of the affected community or where their failure could result in injury to the community throughout project commencement?			
Are there any demographic or socio-economic aspects of the Project area that are already vulnerable (e.g., high incidence of marginalized populations, rural-urban migrants, illegal settlements, ethnic minorities, women or children)?			

Project Category Recommendation

1. **It is recommended that based on the available sub-project information and subsequent analysis, the project should be placed in (please tick one):**

☐ **High**	**Major severe and irreversible impacts (e.g., resettlement)**
☐ **Substantial**	**Long terms, irreversible impacts**
☐ **Moderate**	**Short term, reversible impacts**
☐ **Low**	**No or minor Impacts**

2. **Please provide an explanation to justify the Categorization above:**

_____

_____

_____

Note:

Category "High and Substantial" sub-project will not be eligible for funding from the project.
Category "Moderate" sub-project will follow ECPs presented in Annexure I of this ESMF.
Category "Low" sub-project will not require any further E&S requirement.

Annexure - III: District Level ESMP Structure

The ESMP will follow the standard structure as given below.

1. Introduction, including background, a brief description of the Project.
2. An overview of the relevant legal and policy framework
3. A simplified description of the subproject, including its layout and location, resource requirements, wastes to be generated, manpower requirement, a brief description of construction activities, and a brief description of operation and maintenance activities.
4. Baseline description, primarily describing the proposed site and its immediate surrounding aided with maps, photographs and schematics, key environmental and social aspects/resources of the surroundings such as land form and land use, land ownership, water resources, settlements, any critical habitat or protected area, any cultural heritage sites or graveyards, any sensitive receptor such as schools and hospitals, access routes, and other relevant details.
5. Stakeholder consultations, recording the key concerns and suggestions of the community regarding the subproject and its potential impacts, and a description of the way these concerns will be addressed.
6. Impact assessment
7. Mitigation plans, listing all the impacts, their mitigation measures, assigning responsibility of implementing these measures, and also assigning responsibility for monitoring. Also identifying cumulative impacts if applicable.
8. Monitoring plan, describing the monitoring requirements, frequency, and responsibility of conducting the monitoring.
9. Training plan, describing the training requirements, contents, frequency, training recipients, and responsibility of conducting these trainings.
10. Documentation and reporting, describing the requirement, frequency, and responsibility of documentation and reporting.
11. ESMP implementation budget, providing the cost estimate of its implementation.
12. Grievances redress mechanism (GRM).

TOC of District Level ESMP (Tentative):

1 INTRODUCTION

1.1 BACKGROUND OF SELECT PROJECT
1.2 NEED FOR THE SELECT PROJECT
1.3 NEED AND PURPOSE OF THE ESMP
1.4 ESMP METHODOLOGY

2 LEGAL, REGULATORY AND ADMINISTRATIVE FRAMEWORK

2.1 NATIONAL LAWS AND REGULATIONS
2.1 PROVINCIAL LAWS AND REGULATIONS
2.2 WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS (ESSS)

3 PROJECT DESCRIPTION

3.1 SUB-PROJECT DISTRICT
3.2 Sub-PROJECT LOCATIONS
3.3 SELECTED ACTIVITIES/ COMPONENTS
3.4 COST ESTIMATES

4 DESCRIPTION OF ENVIRONMENTAL AND SOCIAL BASELINE

4.1 PHYSICAL ENVIRONMENT OF THE DISTRICT
4.1.1 Climate
4.1.2 Air Quality and Noise
4.1.3 Topography
4.1.4 Surface and Groundwater
4.1.5 Natural Hazards and Vulnerability
4.2 BIOTIC ENVIRONMENT OF THE DISTRICT
4.2.1 Flora
4.2.2 Fauna
4.2.3 Forests and Protected Areas
4.3 SOCIO-ECONOMIC ENVIRONMENT OF THE DISTRICT
4.3.1 Demography
4.3.2 Religious Minorities
4.3.3 Economy
4.3.4 Agriculture
4.3.5 Access to Safe Drinking Water and Sanitation
4.3.6 Road Network and Accessibility
4.3.7 Education Profile

5 STAKEHOLDER CONSULTATIONS AND DISCLOSURE

5.1 OVERVIEW AND METHODOLOGY
5.2 OBJECTIVES OF CONSULTATIONS
5.3 CONSULTATIONS OUTCOMES

6 ASSESSMENT OF POTENTIAL IMPACTS AND MITIGATIONS

6.1 ENVIRONMENT AND SOCIAL IMPACT ASSESSMENT AND MITIGATION MEASURES
6.2 IMPACTS DURING PRE-CONSTRUCTION PHASE
6.3 IMPACTS AND MITIGATION MEASURES DURING CONSTRUCTION PHASE
6.4 IMPACTS AND MITIGATION MEASURES DURING OPERATIONAL PHASE

7 ENVIRONMENTAL AND SOCIAL MITIGATIONAND MONITORINGPLAN

7.1 MITIGATION AND MONITORING PLAN
7.2 IMPLEMENTATION MECHANISM
7.3 MONITORING MECHANISM UNDERESMP
7.4 CAPACITY BUILDING AND TRAINING
7.5 ESMP IMPLEMENTATION BUDGET

8 GRIEVANCE REDRESSAL MECHANISM

8.1 OBJECTIVES OF GRIEVANCE REDRESS MECHANISM
8.2 GRIEVANCE REDRESS MECHANISM
8.3 RECORDS AND MONITORING
8.4 GRM PROCEDURE
8.6 INFORMATION DISCLOSURE

Annexure - IV: Labor Management Plan - Outline

Labor Management Plan (LMP) will be developed by the contractorprior to engage the labor under the SELECT project to meet provincial requirements as well as the World Bank's Environmental and Social Framework,Labor and Working Conditions (ESS2).Below TOC and guidelines will be followed by the contractor for the development of LMP.

The Objectives of the LMP are to:

- Promote safety and health at work
- Promote the fair treatment, non-discrimination, and equal opportunity of project workers
- Protect project workers, including vulnerable workers such as women, persons with disabilities, children (of working age) and migrant workers, contracted workers, community workers, and supply workers
- Prevent the use of all forms of forced labor and child labor
- Support the principles of freedom of association and collective bargaining of project workers in a manner consistent with national law
- Provide project workers with accessible means to raise workplace concerns

The LMP will have the following components at a minimum. However, the district specific ESMPs may add requirements as appropriate,including to take into accountContract-specific and site-specific issues/risks.

1. INTRODUCTION

This section will give the information about the following;

1.1 BACKGROUND

1.2 PROJECT ACTIVITIES

2. OVERVIEW OF LABOR USE ON THE PROJECT

- ***Number of Project Workers:***An estimate of Project workers will be deployed by the contractor in the duration of the Project.
- ***Characteristics of Project Workers:***Workersespecially unskilled labor will be mostly recruited from local communities, who will be recruited bycontractors. Workers will be male and female and will not be under the minimum age.
- ***Timing of Labor Requirements:***Labor requirements will be all throughout Project implementation. Exact numbers, timing and types of jobs are unknown at thispoint.
- ***Contracted Workers:***It is not known yet how many numbers and types of subcontractors will be employed or engaged by themain contractor.

3. ASSESSMENT OF KEY POTENTIAL LABOR RISKS

The key labor risk that may be associated with the project (which are also mention in this ESMF). These could include following low to moderate risk, for example:

- Risks of labor influx or GBV, SEA and VAC.

- Possible accidents or emergencies, with reference to the construction or locality
- General understanding and implementation of occupational health and safety requirements

4. BRIEF OVERVIEW OF LABOR LEGISLATION: OCCUPATIONAL HEALTH AND SAFETY (OHS)

4.1 TERMS AND CONDITIONS

This section sets out the ***key aspects*** of provincial labor legislations with regards to term and conditions of work, and how provincial legislation applies to different categories of workers identified in Section 2. The overview focuses on legislation that relates to the items set out in ESS2, paragraph 11 (i.e., wages, deductions and benefits).

4.2 OCCUPATIONAL HEALTH AND SAFETY (OHS)

This section sets out the ***key aspects*** of provincial labor legislations with regards to occupational health and safety, and how provincial legislation applies to different categories of workers identified in Section 2.The overview focuses on legislation that relates to the items set out in ESS2, paragraphs 24 to 30.

4.3 PROTECTION AGAINST COVID-19

This section sets out the ***key aspects*** ofguidelines for preparedness of workplaces for COVID-19 in Pakistan. (https://www.nih.org.pk/wp-content/uploads/2020/09/Guidelines-for-Preparedess-of-Workplaces-for-COVID-19-in-Pakistan.pdf)

5. RESPONSIBLE STAFF

This section identifies the functions and/or individuals from the contractor/sub-contractor staff within the project responsible for (as relevant):

- engagement and management of subcontractors
- occupational health and safety (OHS)
- training of workers
- addressing worker grievances

6. POLICIES AND PROCEDURES

This section sets out information on OHS, reporting and monitoring and other general project policies. Where relevant, it identifies applicable provincial legislation.

Where significant safety risks have been identified as part of Section 3, this section outlines how these will be addressed. Where the risk of forced labor has been identified, this section outlines how these will be addressed (see ESS2, paragraph 20). Where risks of child labor have been identified, these are addressed in Section 8.

Where the Borrower has stand-alone policies or procedures, these can be referenced or annexed to the LMP, together with any other supporting documentation.

7. AGE OF EMPLOYMENT

This section sets out details regarding:

- The minimum age for employment on the project
- The process that will be followed to verify the age of project workers
- The procedure that will be followed if underage workers are found working on the project
- The procedure for conducting risk assessments for workers aged between theminimum age and 18See ESS2, paragraphs 17 to 19.

8. TERMS AND CONDITIONS

This section sets out details regarding:

- Specific wages, hours and other provisions that apply to the project
- Maximum number of hours that can be worked on the project
- Any collective agreements that apply to the project. When relevant, provide a list of agreements and describe key features and provisions
- Other specific terms and conditions

8. GRIEVANCE REDRESS MECHANISM

This section sets out details of the grievance mechanism that will be provided for direct andcontracted workers and describes the way in which these workers will be made aware of themechanism.

9. WROKERS' CODE OF CONDUCT

This Code of Conduct is part of the measures to deal with environmental and social risks related to the Works. It applies to all the contractor staff, laborers and other employees at the Works Site or other places where the Works are being carried out. It also applies to the personnel of each subcontractor and any other personnel assisting in the execution of the Works. All such persons are referred to as "**Contractor's Personnel"** and are subject to this Code of Conduct.

This Code of Conduct identifies the behavior that is required from all Contractor's Personnel. The Code of Conduct will clearly spell out requirements for legal compliance, work place safety, conduct related to social inclusion, GBV / SEA etc.

Annexure - V: Chance Finds Procedure

Chance finds procedure which will be used during this Project are as follows:

- Stop the construction activities in the area of the chance find;
- Delineate the discovered site or area;
- Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a nightguard shall be present until the responsible local authorities and relevant Department of Archaeology take over;
- Notify the supervisory Engineer who in turn will notify the responsible local authorities and relevant Department of Archaeology immediately (within 24 hours or less);
- Responsible local authorities and relevant Department of Archaeology would be in charge of protecting and preserving the site before deciding on subsequent appropriate procedures. This would require a preliminary evaluation of the findings to be performed by the archeologists (within 72 hours). The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage; those include the aesthetic, historical, scientific or research, social and economic values;
- Decisions on how to handle the finding shall be taken by the local authorities and the relevant Department of Archaeology. This could include changes in the layout (such as when finding an irremovable remain of cultural or archeological importance) conservation, preservation, restoration and salvage;
- Implementation for the authority decision concerning the management of the finding shall be communicated in writing by the relevant Department of Archaeology; and
- Construction work could resume only after permission is given from the local authorities and relevant Department of Archaeology concerning safeguard of the heritage.

These procedures must be referred to as standard provisions in construction contracts, when applicable. During project supervision, the Site Engineer shall monitor the above regulations relating to the treatment of any chance find encountered are observed.

The contact details of the relevant institutions should be mentioned in the chance-find procedures of district level ESMPs.

Annexure - VI: Community Health and Safety Plan

Community Health and Safety (CHS) Plan will be developed and implemented to manage and mitigate risks associated with natural and man-made disasters (floods, fire, etc.), construction activities (dust, noise, exposure to strangers, etc.), harassment, extortion, culturally inappropriate behaviour, etc. This Plan will be developed as part of the district level ESMP under the SELECT project by E&S staff at RSU with the support of E&S Consultantsto meet World Bank's Environmental and Social Framework, and Community Health and Safety (ESS4). Below TOC and guidelines will be followed for the development of Community Health and Safety Plan.

1. INTRODUCTION

This section will give the information about the following:

1.1. Background

1.2. Project Activities

1.3. Scope of the Management Plan

The scope of the Community Health and Safety (CHS) Planwill address commitment to:

- Mitigate potential impacts of Project related activities that may affect the health, safety and security of communities within the Project area and along the transportation route;
- Maintain a healthy workforce and labour pool in the community; and
- Contribute to the improved health and wellbeing of the local community in the Project area.

The CHSPlan will be implemented at the beginning of the construction phase and continue to the end of the Project life.

2. ASSESSMENT OF KEY POTENTIAL CHS RISKS

The key CHS risk that may be associated with the project (which are also mention in this ESMF). The CHS risk need to be considered against of standards set in World Bank ESS4, sameare as follows:

- Infrastructure and Equipment Design and Safety
- Safety of Services
- Traffic and Road Safety
- Impacts on Ecosystem Services
- Community Exposure to Health Issues (including. COIVD-19)
- Management and Safety of Hazardous Materials
- Emergency Preparedness and Response

3. MITIGATION MEASURES

This section will give the mitigation measures of the CHS risks identified during the assessment.

4. ROLES AND RESPONSIBILITIES

This section identifies the functions and/or individuals from the SELD, RSU, contractor/sub-contractor staff within the project responsible for implementation of CHS plan.

5. IMPLEMENTATION & MONITORING SCHEDULE

This section will give the information about the following:

5.1. Review and Revision of this Management Plan

5.2. Overview of Monitoring Requirements

5.3. Key Performance Indicators (KPI's)

6. AUDIT AND REPORTING

6.1. Auditing

This section will give the information about the audit/ inspection schedule covering a broad range of operational aspects regarding community health safety and security issues as appropriate to activities.

6.2. Record Keeping

This section will give the information regarding records keeping of incidents identified during inspections.

7. GRIEVANCE REDRESS MECHANISM

This section sets out details of the grievance mechanism that will be provided and describes the way in which community will be made aware of the mechanism.