

ENVIRONMENTAL MANAGEMENT PLAN CHECKLIST FOR THE PROPOSED SCHOOL IMPROVEMENT PLANS (SIP) FOR KENYA GPE PRIMARY EDUCATION DEVELOPMENT PROJECT

A) INTRODUCTION

Kenya GPE Primary Education Development project supports the implementation of selected key strategic elements of National Education Sector Plan (NESP) in improving the early grade mathematics competency and to strengthen the management systems at school and national levels. Under Component 2 of the project, one of the major objectives is to improve school performance through development of School Improvement Plans (SIPs) on the selected low performing schools. Guidelines on the eligible priorities for implementation under the SIP grants has been prepared by the Ministry of Education (MoE). Among the four major priorities considered for implementation in the 4000 SIP schools include:

- a) Improvement of performance in subject areas (purchase of relevant text books/learning materials),
- b) Improve health and hygiene in the school environment (Provision of water (repair of gutters and water pipes and improvement of sanitation facilities (pit latrines),
- c) Improvement of the learning environment (Repair and maintenance of classrooms; repair doors, windows, leaking roofs and desks),
- d) Community outreach and sensitization.

This project is rated as category B, according to the World Bank Categorization because of the supply of the electronic equipment and related activities. It is appreciated that the project does not support any major infrastructure projects other than small maintenance and minor renovations of the existing school infrastructure. This includes: renovation of sanitary facilities, repair of windows, roofs, book shelves, doors, tables, desks, black boards, leaking roofs, concrete water tanks and installation of gutters for harvesting rain water. The potential environmental impacts are expected to be temporal and local impacts which are manageable, mostly envisaged in the SIP priorities under improvement of leaning environment as well as on health and hygiene status within the schools. Since the projects will involve minor rehabilitation of existing school infrastructure facilities, there will be no site specific environmental management plans prepared but general checklist that will act as a guide during project implementation for the minor works.

This EMP checklist will assist the schools involved in the SIP projects to ensure the environmental concerns are duly incorporated in project implementation phase. In selecting suitable construction materials great attention should be paid to the locally available materials, skills and resources. It is recommended that during the implementation phase the school BOM and the County project coordinators should ensure that projects are well implemented.

B) General Project and Site Information

INSTITUTIONAL & ADMINISTRATIVE	
SITE DESCRIPTION	
Name of Institution	
Describe site location	
Who owns the land?	
Geographic and locational description of site	
LEGISLATION	
Identify national & local legislation & permits that apply to project activity	
INSTITUTIONAL CAPACITY BUILDING	
Will there be any capacity building?	<input type="checkbox"/> N or <input type="checkbox"/> Y if Yes,

C) Environmental Management Plan Check List

General Rehabilitation of School Improvement Plans Activities			
No.	Parameters	Potential Impact	Good Practices Mitigation Measures Checklist
1.	General Health and Safety	Occupational Health and Safety <ul style="list-style-type: none"> ▪ Potential risk of injuries to the workers from falling objects, ▪ Potential slips and falls while working from heights, ▪ Potential strains from lifting of heavy objects, ▪ Potential accidental cuts from equipment's used ▪ Potential risks from handling of waste generated 	<ul style="list-style-type: none"> ▪ All work should be carried out in a safe and discipline manner to minimize impacts on accidents and environment, ▪ Ensure safe handling and storage of the construction materials, tools and equipment, ▪ Construction workers should be provided with appropriate PPE and enforce on use, ▪ Ensure proper site housekeeping, ▪ Construction of the sanitary facilities (toilets) should be done by a local expertise, ▪ Ensure safe access to the offices and classrooms facilities if the buildings will be open for public access, ▪ Ensure good condition of the equipment's (ladders) before use, ▪ Install appropriate signage to inform workers.
		Public Health and Safety <ul style="list-style-type: none"> ▪ Increased risk of accidents and injuries to the students/staff/public ▪ Environmental pollution from dumping of solid waste 	<ul style="list-style-type: none"> ▪ Maintain cleanliness at site, ▪ Cordoning off pits with physical barriers to reduce potential risk of accidents, ▪ Fencing/secure the active work places/construction sites, ▪ Install appropriate signage to inform the public.
2.	Solid Waste Management Sources Empty paper bags and carton boxes, metal cuttings, plastic materials, Empty cement bags, timber remains, nails, paint containers, rejected materials, construction debris.	<ul style="list-style-type: none"> ▪ Improper storage and disposal of Waste ▪ Potential soil and water contamination ▪ Potential injuries from poor disposal of the waste generated 	<ul style="list-style-type: none"> ▪ Ensure proper storage of construction materials to reduce on waste generation, ▪ Identify the appropriate waste collection sites for all the major waste types expected from demolition and construction activities, ▪ Provide appropriate waste disposal facilities at strategic locations, ▪ Practice waste segregation at construction site, ▪ Practice reduce, re-use and recycle of the waste generated whenever feasible. ▪ Asbestos roofing materials should be handled and disposed by skilled and experienced professional.
3.	Air Quality Sources <ul style="list-style-type: none"> ▪ Burning of solid waste, ▪ Emissions from demolitions 	<ul style="list-style-type: none"> ▪ Potential air emissions from the burning of solid waste, ▪ Potential dust emissions from minor demolitions 	<ul style="list-style-type: none"> ▪ Suppress dust (apply water) during small demolitions and drilling, ▪ Keep the surrounding environment free of debris to minimize dust levels, ▪ Store the demolition debris in a controlled area.

4.	Noise Quality	<ul style="list-style-type: none"> ▪ Potential increased noise levels from the rehabilitation works 	<ul style="list-style-type: none"> ▪ Limit activities to daytime working hours, ▪ During operations the engine covers of generators and other mechanical equipment should be closed, ▪ Construction workers should avoid unnecessary noise during construction.
5.	Water Quality	<ul style="list-style-type: none"> ▪ Potential underground/nearby streams water pollution 	<ul style="list-style-type: none"> ▪ Consider latrines location in relation to the boreholes to limit potential underground water contamination. ▪ Establish appropriate soil erosion/sediment control measures to limit potential siltation and nearby streams turbidity

D) Monitoring Plan

Phase	What (Is the parameter to be monitored?)	Where (Is the parameter to be monitored?)	How (Is the parameter to be monitored?)	When (Define the frequency / or continuous?)	Why (Is the parameter being monitored?)	Cost (if not included in project budget)	Who (Is responsible for monitoring?)
During project preparation	<ul style="list-style-type: none"> ✓ Site access management ✓ Availability of Waste disposal facilities 	At the site and its vicinity	Check on documentation	Before launch of construction	<ul style="list-style-type: none"> ✓ Safety of the general public 	Within the budget	Contractor/BOM/ County project coordinators
During project implementation	<ul style="list-style-type: none"> ✓ Solid waste and waste water management ✓ Noise and air pollution ✓ Safety of the students/staff/personnel 	Construction site	Observation/ periodic interviews	Continuous at least on a weekly basis	<ul style="list-style-type: none"> ✓ Public and workplace health and safety ✓ Ensure appropriate management and disposal of construction debris and waste ✓ Protection of the natural environment 	Within the budget	Contractor/BOM/ County project coordinators
During Project Completion	<ul style="list-style-type: none"> ✓ Restoration of environment ✓ Complete Waste removal and orderly disposal ✓ Hand over to the school BOM 	Onsite and surrounding neighborhood	Observation /Consultation with staff/ students	After works completion	<ul style="list-style-type: none"> ✓ Avoid any negative impacts to the staff and students from injuries ✓ Avoid soil contamination ✓ Minimize on environmental pollution 	Within the budget	Contractor/BOM/ County project coordinators