

MINISTRY OF EDUCATION

“Safer, Inclusive and Sustainable Schools” Project

ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN

Borosești - Scânteia Secondary School

Demolition and reconstruction



JULY 2023

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ABBREVIATIONS

ACM	Asbestos Containing Materials
CCEAR	County Center for Educational Assistance and Resources
CSI	County School Inspectorate
E&S	Environmental and Social
EA	Environmental Assessment
EC	European Commission
EGO	Emergency Governmental Ordinance
EIA	Environmental Impact Assessment
EP	Environmental Permit
EMP	Environmental Management Plan
ESF	Environmental and Social Framework
ESIA	Environmental Social Impact Assessment
ESMF	Environmental Social Management Framework
ESMP	Environmental Social Management Plan
ESS	Environmental and Social Standards
EU	European Union
GBV	Gender Based Violence
GD	Governmental Decision
GO	Governmental Ordinance
GRS	Grievance Redress Service
LMP	Labour Management Plan
MoE	Ministry of Education
MEWF	Ministry for the Environment, Water and Forests
MoC	Ministry of Culture
OJR	Official Journal of Romania
OP	Operational Policy
SISSP	Safer, Inclusive and Sustainable Schools Project
PMU	Project Management Unit
PMUMSUN	Project Management Unit for the Modernization of the School and University Network
POM	Project Operation Manual

SEP	Stakeholder Engagement Plan
TOR	Terms of reference
WMP	Waste Management Plans
WB	World Bank

EXECUTIVE SUMMARY

Introduction. The Secondary School in Borosești has been selected under the „**Safer, Sustainable and Inclusive Schools Project**” (SSISP) and will benefit from investments intended to increase the quality and safety of the educational infrastructure. The Project aims to provide safer and improved learning environments for students and teachers in selected schools, and to increase institutional capacity for investing in sustainable education infrastructure.

The Project has been approved in 2021 and is implemented, over a period of six years, by the Ministry of Education with financial support from the World Bank. It will address challenges related to issues of safety, inclusion and sustainability in the school infrastructure in Romania. The five components under the Project are: i) Demonstrating Integrated Investments in School Infrastructure, ii) Investing in Clever Classrooms; iii) Foundations for Future Investments in Sustainable and Modern Schools Infrastructure; iv) Project Management; and v) Contingent Emergency Response Component. More information about the project can be found at <https://umpmrsu.ro/sissp/descriere/>.

Borosești Subproject description

The building of the Secondary School in Borosești dates from 1950 and it's in an advanced state of degradation. The technical survey revealed a SR I Seismic Risk, meaning that there is a major risk of collapse in the event of an earthquake. The building will be demolished and a new school will be erected to host 4 classrooms, 2 laboratory and modern facilities for the students. During construction, students will be relocated to a modular school that will be located on the available space in the yard of the kindergarten situated 200 m away.

The proposed new building will have a ground floor and first floor with an area of 805 sqm and will host the 87 children currently enrolled in primary and secondary education. The school will be aligned with the latest seismic standards, near zero energy building standard, universal access for all children, adapted bathrooms for the needs of teenage girls and people with disabilities, a cafeteria for lunch breaks and school events, among other functions. The investment for the new school, including equipment and furniture, will be covered entirely by Project funding, while some associated investments will be covered by the local authority, such as preparing the land that will host the temporary school and connecting it to the utilities, demolition of the old school and annexes on the area planned for the new construction, playground area, landscaping, courtyard lighting, alleys, utility connections, parking lots. These associated facilities will be performed in parallel with the school construction and will be clearly defined under a Protocol between the Project Management Unit for the Modernization of the School and University Network (PMUMSUN, abbreviated in text ca PMU) and Scânteia local authority.

Environmental and Social Framework

The Project is financed by the World Bank and it is guided by the Environmental and Social Framework of the institution (document available on the project website at <https://umpmrsu.ro/sissp/documente-cadru/>), which supports green, resilient and inclusive development by strengthening protections for people and the environment and making important advances in areas such as labor, inclusion and non-discrimination, gender equity, climate change, biodiversity, community health and safety, and stakeholder engagement. In addition to the design of the new schools which will incorporate these elements, the Project aims at ensuring the protection of the environment and the community during and after the school is being rebuilt. For this purpose, a series of documents, frameworks and plans have been developed at the level of the Project in order to ensure the safety of children, community members, workers, identify and mitigate adverse impacts during works, and engage the local community in the process (Environmental and Social Management Framework, Stakeholder Engagement Plan, Labor

Management Plan, etc.). All these documents can be consulted on the Project's website <https://umpmrsu.ro/sissp/>.

Environmental and Social Management Plan (ESMP)

The ESMP outlines the main environmental and social risks associated with the investment in Borosești Secondary School. The overall findings of the ESMP indicate short-term negative impacts on air, soil, water, and acoustic environment during civil works. The environmental issues likely to be associated with the project activities include: noise generation, impact on soil and on water by the construction run-offs, construction dust and wastes, and workers' safety. However, these adverse impacts will be temporary and site specific and will be mitigated through implementing adequate avoidance and/or mitigation measures such as appropriate fencing, appropriate management of construction waste, monitoring health and safety at work, development of clear procedures on site, site-specific organization of the works.

The project is expected to have a mainly positive social impact at the level of the community by providing a healthy and safe environment for future students and school staff members reducing the risks of collapse and human accidents in case of an earthquake, contributing to the climate change adaptation process, providing gender equity and universal access in the newly built facilities. In relation to potential social risks, the ESMP addresses the children and community health and safety risks, including the risk of accidents, disturbances to the educational activity and for neighboring residents, gender-based violence risks, awareness in relation to disaster risks, limited access of vulnerable groups from the benefits of the investment, etc.

For this purpose, the ESMP proposes a set of mitigation measures and relies on community outreach and consultations with those directly impacted (school staff, children, parents) and the community at large to manage these risks across the different phases of the Project. A dedicated grievance mechanism will assist the community to reach the Project in relation to any issues observed during Project implementation.

A monitoring plan attached to the ESMP will be the basis for constantly checking compliance with the proposed risk mitigation measures.

Institutional Responsibilities

The overall responsibility for implementing the provisions of the current ESMP lies with the PMU dedicated for this project. The Scânteia local authority will also need to ensure compliance with the provisions of the ESMP in relation to the works carried with local funding. All other actors involved in the process, such as contractors, the Borosești Secondary School representatives, will be informed about their responsibilities and bidding documents, contracts and protocols will define roles, timelines and actions expected from each stakeholder. The ESMF developed by the Project includes guidelines and instructions for contractors to integrate in their own environmental and social management plans, requested under their contracts.

Consultations and stakeholder engagement. Community and individual consultations began early in the project planning phase, aimed at collecting initial views on the school design and allow for changes as needed. These consultations are guided by the Stakeholder Engagement Plan developed for the Project, accessible on the Project's website.

With the design contract signed in February 2023, a first round of consultations was held in Borosești with representatives of local authorities, schools, teachers and representatives of students and parents, during which general information about the project, the site plan and the proposed design for the new construction in terms of spaces and functions, and the facilities proposed to make the building safer,

sustainable and inclusive were presented. Questions and suggestions from the participants were recorded and a new consultation on the final design will be held in July 2023.

In relation to the current ESMP, this document will be disclosed and consulted with the community during the July 2023 consultation. The public consultations, as well as individual consultations where needed, enable stakeholders to provide input that will help the implementation team to anticipate the impacts of the project more accurately and design more appropriate and effective measures to manage the risks generated. The consultation will be announced in advance at the level of the community and the grievance mechanism will ensure communication channels before and after the consultations. A community event disclosing the proposed design, as well as the provisions under the current ESMP will be organized by the school and local authority, with support from the Project during the disclosure of the current ESMP in July 2023.

All Project materials, information and documents can be found at www.umpmrsu.ro.

Grievance Redress Mechanism. The GRM provides the community members and a range of other stakeholders with the possibility to communicate their views, complaints, suggestions in relation to the Project. This will give the possibility to mitigate any adverse environmental and social risks that the project may encounter in its implementation as well as to give the community a permanent communication channel with the Project.

The main four channels for receiving grievances are by website form on www.umpmrsu.ro, phone – (+4) 021 310 22 07, email – petitii@umpmrsu.ro and mail at the level of the PMU, Str. Spiru Haret, nr. 12, Sector 1, București. This ensures that the PMU has an immediate control over all project related grievances and can address the raised issues immediately.

The Project developed a Gender-based Violence Action Plan (part of the Stakeholder Engagement Plan) in order to protect the community and staff from any cases of sexual harassment and exploitation. A separate safe and confidential reporting channel for the incidence of gender-based violence is available by e-mail address at petitii.vbg@umpmrsu.ro, or in person, by contacting the Project and requesting a meeting with the social specialist on the team.

1. GENERAL PROJECT AND ESMP INFORMATION

1.1 Project overview

Context of the Project

The proposed “Romania Safer, Inclusive and Sustainable Schools” Project addresses development challenges related to issues of safety, inclusion and sustainability in the school infrastructure in Romania. The Project has been approved in 2021 and is implemented, over a period of six years, by the Ministry of Education with financial support from the World Bank¹.

There is an urgent need to invest in quality and safe school infrastructure in Romania, with a high proportion of school buildings failing to meet basic sanitary and safety standards and which pose a substantial risk to lives in a future earthquake, a future pandemic and as the climate warms.

The Safer, Inclusive and Sustainable Schools Project (SISSP) aims to provide safer and improved learning environments for students and teachers in selected schools, and to increase institutional capacity for investing in sustainable education infrastructure. The investments in the participating schools will serve as a demonstration of the preparation and implementation process of works to modernize and improve school infrastructure. The Project is expected to lay the foundations for future investments through State and European Union (EU) funds in school infrastructure. Secondary School in Borosești has been selected to be part of the first batch of investments, together with other 22 schools in the country. The technical design phase for Borosești Secondary School has commenced in February 2023 and the construction works are estimated to begin early in 2024. The main criteria for school selection were the results of seismic risk assessments, together with school marginality data. A list of all selection criteria and methodology can be found on the Project’s website.

Objectives

The SISSP Project aims to develop safer and better educational environments for students and teachers in selected schools and to strengthen institutional capacity to invest in sustainable school infrastructure.

Components

The five components under the Project are: i) Demonstrating Integrated Investments in School Infrastructure, ii) Investing in Clever Classrooms; iii) Foundations for Future Investments in Sustainable and Modern Schools Infrastructure; iv) Project Management; and v) Contingent Emergency Response Component.

The project will include:

- a) Execution of construction works at selected educational units, in order to create a modern infrastructure, resistant to earthquakes and other natural disasters and to increase operational safety;
- b) The endowment with modern and flexible furniture, the endowment with digital equipment of the classrooms in order to improve the quality of the educational process, the endowment with educational materials that will allow the stimulation of the learning capacity;
- c) Teacher training to improve digital skills and understanding modern alternative methods that will encourage active student participation, group work / social learning and will be sensitive to students’ individual motivations and differences;

¹ The Board of the WB approved on 29th of April 2021 a Loan on the amount of 100 million euros (EUR) (equivalent to USD 121,07 million) to Romania for the implementation of the SISS Project. The Loan Agreement Number 9236-RO was signed between the WB and the GoR, represented by MoF, on 6th of May 2021 and it is in the process of ratification. The SISS Project is to be implemented over a period of six years, between 2021 and 2027.

- d) Providing institutional support to local authorities for accessing European funds that will be available in the financial year 2021-2027 in order to make investments in modernization of school infrastructure;
- e) Training of students, teachers and community awareness by promoting actions that can be taken to build disaster resilience and climate change, disaster preparedness and response, opportunities to increase sustainability (such as zero waste, water harvesting, energy use and conservation, etc.).

1.2 Scope and objectives the ESMP

The Project is supported by the World Bank through an Investment Project Financing Instrument. As a consequence, the Borrower is required to identify and assess the environmental and social risks associated with the Project and to propose an integrated management of these risks throughout the preparation and implementation phases. This process is carried under the World Bank Environmental and Social Framework (ESF) that enables the WB and Borrowers to better manage environmental and social risks of projects and to improve development outcomes.

The Bank believes that the application of these standards, by focusing on the identification and management of environmental and social risks, will support Borrowers in their goal to reduce poverty and increase prosperity in a sustainable manner for the benefit of the environment and their citizens. The standards will: (a) support Borrowers in achieving good international practice relating to environmental and social sustainability; (b) assist Borrowers in fulfilling their national and international environmental and social obligations; (c) enhance nondiscrimination, transparency, participation, accountability and governance; and (d) enhance the sustainable development outcomes of projects through ongoing stakeholder engagement.

The objective of the current ESMP developed in the specific context of the Borosești Secondary School sub-project is to ensure that the social and environmental impacts that may occur in the implementation of the Borosești Secondary School sub-project activities are adequately addressed through appropriate mitigation measures, integrated in the processes of implementation and operation of the sub-project, in order to ensure the protection of the environment and human health. This objective is in line with the Environmental and Social Management Framework a document that was prepared by the Project in 2020, at project design level, and which incorporates all the requirements that are applicable to the project, as well as main risks and mitigation measures to be implemented across all investments (document available on the project website).

The development of the current ESMP is based on the provisions of World Bank's Environmental and Social Framework (ESF) that requires Borrowers to assess and manage environmental and social risks of projects supported by the WB. The ESF is built upon the 10 WB's Environmental and Social Standards (ESS), out of which, the following six apply to the SISSP and establish the standards that the Borrower and the project will meet through the project life cycle, as follows:

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

The ESSs that apply to the project have been analyzed and adapted to the context in Romania and a series of tools and documents have been elaborated in the Project Preparation phase in 2020. These instruments include the Environmental and Social Management Framework, Stakeholder Engagement Plan, Labor Management Plan, Grievance Redress Procedure, Gender Based Violence Action Plan, etc. In addition, two studies carried by the World Bank in the context of the Project, assessing the specific needs and concerns of different vulnerable categories that might be impacted by the investments in schools, have informed the Project design. All these documents can be consulted on the Project's website.

The Environmental and Social Management Framework also contains a review of applicable Romanian legislation, in addition to an in-depth presentation of the World Bank's standards. The framework document can be consulted on the Project website.

2. DESCRIPTION OF BOROȘEȘTI SECONDARY SCHOOL SUBPROJECT

2.1 Description of area and community affected by the investment

Boroșești is a village within Scânteia commune located in the southern part of Iași County, near the border with Vaslui County.

The surface area of the settlement is about 41 sq km and the population is 5.505 inhabitants according to the provisional data of the 2021 census, 28.3% larger than at the previous census in 2011 when 4.289 inhabitants were registered.

Available data on National Institute of Statistics website also shows that the population aged 6 to 14 has doubled in the last 5 years².

The demographic growth of the locality registered in recent years could have two sources:

- The locality has become an option for a part of the residents of Iasi municipality, given the relatively short distance at which the locality is located (about 28 km) and the improvement that the transport infrastructure in the area has undergone recently; there are regular minibus services to Iasi, most of the roads have been repaired, rail transport has improved with the introduction of private trains and there are also inter-regio trains that stop at Scânteia station.
- Lately, several citizens from the Republic of Moldova have settled in the village, most of them young people, working either in Romania or abroad.

A peculiarity resulting from consultations with representatives of the local authorities is that many families in the locality have children in foster care, often more than one. These children are enrolled in education and are probably one of the sources of the significant increase in the number of school-age children in recent years.

In the commune of Scânteia there is another school, the Secondary School „Axinte Uricariul”, where about 430 children are enrolled. This school uses a building built in the 1980s which has been renovated, without adding additional space to accommodate the growing number of children in the commune.

2.2 Boroșești Secondary School

Secondary School in Boroșești, is a structure within the legal entity „Bodești Secondary School”. It was selected in the first batch of 23 schools that will undertake investments under the Project. The school was considered eligible as it is located in an area with seismic hazard, it is at risk of collapse in the event of an earthquake (according to the technical expertise, the building falls under the seismic risk category class I), it is in an advanced state of degradation, is located on public land and has not been subject to recent comprehensive renovation/consolidation works. The building included in the Project was built in 1950, provides education to a number of 87 children in 3 primary and 4 secondary classes, distributed in 4 classrooms across a two shifts schedule with the secondary classes learning in the morning shift and the primary classes in the afternoon shift. There are 22 teachers and 3 administrative staff working in the secondary school.

The legal entity „Bodești Secondary School” provides primary and secondary education to 300 students and has in its competence the following units:

- Bodești Secondary School;
- Boroșești Secondary School;

² According to the database available on the website of the National Institute of Statistics <http://statistici.insse.ro:8077/tempo-online/#/pages/tables/insse-table> accessed on 10 April 2023

- 3 Primary Schools in Lunca Rateș, Tufeștii de Sus and Rediu.

Currently the Rediu Primary School is closed and the 30 local children are transported about 5 km away, by means provided by the local authority to the school in Bodești. The measure was taken in order to ensure a sufficient number of pupils for making separate classes for each year of study and avoid the simultaneous classes both at Bodești and Rediu schools. The gymnasium classes at Bodești School are formed with children from Bodești, Rediu, Tufești and Scânteia.

At Lunca Rateș Primary School there are 23 children enrolled in primary education, distributed in two classes with simultaneous teaching, and at Tufeștii de Sus Primary School all 11 pupils in the primary classes study simultaneously in one class.

At Borosești Secondary School there are 87 children enrolled as follows:

- in primary school there are 33 students; first grade pupils are in a separate class while two other classes are taught simultaneously, one consisting of pupils in the preparatory and 4th grade and the other of pupils in the 2nd and 3rd grades;
- 54 students are enrolled in secondary school, in 4 separate classes for each year; at Borosești school the gymnasium classes are made of the children from Borosești and Lunca Rates settlements.

Because part of the gymnasium students travels to the school from about 5 km away, the school decided that they should study in the morning and the primary school pupils in the afternoon.

Although the number of school-age children has doubled in the last 5 years, in all school units of Borosești Secondary School primary school children study in simultaneous classes and most of the secondary school children are transported to another locality in order to form separate classes for each year. The small number of students enrolled at Borosești Secondary School may be due to the fact that the school does not have a suitable building in which to accommodate and provide safe educational activities and in which to bring together all the children from neighbouring localities to form separate classes for all years. Under these conditions some parents choose to enroll their children in other schools to avoid learning in simultaneous classes.

Description of the former building proposed for demolition and reconstruction:

- has an area of 454 sqm, 5 classrooms, houses the teaching activity for the 3 primary classes and 4 secondary classes;
- it was built in 1950 with the destination of a school;
- seismic risk category – the technical expertise indicated the seismic risk class I;
- current access to utilities: the building is not connected to water and sewage; it is connected to electricity; Heating is provided by a wood thermal plant;
- current universal access situation – the building does not provide facilities for universal access.

2.3. Location and characteristics of the site for investment

The results of the technical documentation revealed the need to demolish the existing building and construct the new one on the same site where it currently functions.

The building is located on a plot of land with a surface of 5332 sqm, has a footprint of 454 sqm and is composed of a ground floor and an attic.

The building is not inscribed in the list of historical monuments, but is in the protection area of the historical monument „St. John the Baptist” Church inscribed in the list of historical monuments under number IS-04-m-B-04107.



Fig. 1 Location and vicinity of the school

The building is located on 199 Mihail Sadoveanu Street in Borosești village; the site is bordered by an unpaved village road as well as two private single-family houses. In the vicinity stands the Church „St. John the Baptist” as well as other private single-family houses. The area is characterized by a low density of buildings and population.

The school building is connected to electricity. The water comes from a drilled well and the heating is provided by a wood thermal plant. A project is underway to connect local buildings to running water and sewerage, and is scheduled for completion in approximately two years.



Fig. 3 Renderings of the interior of the new school building

The proposed new building will have an area of 805 sqm and a developed area of 1.647 sqm. The new school will host the 87 children currently enrolled in Borosești Secondary School and will have a maximum capacity of 130 students. The school will be aligned with the latest seismic standards, near zero energy building standard, universal access for all children, adapted bathrooms for the needs of teenage girls and people with disabilities, a cafeteria for lunch breaks and school events.

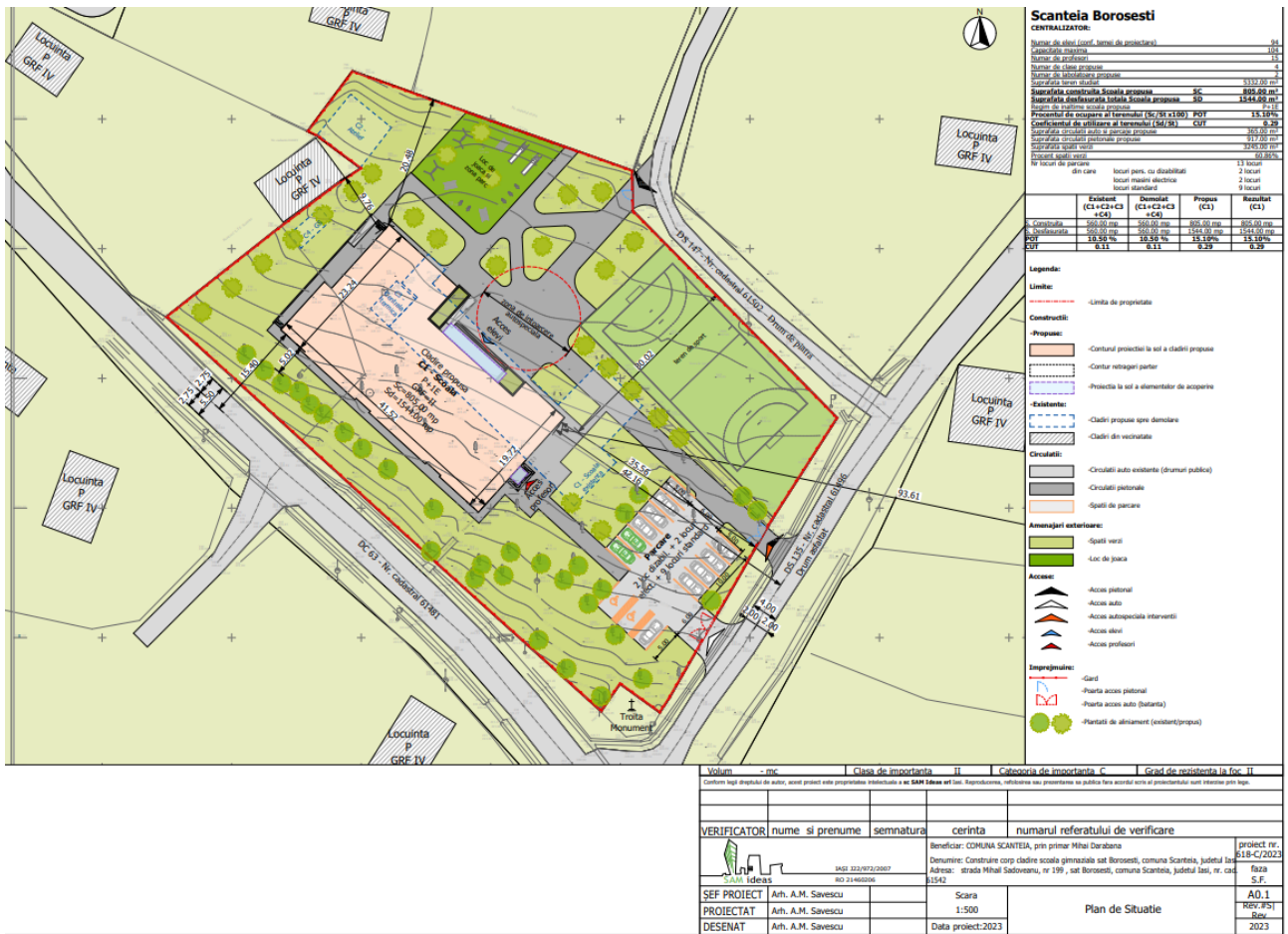


Fig. 4 Proposed plan of the new building and facilities

The spatial-functional organization of the proposed building includes the following spaces:

- 4 classrooms;
- 2 laboratories (one for computer science and one for chemistry, both equipped with storage space);
- 1 dedicated area for documentation, research, and information activities;
- 1 library;
- 1 cafeteria designed to simultaneously serve the students from three classrooms, equipped with a handwashing/disinfection area, a serving counter, and storage, pantry, and office space;
- 1 administrative area for teachers, consisting of a school office, a secretary's office, a principal's office, and a staff room;
- 1 medical office for consultations and treatments, including an isolation room;
- 1 psychological counseling office with a special room for calming children with special educational needs;
- storage spaces for cleaning materials and technical areas dedicated to equipment ensuring the lighting, heating, cooling, and ventilation of the building, as well as those with fire protection purposes.

The building will provide sanitary facilities (sinks, upward jet faucets, and toilets) for students and teachers in accordance with the current legislation, as well as storage spaces for cleaning materials.

The proposed building is designed to accommodate individuals with disabilities, with access points, horizontal and vertical connections, space dimensions and furniture designed in accordance with the provisions of applicable regulations. All level differences, ramps, and stairs are properly marked, and vertical accessibility for individuals with mobility impairments is ensured through the use of an elevator. Both levels of the building are equipped with specially sized and equipped restroom facilities to meet the needs of these individuals.

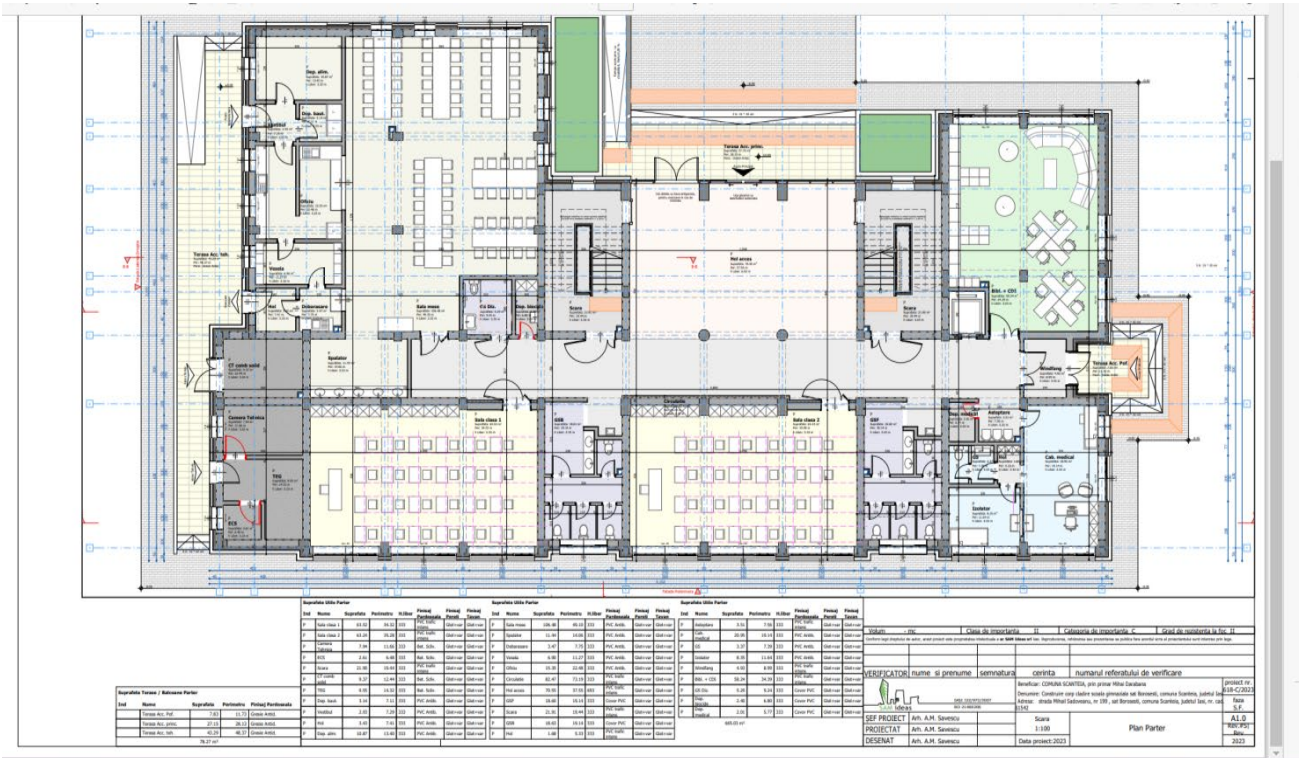


Fig. 5 Proposed plan for the new construction (ground floor)

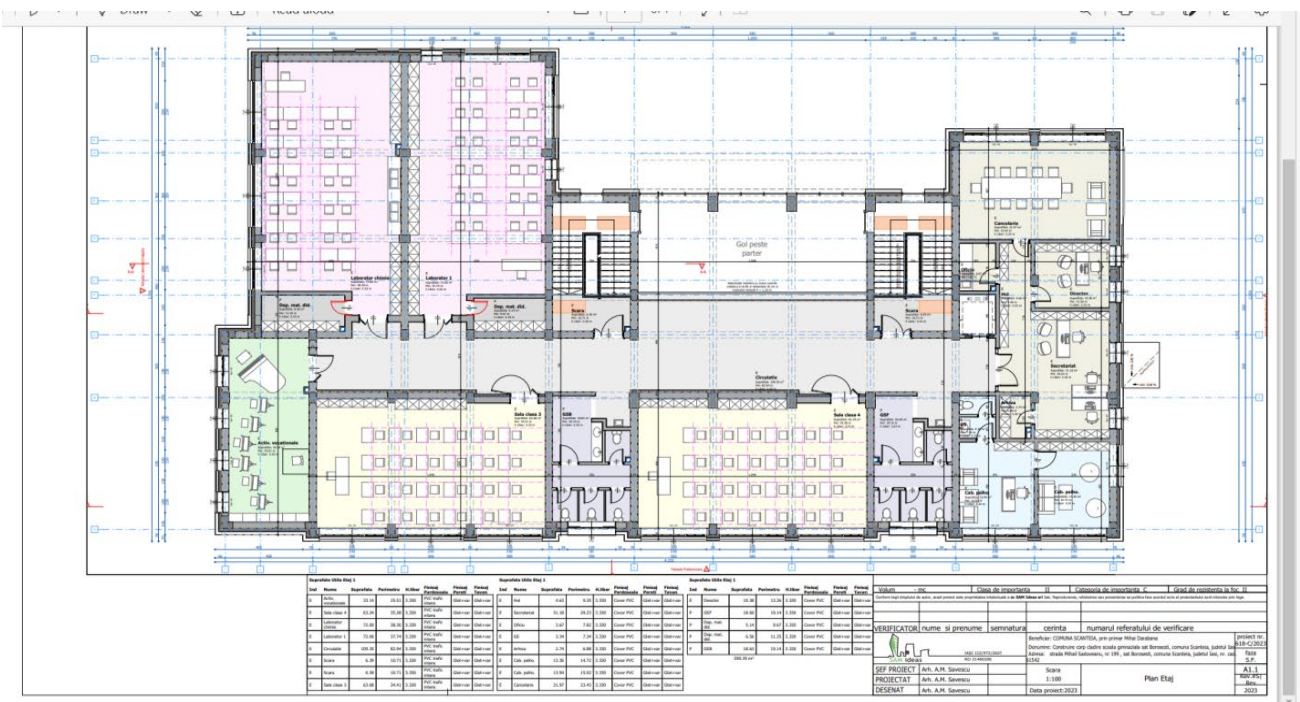


Fig. 6 Proposed plans for the new construction (first floor)

2.5 Associated Facilities

Given the limited resources at the level of the Project and the priority to increase the seismic safety of children in schools at risk across the country, some of the associated elements of the investments will be funded and implemented by local authorities, considering budgetary availability at local level. From an environmental and social perspective, these associated investments will be approached as Associated Facilities of the Investment.

Associated Facilities means facilities or activities that are not funded as part of the Project and, in the judgment of the World Bank, are: (a) directly and significantly related to the project; and (b) carried out, or planned to be carried out, contemporaneously with the project; and (c) necessary for the project to be viable and would not have been constructed, expanded or conducted if the project did not exist.

The E&S standards of the Project, defined under the current ESMP, will apply to these Associated Facilities. In practice, the requirements under the current ESMP will apply to all Contractors, irrespective of the contracted works (demolitions, constructions, landscaping, etc.). The PMU will assist the local authority in implementing and monitoring the measures set out in the current ESMP for the associated facilities.

Description of interventions expected to be carried by the local authorities:

- Demolition of the old school building and annexes to make way for the new building;
- Playground area next to the school;
- Alleys, courtyard lighting and benches, landscaping and fencing;
- Parking lots;
- Utility connections for the mobile classrooms and for the proposed new building.

2.6 Temporary School Relocation Solution

The subproject will need a mobile classroom solution to accommodate the educational and extracurricular activities during the demolition and construction works.

The mobile classroom will comprise of several containers arranged in a fluid manner to accommodate the functions of the educational activities. It will provide similar functions as a standard building, with separate toilets for girls and boys, classrooms, heating units, lighting, standard furniture. The site will need to be prepared in advance by the local authority and will include the connection to electricity, water and wastewater. Heating will be ensured by electrical heaters.

The solution will be consulted with the school representatives, local authority and school community (parents, teachers, children). The costs associated with the mobile classrooms will be under the responsibility of the Project, while the preparation of the site and utility connection will fall under the responsibility of the local authority in Scânteia.



Fig. 7 Examples of modular classrooms in Bucharest and Constanța

2.7 Description of demolition and construction works expected

The demolition will be contracted by the local authority. The works are expected to take two months and will be carried under strict guidance outlined in the technical design documentation associated with the demolition process, prepared under the responsibility of the local authority in Scânteia. The process will involve the disconnection of the current buildings from utilities, the set-up of the construction site within the premises (offices, toilets, changing rooms for staff) and temporary connection to utilities, the fencing and restrictions of accessing the site, equipping the site with health and safety equipment, providing training to workers on site, set-up of environmental protection measures (vehicles washing, transport of debris, protection of green spaces on the construction site).

The technological process of demolition will involve the use of vehicles and machinery specific to construction works such as bulldozers, excavators, jackhammers, dump trucks, etc. The trucks that will go in and out of the site will undergo a wheel washing process and will be covered to avoid the overspill of debris on public roads. A project information board and a grievance system board and letter box will assure that both community members and site workers will be able to communicate any grievances and suggestions to the project team, in relation to the demolition process.

The construction of the new building will most probably last between 12 and 18 months. The first period will be allocated to the site preparation for the construction of the new building and the installation of the necessary equipment for construction works (site organization).

- The new building will have a built area of 805 sqm and a developed area of 1.647,00 sqm. The infrastructure of the building is made of insulated foundations under the superstructure columns and reinforced concrete beams. A general excavation will be carried out over the entire surface of the building to create the foundations. A layer of sand and gravel is placed under the slab above ground level to break the capillarity. Thermal insulation of the above ground slab will be made with 20 cm thick extruded polystyrene. Horizontal waterproofing will be provided under the ground floor walls to prevent damp;
- The superstructure of the building consists of reinforced concrete frames composed of columns, beams and reinforced concrete slabs. Access to the first floor will be via two reinforced concrete staircases;
- The roof will be of non-circulating terrace type, with heat-sealing membrane. On the main access area, an awning will be built by removing the cantilever slab over the floor, with reinforced concrete structure, continuing the non-circulating terrace roofing;

- The external enclosures will be made of 30 cm thick BCA masonry, thermally insulated with a ventilated facade system with a 15 cm thick basalt plaster thermosystem. The interior partitions will be made of 30 cm thick BCA masonry for the teaching areas and 15 cm thick for the other areas;
- The external joinery will be aluminium, with glass, low-e, 4s, with a minimum corrected resistance of 0.83 m²K/W and the curtain wall in the main entrance area with two sheets of glass, low-e, 4s, with a minimum corrected resistance of 0.77 m²K/W. The interior joinery will be aluminium, with full panel and glass panel. The interior floors will be made with PVC carpet. In wet areas (sanitary), non-slip ceramic tiles will be used. Walls and ceilings will be plastered, sanded and painted with super washable paint. The ceilings will be made of plasterboard with 60x120 cm sound-absorbing panels.

2.8 Temporary facilities required during the demolition and construction phase

Demolition and construction activities will require temporary installations on site. The installation of these facilities will allow the performance of various functions of the site, including the storage of building materials, waste management, the arrangement of offices, dedicated spaces for workers and the provision of health and safety on the site.

All the temporary facilities will be installed inside the site subject to works. The construction site will be installed on the ground and will include the placement of modular containers to serve as offices, changing rooms for site workers and as a container for equipment. Ecological toilets will be installed on the site, and their contents will be constantly emptied by the supplier. Separated toilets for women will be installed, if necessary. A truck washing platform will be provided to clean the wheels of trucks leaving the site during demolition and construction work.

At the entrance to the site, a panel dedicated to the mechanism for receiving petitions/complaints with a related mailbox will be installed. Construction workers will be informed about the possibility of contacting the PMU or of submitting an anonymous complaint about the working conditions and the health and safety provisions on the spot, in addition to the grievance mechanism that is expected to function at the level of the Contractors.

The temporary facilities required during the construction works will take into account the designation of spaces for the storage of materials, washing and decontamination facilities for vehicles, contamination control points, ecological toilets, wastewater treatment services, offices and night lighting. Special attention will be given to the security of the site. Appropriate fencing and controlled access to the site will be ensured and the works related traffic will be organized in a manner that will not put at risk the activities and persons in the vicinity (educational activities, children playing in the school playground, neighbors, passers-by) The noise and dust levels will be constantly monitored and appropriate measures will be taken to keep them under the legally admitted maximum.

3. ENVIRONMENTAL AND SOCIAL IMPACTS AND MITIGATION MEASURES

3.1 Key social risks and impacts

The project is expected to have a considerable positive impact at the level of the Scânteia community, children and teachers. This project aims that teachers and students have access to schools that are safe from earthquake, fire and other disaster risks, meet minimum standards for sanitation, heating, ventilation, are energy efficient, can safely resume during health pandemics, and provide universal access to students with disabilities.

By providing a comprehensive solution, through a single investment, the community can reduce dropout or early school leaving, increase educational outcomes and provide safe learning environments. Strengthening disaster resilience and emergency infrastructure in severely damaged buildings at the level of selected units across Romania, will increase the chances of communities to be safely assisted in the event of disasters and will also provide improved and standardized working conditions for the employees and users of these facilities.

In relation to the WB's ESF, the social development and inclusion under the Project aims at empowering all people to participate in, and benefit from, the development process. Inclusion encompasses policies to promote equality and nondiscrimination by improving the access of all people, including the poor and disadvantaged, to the educational services that will result from the investment. It also embraces action to remove barriers against those who are often excluded from the development process, such as women, children, persons with disabilities, youth and minorities, and to ensure that the voice of all can be heard.

3.2 Social Impact Screening Process

An environmental and social checklist was developed at project design stage, including elements related to the socio-economic context of the investments. Several site visits and consultations with relevant stakeholders have also informed the social risk assessment related to the Borosești sub-project. The specific aspects that informed the risk analysis are:

- No land acquisition is involved in the process, as all works will be carried on the same public land that hosts the present building and that is in the property of the local authority in Scânteia (both the land under the existing school and the land that will serve as the site for the future construction are owned by the Scânteia Local Council);
- The building is in the protection area of the historical monument „St. John the Baptist” Church inscribed in the list of historical monuments under number IS-04-m-B-04107, located about 100 meters away;
- The building included in the project was built in 1950, is in advanced state of degradation and will be demolished;
- During the demolition and construction works the children will be moved to another location. The relocation solution proposed for this project is a modular school that will be placed about 200 m away, on a public land belonging to the local authority;
- The area of the school is characterized by a low density of building and population and a low vehicle traffic;
- The population of the village increased by 28.3% in the past 10 years and the population aged 6 to 14 years doubled in the past 5 years;
- Many families in the locality have children in foster care, often more than one. These children are enrolled in education and are probably one of the sources of the significant increase in the number of school-age children in recent years;
- Even though the number of children has increased in recent years, the students of Bodești Secondary School are fragmented into four school units so that most primary education takes

place in simultaneous classes. This is a cause of the decline in the quality of teaching and the attractiveness of the school.

Regarding the vulnerable categories that might be impacted by the Project, two research studies carried by the World Bank in 2020 in the context of the Project preparation, namely, a Community Vulnerability Assessment and a Roma Children Learning Experiences Assessment revealed several aspects that contribute to the objectives of the planned investments. The two studies carried interviews with children and parents coming from vulnerable and marginalized communities, and concluded several interventions that can be addressed by the project in order to improve the experience of vulnerable children in the newly built schools (e.g. adding cafeterias for hot meal programs, adapting to the needs of children with disabilities, addressing the lack of access to modern technologies for children from poor environments, etc.).

Social risks identified under Project Activities:

The social risks identified at this stage are based on data collected at the level of Scânteia, through checklists, observational site visits, consultations, and similar civil works projects. Some of the risks of exclusion that were identified in Project preparation, back in 2020, were already addressed in specific design requirements, such as the inclusion of cafeteria in all schools under the project, dedicated facilities for menstrual hygiene, dedicated facilities and equipment for all children, irrespective of the health status.

The categorization of the social risk listed below addresses the demolition and reconstruction works that will be involved in the project, organized under three stages (1) pre-construction, (2) demolition and construction works, (3) post-construction.

Project preparation

- **Reduced access of vulnerable categories** in consultations and project information related to the Scânteia investment. By vulnerable groups, the Project understands: children and families living in poverty, elderly, children and persons with disabilities, women, Roma children and adults, children with special educational needs. The project not only aims at avoiding or mitigating adverse impacts on these categories, that could potentially be more impacted by the Project, but seeks to create development opportunities for the marginalized. In the case of the Scânteia, vulnerable groups are considered to be children and families living in poverty, children with disabilities and special educational needs, Roma children and their families (with a focus on the Roma community in Lunca Rates), children from other schools within the structure of the Secondary School who attend classes at the same time or who have to travel to another locality to access educational services;
- **Lack of specific measures to accommodate the needs of students/teachers with disabilities and children with special educational needs** in the sub-project design. The inclusion component of the Project enhances universal access design so that people with health conditions or impairments can enjoy all the benefits provided by the new school, including adapted furniture, dedicated spaces for counseling and inclusive technology solutions. The proposals that came from the community during the first round of consultations will be expected to be included in the design specifications;
- **Worsening health and safety conditions in the temporary location** for students and staff; the risk concerns ensuring health and safety conditions in the temporary building (located in the high school complex and recently renovated and used for the relocation of high school students in the last two years) that currently houses the relocated children and primary school teachers; it also

concerns mitigating, as much as possible, any impacts that could affect participation and access to education;

- **Reduced access to education** for relocated children, in case the mobile classrooms are non-compliant with health and safety requirements and the functional needs of the educational process (e.g., fire safety, sanitation, lack of heating, lack of sound proofing, lack of light, etc.). Any faults that are not taken into account during design and construction risk to reduce children's access to education.

Construction of the new school

- **General discomfort generated by dust and noise pollution**, for relocated children and the students in the neighboring building, learning and playing in the near-by school buildings and school yard next to the site, teachers, near-by residents, the church (discomfort generated by noise, and dust pollution);
- **Community health and safety risks** generated by the construction site, in the form of possible accidents especially in relation to children learning and playing next to the site, in situations involving lack of fencing and security measures to restrict access on the construction site, risk of road accidents for pedestrians in general, and for children, generated by temporary heavy transport during the construction process;
- **Disruptions in utility services** due to accidents or planned interventions (water, sewerage, electricity, gas);
- **Occupational accidents on the construction site**, especially in relation to migrant workers, if the case; the construction sector in Romania continues to be the sector with the highest rates of work-related accidents and fatalities, due to the lack of compliance with health and safety rules on site. In relation to the increased number of foreign workers, these persons are likely to be more exposed to occupational accidents due to language barriers;
- **Social tensions, increased risks of sexual harassment, abuse and violence, misconduct** during works, potentially perpetuated by construction workers. This impact will likely be greater in the event of installing temporary accommodation for construction staff, given the proximity of the site to current educational activities; the risk is related to a gender-based violence risks. The screening process that concluded the need to protect the local community, especially children and women, from such situations that might be generated by the presence of contracted workers in Borosești.

Post-construction phase

- **Lack of opportunities for vulnerable groups** to benefit from the investment, such as Roma, in particular Roma children, children with disabilities, children in the other educational units within the school, community at large. The risk relies on the current segregation practices that are affecting Roma minorities across the country. The school will also have the potential to become a community asset that can be used by various groups outside of the educational activities, irrespective of their socio-economic status within the community. Other risks related to vulnerable categories are the lack of specific equipment to accommodate the needs of children with disabilities and special educational needs, or the misuse of the menstrual hygiene units for teenage girls;
- **Reduced disaster awareness** in relation to the role the newly school can play in the event of a natural disaster, as well as the process of protecting the life of children and other community members in the event of an earthquake or other natural disaster. Beyond the infrastructural

component, the project aims at addressing the lack of disaster preventive actions at the level of the school and the community at large;

- **Limited availability of the new facilities due to lack of local funds** to cover associated facilities that do not fall under the investment as well as day to day operational and maintenance expenses of the newly school; the proposed designs are aiming to create energy efficient buildings that are likely to reduce the current operational expenses of local budgets. Associated investments that will be carried by the school (fencing, alleys, courtyard lighting, landscaping, playgrounds) will be captured in the proposed design and will be planned in advance so that the new school building is ready to use at the end of Project investments.

Social risks identified under Associated Facilities

Given the focus of the project on enhancing the safety of children learning in schools with considerable seismic risk, some of the associated investments, such as demolition of current buildings (including the old school and clearing the current site from the three annexes), and fencing, alleys, parking lots, courtyard lighting, playground area, landscaping at the site of the new school, will be carried technically and financially by the local authorities.

The risks that pertain from this activity are similar in nature as those described above, under the new construction works, and will be addressed by local authorities:

- **Community health and safety risks**, as well as neighbors and passersby. Securing the perimeter of the building and managing the heavy traffic are also considered essential in keeping the safety of children and adults intact during the process. This will also be applicable to the small interventions carried by the local authority in the new school's yard.
- **Occupational health and safety**. As mentioned above, occupational accidents in the construction sector continue to be an area of high risk for human health, as enforcement of national legislation tends to be low, especially in works located in rural parts of the country.
- **General discomfort generated by dust and noise pollution**, , children learning and playing in the near-by school buildings and school yard next to the site, teachers, near-by residents, staff of the institution in the vicinity of the site;
- **Risk of road accidents** for pedestrians in general, and for children in particular, generated by temporary heavy transport during the construction process;
- **Disruptions in utility services** due to accidents or planned interventions (water, sewerage, electricity).

3.3 Key environmental risks and impacts

3.3.1 Screening and permitting processes

An initial screening was performed by the City Hall and afterwards was revised by Environmental and Social Safeguards Specialists of the PMU. Site visits and consultations with the school and local authorities representatives further supported the data collection process.

Further environmental impacts will be highlighted in the permitting process the Environmental Impact Assessment procedure which will be conducted by the County Environmental Protection Agency based on the documents provided by Technical Design Consultant and results will be incorporated into the current Environmental and Social Management Plan, if necessary.

Environmental Screening results:

- Scânteia is located in Central Moldavian Plateau, in Bârlad River basin. School location is inside a

5332 m2 plot, being the Public ownership of Locality;

- Plot is outside area with flooding probability (Fig. 8). Rebricea Seacă river has not associated flooding events³. No landslide probability was identified;
- Land clearing will be performed during demolition works. On the site is a reasonable space for typical construction areas;
- Nearby road is a Rural type with normal traffic. Low hazards to public traffic and pedestrian by transportation vehicles during construction activities are anticipated;
- A forest is at 680 m distance to the School and in vicinity of the School is Saint John Church, a historical building registered in the national list of historical monuments with the number 1812 IS-II-m-B-04107.



Fig. 8 Flooding hazard map

Environmental risks identified under Project Activities

Demolition and construction work:

- Pollution with dust, noise and noxious emissions;
- Transportation and construction vehicles impact on pedestrian and general traffic;
- Improper management of waste resulted from demolition/construction works;
- Asbestos impact during demolition of building (low probability);
- Improper management of Sewage waters from working site and Leakages from equipment used on working site;
- Not following the indicated procedure in case of discovering a physical cultural, historical or archaeological resource during excavation or demolition.

³ <https://rowater.ro/despre-noi/descrierea-activitatii/managementul-situatiilor-de-urgenta/directiva-inundatii-2007-60-ce/harti-de-hazard-si-risc-la-inundatii/>, accessed July 2023

Operation of the new school:

- Improper waste management by not allocating enough recipients for selective collection and storage of waste (household, plastic, glass, metal, paper, electric and electronic waste) - low probability;
- Unsafe practices during operation of the building by improper connections to the sewage network - low probability.

The mitigation measures proposed by the Project with the aim of avoiding or reducing as much as possible the impacts and risks listed above are included in the management plan below, that defines impact areas, mitigation measures and institutional responsibilities associated with the proposed measures.

Environmental Guidance

Energy Efficiency, Insulation and Ventilation

Insulation should be tailored to the seasonal impacts of climate, internal thermal load, and characteristics of exposure. Vapor barriers should prevent moisture intrusion in the roof insulation and outer wall cavities and using damp course.

Window location should be determined on view, ventilation, light, thermal gain, privacy control and interior space functions.

High-efficiency systems for heating domestic water (including solar systems) and for interior space heating should be selected with maintenance and long-term running costs in mind.

Plumbing should be coordinated to minimize plumbing and also water service to toilets and utility rooms. Water-saving faucets, ring mains and other devices also require consideration. Construction materials will conform to national regulations and internationally accepted standards of safety and environmental impacts.

Electrical Systems

Incoming cables should be located underground. Main entrance feed and panel located away from places of work and waiting is prudent in avoidance of electromagnetic fields. Ground faulty wiring near any plumbing fixture is a precaution. Selecting the most energy efficient light fixtures, lamps, appliances and equipment will reduce energy demand but can introduce undesirable electromagnetic fields. Be aware that close proximity to table, floor and desk halogen, fluorescent and other high-efficiency fixtures and lamps can cause an exposure to harmful electromagnetic fields.

Selection of Construction Materials and Construction Methods

Environmentally sound goods and services should be selected. Priority should be given to products meeting standards for recognized international or national symbols. Traditionally well-tried materials and methods should be chosen before new and unknown techniques. Construction sites should be fenced off in order to prevent entry of public, and general safety measures would be imposed. Temporary inconveniences due to construction works should be minimized through planning and coordination with contractors, neighbors and authorities. In densely populated areas, noisy or vibration generating activities should be strictly confined to the daytime.

Handling of Waste

The handling of construction debris will be according to local and national regulations, and as specified in the ESMP, and described above under site considerations. These regulations are developed and enforceable in Romania. Monitoring will be the responsibility of site supervisors working for the MoE. For asbestos and asbestos-containing materials please see Annex 1. In all the specific cases for which contractors should demolish or remove asbestos-containing materials, these categories of works should be done only with qualified personnel and fully in line with the specific legislation related to this specific field.

Occupational Health and Safety at Work

The contractor has the obligation to ensure all necessary personal protective equipment (PPE) and materials, and the workers have the obligation to use all such protective equipment - helmets, gloves, goggles where appropriate and work uniforms. All these minimum protection rules, doubled by avoiding over-exhaustion of workers, prevent ergonomic injuries and other work-related accidents resulting from repetitive, excessive and manual handling of building materials.

Recommendations for their prevention and control include knowledge of the most common causes of wounds in construction and decommissioning by:

- Training of workers in the lifting and handling of materials, techniques in construction and decommissioning projects, including placement of weight limits over which mechanical assistance is required;
- Workplace site planning to minimize the need for manual heavy load transfer;
- Selecting tools and designing workstations that reduce the need for strength;
- Implement administrative controls in work processes, such as job rotation and rest breaks.

Contractor H&SP and ERP

Contractor will be required to produce a Health and Safety Plan (H&SP) and an Emergency Response Plan (ERP) to protect his employees during the works he shall undertake. This Plan will be reviewed at the level of the PMU both on Environmental and Social aspects and at the level of the Bank. The Contractor's ESMP (C-ESMP) shall be considered when preparing contractor's H&SP and ERP. Environmental controls and exposure levels associated with worker protection shall be included in the C-ESMP. Work practices required by the ESMP are not intended to compromise health and safety in any way. Each H&SP and ERP will be approved by the Supervising Engineer prior to the contractor commencing works to ensure adequate health and safety controls and procedures have been developed, that are appropriate to the works to be undertaken.

3.4 Environmental and Social Management Plan

The mitigation measures proposed by the Project with the aim of avoiding or reducing as much as possible the impacts and risks listed above are included in the management plan below, that defines impact areas, mitigation measures and institutional responsibilities associated with the proposed measures. The plan will be subject to consultations with stakeholders and to updates during implementation, whenever necessary.

E&S Impact Area and Risks	Proposed mitigation measures	Institutional responsibility for mitigation
Pre-construction phase		
<p>General E&S Management</p> <p>Risks: unsafe and unsustainable practices during demolition and construction works;</p> <p>Affected persons: school children and staff, community members, workers;</p>	<ul style="list-style-type: none"> ▪ The Contractor shall develop a Contractors ESMP in accordance with the requirements stipulated throughout the ESMP. C-ESMP will include Labor Management Plan, Occupational Health and Safety Plan, Solid Waste Management Plan, Emergency Response Plan; ▪ Contractor to provide reports and access to E&S information related to the implementation of this ESMP; 	All Contractors
<p>Project Design</p> <p>Risks: exclusion of community from project design, risks of accidents for children, community and workers, non-compliant plans at the level of site organization;</p> <p>Affected persons: vulnerable categories, school children and staff, community members, workers;</p>	<ul style="list-style-type: none"> ▪ Ensure all elements derived from consultations are integrated into the final design, especially universal access features; ▪ Provide clear elements for community safety in Site Organization Plan (fencing, restricted access, site surveillance/security system); 	<p>PMU E&S specialists</p> <p>Design Consultant</p>
<p>Safe Relocation of Children</p> <p>Risks: unsafe conditions for relocated children and staff, exclusion of vulnerable categories from educational activities;</p> <p>Affected persons: relocated children and staff, vulnerable categories, such as disabled children/staff;</p>	<ul style="list-style-type: none"> ▪ Ensure health and safety conditions in relocated space are compliant with minimum norms; ▪ Apply health and safety checklist and propose remediation actions in the event of non-compliance; ▪ Install Grievance Box at the relocated school; 	<p>PMU (applying checklist and managing grievances)</p> <p>Local authority (for remediating actions and installing grievance box)</p>
Construction and Demolition Phase		

E&S Impact Area and Risks	Proposed mitigation measures	Institutional responsibility for mitigation
<p>Community Health and Safety</p> <p>Risks: lack of safety and protective elements resulting in accidents, access of children in restricted areas;</p> <p>Affected persons: children, school staff, community living next to construction sites;</p>	<ul style="list-style-type: none"> ▪ Community Safety Elements in place prior to commencement of works and maintained throughout work schedule (fencing, designation of areas with restricted access, separate access routes with ID check-up, clear and visible signaling panels, surveillance/security system); ▪ Waste Management Plan, Traffic Management Plan, Worker Management Plan, OHS Plan, Emergency Response Plan approved by the PMU; ▪ Record and communicate any accidents involving community members to the PMU; ▪ Installation of GRM Board and Box next to Construction site; ▪ Information Notes submitted to all neighbors in relation to work schedules and grievance mechanism; ▪ Children Safety Awareness Actions developed at the level of the school with support from PMU. 	<p>Contractor</p> <p>PMU Community Engagement Specialist</p> <p>School and local authority</p>
<p>Occupational Health and Safety</p> <p>Risk: occupational accidents, lack of protective equipment on site, lack of contracts and illegal work, lack of appropriate trainings</p> <p>Affected persons: workers across all planned demolition and construction works;</p>	<ul style="list-style-type: none"> ▪ OHS Plan and Emergency Response Plan approved by site manager and all safety elements in place in accordance with national legislation and site management plan; ▪ Provide translation of OHS requirements on site for Contractors employing foreign workers; ▪ OHS Training plan included in Labor Management Plan; ▪ Internal Code of conduct and Grievance Mechanism for Workers disclosed to workers; ▪ Ensure workers are using Personal Protection Equipment and World Bank Health and Safety guidelines are followed; ▪ Inform the PMU of any accidents occurring on site or non-compliance signaled by the control of designated authorities; ▪ Appropriate signaling and information boards on H&S installed at the sites; ▪ Perform ad-hoc site visits to check compliance with national H&S requirements; 	<p>All Contractors</p> <p>PMU's E&S Specialists and PMU's technical area coordinator</p>
<p>Pollution with dust, noise and noxious emissions</p> <p>Risks: unsafe conditions for educational activities, non-compliant work</p>	<ul style="list-style-type: none"> ▪ Consult and agree with school and church representatives on avoiding, as much as possible, noise pollution during educational/religious services; ▪ GRM Board and box installed at site; ▪ Vehicles and machines will be properly maintained and will have up-to-date technical revisions; 	<p>All Contractors</p>

E&S Impact Area and Risks	Proposed mitigation measures	Institutional responsibility for mitigation
<p>schedules, disturbances at the level of neighboring activities;</p> <p>Affected persons: school children and staff, neighbors;</p>	<ul style="list-style-type: none"> ▪ Fencing with acoustic barriers in the school direction; ▪ Covering the transportation vehicles for demolition or excavation materials; ▪ Cleaning wheels of vehicles at the exit from working site; ▪ Inform community/neighboring properties on any planned or accidental interruptions in utility services; ▪ Information Notes submitted to all neighbors in relation to work schedules and grievance mechanism; 	<p>PMU's Community Engagement Specialist and Area coordinators</p>
<p>Traffic Management</p> <p>Risks: road accidents and restricted access for emergency services;</p> <p>Affected persons: children, elderly, community members, neighbors;</p>	<ul style="list-style-type: none"> ▪ Traffic Management Plan elaborated under the C-ESMP; ▪ Organize the transport related to the construction works as to avoid the hours with high pedestrian traffic next to school (early morning/afternoon); ▪ Separate pedestrian access to the school from construction vehicles accessing the site; ▪ Install signaling of routes, restricted access and speed limits on site; ▪ Request support from Local Police to assist with children safety during intense transport schedule, if necessary; ▪ Children Safety Awareness Actions developed at the level of the school with support from PMU. 	<p>All Contractors</p> <p>School and local authority</p>
<p>Influx of Labor</p> <p>Risks: sexual harassment and abuse of school children and other community members, especially girls and women, and female workforce, social tensions in the community, illegal work practices;</p> <p>Affected persons: school children, girls and women in the community and working on site, workers, especially migrant workers;</p>	<ul style="list-style-type: none"> ▪ Contractor will comply with PMU's Labor Management Plan, attached to the bidding documents; ▪ Trainings regarding SEA/SH will be provided to all Project workers, based on contractor's Code of Conduct, signed by all workers; ▪ Inform PMU on intention to temporary house workers on site and present accommodation plans and features. ▪ Provide separate facilities for women, if there is female participation in works on site; ▪ Ensure that all site workers have legal contracting forms, are over 18, have valid working visa for foreign workers; ▪ Provide internal grievance mechanism for workers and inform about Project's GRM; ▪ Inform PMU on non-compliances recorded by auditing labor authorities; ▪ The Gender Based Violence Action Plan, including service provider mapping, updated as necessary in the Project's SEP; 	<p>All Contractors</p> <p>PMU's Social and Community Engagement Specialists</p>

E&S Impact Area and Risks	Proposed mitigation measures	Institutional responsibility for mitigation
	<ul style="list-style-type: none"> ▪ Awareness actions on GBV Plan to be carried at the level of the school/community, with the support of PMU; ▪ Dedicated grievance channel to capture SEA/SH related complaints in place; 	
<p>Waste Management</p> <p>Risks: pollution;</p> <p>Affected parts: air and soil</p>	<ul style="list-style-type: none"> ▪ Management of waste from demolition/construction in order to be reutilized, recycled and other, for minimum 70% of generated waste; ▪ Separated collection of domestic waste in designated areas on working site; ▪ Contracting authorized companies for waste transport and management; 	All contractors
<p>Sewage waters from working site</p> <p>Leakages from equipment used on working site</p> <p>Risks: pollution;</p> <p>Affected parts: soil and underground waters;</p>	<ul style="list-style-type: none"> ▪ Supply of working site with mobile toilets for workers and company personnel; ▪ Using equipment in good conditions to avoid Leakages; ▪ Removing contaminated soil, treating and final deposing; 	All contractors
<p>Clearing the site and removal of planted vegetation</p> <p>Impact on trees vegetation or hedgerows</p> <p>Risks: damages;</p> <p>Affected parts: vegetation;</p>	<ul style="list-style-type: none"> ▪ Any removal of existing trees will be replanted in a suitable area; ▪ Restoration of vegetation to the initial state, wherever applicable; 	All contractors
<p>Discovering a physical cultural, historical or archaeological resource during excavation or demolition</p> <p>Risks: damages;</p> <p>Affected parts: cultural heritage;</p>	<p>Stop the construction activities in the area of the chance find;</p> <p>Delineate the discovered site or area and secure the site;</p> <p>Notify the Supervising Engineer who in turn will notify the responsible authorities immediately (within 24 hours or less);</p> <p>Construction works could resume only after permission is granted from the responsible local authorities concerning safeguard of the physical cultural resource;</p>	All contractors

E&S Impact Area and Risks	Proposed mitigation measures	Institutional responsibility for mitigation
<p>Asbestos impact during demolition of building</p> <p>Risks: pollution;</p> <p>Affected persons: workers;</p>	<p>In case of finding asbestos and asbestos-containing materials during demolition - contract with authorized companies for handling, collection, transportation and disposal;</p>	<p>Contracted companies for demolition works</p>
Post Construction Phase		
<p>Lack of opportunities for vulnerable groups</p> <p>Risks: lack of adapting the equipment to the needs of vulnerable children, especially children with disabilities and special educational needs, vulnerable girls;</p> <p>Affected persons: children with disabilities and special educational needs, girls coming from poor families;</p>	<ul style="list-style-type: none"> ▪ Consult school and parents on inclusive school furniture during acquisition phase; ▪ Consult girls on menstrual hygiene practices and provisions in the dedicated spaces in the new buildings; ▪ Consult with vulnerable groups if there are instances of exclusion or discrimination in relation to accessing the new school; ▪ Ensure acquisition documents reflect community perspectives derived from all consultations; 	<p>PMU's Community Engagement Specialist</p>
<p>Limited functionality of the new building or delays due to lack of local funds for associated facilities assumed under the PMU-Local Authority Protocol</p> <p>Risks: lack of universal accessibility to the new building, lack of safety for children (especially girls) next to the school area, lack of connection to basic utilities.</p> <p>Affected persons: school children and staff, girls, children with disabilities.</p>	<ul style="list-style-type: none"> ▪ Detailed design and associated costs will be consulted with the Local authority and financing options will be identified in the Protocol signed between the parties; ▪ Protocol will clearly state the timelines related to the associated facilities related to the functionality, accessibility and safety of the new building and its surroundings; 	<p>PMU Management</p>

E&S Impact Area and Risks	Proposed mitigation measures	Institutional responsibility for mitigation
<p>Waste resulted from school activities</p> <p>Risks: pollution</p> <p>Affected parts: air and soil</p>	<ul style="list-style-type: none"> ▪ Improper waste management due to insufficient allocation of recipients for selective collection and storage of waste (household, plastic, glass, metal, paper, electric and electronic waste); 	<p>School maintenance staff</p>
<p>Leakages of sewage waters</p> <p>Risks: pollution;</p> <p>Affected parts: soil and underground waters;</p>	<ul style="list-style-type: none"> ▪ Maintenance in good condition of sewage network; 	<p>School maintenance staff</p>

4. INSTITUTIONAL ARRANGEMENTS

The overall responsibility for implementing the provisions of the current ESMP lies with the PMU dedicated for this project. All other actors involved in the process, such as contractors, the Scânteia School representatives, local authority, will be informed about their responsibilities and bidding documents, contracts and protocols will define roles, timelines and actions expected from each stakeholder.

Definition of roles and responsibilities (PIU/local authorities/Contractors/)

PMU roles and responsibilities in relation with ESMP

The Project Management Unit for the Modernization of the School and University Network (PMUMSUN) within the Ministry of Education acts as the Project Implementing Agency. The PMU is responsible for all Project implementation activities. PMU will be assisted in the process by a TD & TA Consultant, Contractors for Construction Works, specialized technical verifiers (including environmental verifiers), site managers, contract managers, who will be contracted in different phases of the Project.

Role of the Technical Design & Technical Assistance Consultant

At the time of writing this report, PMUMSUN have procured the services of a Consultant who would provide the Technical Design documentation for the demolition and construction works and Technical Assistance during works execution. In more detail, the Consultant will be responsible with the development of the Inception Report, with the delivery of the Documentation for obtaining the Demolition Permit for the existing construction, with the Documentation for obtaining the Building Permit, with the development of the Technical Design and of the Execution Detail Design for the proposed construction, and with providing the Technical Assistance Services for the works execution, as well as preparing the necessary documentations for obtaining the operational permits, and other necessary services in order to achieve the investment objective of the Scânteia Primary School. In relation to the ESMP, the Consultant will:

- Supervision of the quality of the works, including compliance with Law No. 10/1995 - in terms of requirements:
 - A- Mechanical strength and stability
 - B - Fire safety
 - C - Hygiene, health and environment
 - D - Safety and accessibility in operation
 - E - Noise protection
 - F - Energy saving and thermal insulation
- The worksite organization (including details on waste management, sewerage during works, separate toilets, dining and resting spaces, health and safety signage, grievance board, project information board, fencing, restricted access);
- Provide the specifications for the works, where ESMP provisions should be included.

The PMU E&S experts will be involved in regular meetings with the Consultant, and will participate in site visits together, review the monthly reports submitted by the Consultant in relation to ESMP

provisions, and update the ESMP based on details and specifications that will have surfaced during the technical design phase. An initial public consultation took place in March 2023 and a second consultation is planned while disclosing this document, presenting the proposed final design of the new school, allowing the participation of the public in the design and planning process.

Role of the Environmental, Social and Community Engagement Specialists

Environmental, Social and Community Engagement Specialists within PMUMSUN will be responsible for disclosure, consultation, coordination and supervision of the ESMP and risk mitigation measures undertaken within the project. The Specialists will work in close coordination with supervision project coordination staff and technical staff in courts and will:

- disseminate existing environmental and social management guidelines and develop guidelines in relation to issues not covered by the existing regulations, in line with the Bank and EU standards for implementation, monitoring and evaluation of mitigation measures;
- ensure that procurement processes for construction works and supply of equipment include reference to appropriate guidelines and standards;
- conduct periodic site visits to inspect and approve plans and monitor compliance;
- ensure the uniformity in all activities related to the preparation and implementation of Environmental and Social Management Plans;
- keep permanent contact with Environmental and Social safeguards specialists of the World Bank and ask for advice on any problem that requires guidance regarding the activity in the field.

In particular the Environmental Specialist will:

- perform activities related to compliance of environmental activities;
- prepare activity plans for Environmental impact mitigation of the construction activity outcomes and the Environmental monitoring plan;
- ensure that the systematic supervision in relation with qualitative and quantitative indicators and perform analysis for underlining the achievements and the evolution of the implementation process is done by Contractors according to the monitoring plan;
- prepare periodical reports for the World Bank and Government Agencies;
- coordinate environmental training for staff, designers and local contractors, related to responsibilities on environmental protection.

In particular the Social Specialist will:

- ensure that the terms of reference for any design consultancy services incorporate the World Bank safeguards and corporate requirements including public disclosure and public consultation on the results of environmental and social impact assessments, citizen engagement and gender aspects;
- be responsible for carrying out activities related to social safeguards within the framework of component 1 of the project in accordance with the provisions of the loan agreement;
- manage the GRM, and ensures that each complaint is handled in accordance with the procedure; reviews the complaints received and recommends appropriate measures to deal with the issues raised, as appropriate;
- monitor the social impact of the Project and propose measures to properly manage the risks generated by the implementation activities.

In particular the Community Engagement Specialist will:

- identify the stakeholders and organize stakeholder engagement activities that will be targeted at project affected persons as well as at other interested parties;
- be responsible of the communications, consultations and engagement with direct beneficiaries and the wider public;
- ensure outreach to and engagement of disadvantaged and vulnerable groups;
- establish and manage public meetings, trainings and workshops, media and social media communication, disclosure of written materials, as well as a survey among affected persons to gauge satisfaction with the quality of citizen engagement and share additional concerns.

Role of the Contractors

The contractor shall be responsible for implementing the provisions under the ESMP. The final version of the ESMP, with updated actions based on the technical design and specifications provided by the TD&TA Consultant, will be approved after the contribution of the public, collected during public disclosure and consultations and organized during the technical design phase. Once the contract is signed, with the ESMP acting as an annex, the Contractor can bring contributions to the plan, following negotiations with the E&S experts within the PMU and the TD&TA Consultant.

Contractor ESMP (C-ESMP)

The demolition and construction contractors will prepare their own ESMP based on the framework of the approved site-specific ESMP. The C-ESMP will be reviewed and approved by the Supervising Engineer and will form part of the contractual obligations. The C-ESMP will be specific to the contracted services but will consider the impact of these services at the level of the construction sites.

Worksite organization

Constructor will implement all the aspects from the works project design including details on waste management, sewerage during works, separate toilets, dining and resting spaces, health and safety signage, grievance board, project information board, fencing, restricted access.

Occupational Health and Safety at Work

The contractor has the obligation to ensure all necessary protective equipment and materials, and the workers have the obligation to use all such protective equipment - helmets, gloves, goggles where appropriate and work uniforms. All these minimum protection rules, doubled by avoiding over-exhaustion of workers, prevent ergonomic injuries and other work-related accidents resulting from repetitive, excessive and manual handling of building materials.

Recommendations for their prevention and control include knowledge of the most common causes of wounds in construction and decommissioning by:

- Training of workers in the lifting and handling of materials, techniques in construction and decommissioning projects, including placement of weight limits over which mechanical assistance is required;
- Workplace site planning to minimize the need for manual heavy load transfer;
- Selecting tools and designing workstations that reduce the need for strength;
- Implement administrative controls in work processes, such as job rotation and rest breaks.

Contractor H&SP and ERP

Contractor will be required to produce a Health and Safety Plan (H&SP) and an Emergency Response Plan (ERP) to protect his employees during the works he shall undertake. The C-ESMP shall be considered when preparing contractor's H&SP and ERP. Environmental controls and exposure levels

associated with worker protection shall be included in the contractor's ESMP. Work practices required by the ESMP are not intended to compromise health and safety in any way. Each H&SP and ERP will be approved by the Supervising Engineer prior to the contractor commencing works to ensure adequate health and safety controls and procedures have been developed, that are appropriate to the works to be undertaken.

The bidding documents will include requirements related to all plans, strategies and resources allocated for the current ESMP compliance. The ESMF that informs the current ESMP contains detailed information about legal obligations, World Bank requirements and specific guidelines for Contractors to develop all necessary documents.

Role of the Site Manager

The site manager will facilitate the monitoring visits and will need to be organized in accordance with the ESMP provisions. The bidding documents for the procurement of the site managers will include revisions from the E&S experts within the PMU.

Role of the Local Authority

The local authority in Scânteia will be responsible with contracting and monitoring the E&S performance of demolition and construction works carried for the Associated Facilities. This responsibility will be subject to the Protocol signed between the PMU and the local authority. Trainings will be provided to ensure that compliance of this ESMP are reflected in bidding documents. Monitoring of E&S aspects will be carried by the local authority, with support and supervision from the PMU.

Role of the Borosești School

The Borosești School will assist the PMU with the implementation of awareness campaigns aimed at preparing children and staff in relation to safety next to the construction site, disaster risk campaigns, gender based violence risks and the grievance mechanism at the level of the Project.

5. THE PLAN FOR MONITORING SOCIAL AND ENVIRONMENTAL ASPECTS

Monitoring plan for risks/mitigation measures

The mitigation measures proposed under the social and environmental management plan (ESMP) will be monitored by the responsible entities during the implementation of the sub-project, as described in the Monitoring Plan below.

Monitoring activities aim at:

- monitoring and reporting on the effectiveness of the mitigation measures and responsibilities identified and achieved;
- informing about the need to extend, intensify or adjust mitigation measures;
- identifying any new areas potentially exposed to the environmental and social impact that have not been taken into account in the ESMP.

Monitoring will begin with the construction work and will be implemented at all stages of the project. A presentation of the social and environmental monitoring plan is presented below.

The monitoring plan will be updated, if needed, once all permitting is obtained or during implementation, if unexpected impacts generate new mitigation measures in the management plan.

Environmental and Social Monitoring Plan

E&S Measures/ Parameters	Monitoring Actions	Monitoring Frequency	Institutional responsibility for monitoring
Pre-Construction			
General E&S Management	C-ESMP has been developed and Approved;	Once (prior to construction works)	PMU's E&S Specialists
Project Design	Detailed design incorporates community perspectives from consultations and specific safety features for community safety;	Once (finalization of detailed design)	PMU's E&S Specialists
Relocated School's Safety	Health and safety Checklist completed and remediation actions (if necessary) implemented; GRM Box installed at relocated school;	Once (as soon as practical)	Local authority with technical support from PMU
Construction/Demolition Works			
Community Health and Safety	Community Safety Elements in place at construction/demolition sites;	Once (prior to commencement of works) and during site visits	PMU's E&S Specialists
	Recorded Grievances on site/other channels and recorded accidents and their resolution;	Weekly	PMU
	Report on community health and safety;	Monthly	Contractors
	Children Safety Awareness Actions implemented;	Once (prior to construction works) and according to agreed plans	PMU Community Engagement Specialist
	Information Notes on Work Schedule distributed to affected stakeholders;	Once (prior to construction works)	PMU Community engagement Specialist

E&S Measures/ Parameters	Monitoring Actions	Monitoring Frequency	Institutional responsibility for monitoring
Occupational Health and Safety	Occupational H&S elements in place (PPE, first aid, training list, H&S responsible, signaling, code of conduct, etc.) assessed during site visits;	Once (prior to works commencement) and during site visits Daily	PMU E&S Specialists and Area Coordinator Contractors' H&S expert
	Reports on occupational health and safety;	Monthly	Contractors' H&S expert
General discomfort generated by dust and noise pollution at the level of school/neighborhood area	Construction and demolition works carried in accordance within agreed timelines and hours;	Daily	Contractors
	Recorded Grievances on site/other channels and recorded accidents and their resolution;	During Site Visits and when grievances are recorded	PMU's Social and Community Engagement Specialist
	Compliance with noise and dust mitigations measures;	Daily During site visits	Contractor PMU's Environmental Specialist
Traffic Management	Separated access, signaling and driver's safety training in place; Compliance of traffic measures;	Once (prior to construction works) During site visits	Contractor PMU
Influx of Labor	Trainings on Code of Conduct (including GBV) and Contractor's Grievance Mechanism for Workers performed for all workers on site;	Once (prior to construction works)	Contractor
	Resolution of grievances related to conduct of workers (including GBV) in the school area/community;	Whenever grievances are recorded	PMU's Social and Community engagement specialists

E&S Measures/ Parameters	Monitoring Actions	Monitoring Frequency	Institutional responsibility for monitoring
	Compliance with Labor Management Plan attached to contract;	During site visits	PMU's Social Specialist
Collection and transport of demolition or hazardous waste (including asbestos)	Review the transportation list and conditions at the storage facility;	Before the transportation of the hazardous waste	Environmental Specialist of <u>Contracted company for demolition and construction works</u> Environmental Safeguards Specialist of PMU
Dust, noise and noxious emission	Visual checks and according with the procedure for demolition;	During the demolition phase and clean-up activities	Environmental Specialist of <u>Contracted company for demolition works / Constructor</u> Area coordinator of the PMU Environmental Safeguards Specialist of PMU
Good functioning of construction machinery	Visual checks and according with the procedure for demolition;	During the demolition phase and clean-up activities	Environmental Specialist of <u>Contracted company for demolition works / Constructor</u> Area coordinator of the PMU Environmental Safeguards Specialist of PMU
The safety protection measures applied for the workers	Visual checks;	At the beginning of each working day during the project activities During site visits	Contractors' H&S expert Area coordinator of the PMU
Discovering a physical cultural resource, such as (but not limited to) archeological sites, historical sites, remains and objects, or a cemetery and/or	Reported discoveries during demolition/excavation;	During demolition and excavations	Contractor Environmental Safeguards Specialist of PMU

E&S Measures/ Parameters	Monitoring Actions	Monitoring Frequency	Institutional responsibility for monitoring
individual graves during excavation or construction			
Asbestos impact during demolition of building	Records of quantity of asbestos materials discovered;	Whenever such discoveries are made	Contractor Environmental Safeguards Specialist of PMU
Post-Construction			
Lack of opportunities for vulnerable groups	Consultations with vulnerable groups implemented;	Once (prior to acquisition of equipment)	PMU's Community Engagement Expert
Reduced awareness in relation to the role that the newly/rehabilitated school can play in the event of a natural disaster	Completed trainings at the level of the school;	Once (at the roll-out of the trainings)	PMU
	Report on community event and actions carried at the opening of the school;	Once	PMU
Waste resulted from school activities	Verification of Separated collection of waste and e-waste in designated area;	Monthly	School administrative staff
Leakage of Sewage waters	Checking the sewage collection systems;	Monthly	School administrative staff

6. STAKEHOLDER ENGAGEMENT AND INFORMATION DISCLOSURE

The project is expected to have a minimal negative impact on neighboring properties. However, the noise and dust from the construction, the process of relocation of students and other inconveniences that can be experienced by the local community in Borosești as a result of demolition and construction work are elements that show that the project affects the lives of others and all necessary measures must be taken to keep in touch with those affected, to understand their fears, discomfort and to consider their suggestions in order to mitigate as much as possible the adverse impact on them.

In earlier stages of the project, consultations were held with representatives of local authorities, schools, teachers and representatives of students and parents, during which general information about the project, the site plan and the proposed construction in terms of spaces and functions, and the facilities proposed to make the building safer, sustainable and inclusive were presented.

The parties interested or affected by the works to be carried out under the Borosești sub-project identified at this stage are listed below.

- Representatives of the Borosești Secondary School and the other school in Scânteia;
- Student`s and parent`s representatives: The students' council from the Borosești secondary school, the parents' committee representative;
- The representatives of the Parrish that administers the cultural heritage building in the vicinity;
- Administrator of the City Hall building nearby;
- Representatives of Sports Hall across the Traian street;
- People living in the vicinity of the site;
- Citizens potentially affected by utility shortages during works.

Other Interested Parties:

- The population of Scânteia;
- Employees of the technical design consultants that will be carrying tasks on site;
- Local NGOs on social development - Asociația Împreună Pentru O Comunitate Activă, Partida Romilor Pro-Europa, ANCAAR Iași, Asociația Mai Bine (representing persons with disabilities, elderly, Roma inclusion, poverty relief, etc.) and environment protection;
- Representatives of the Roma community of Borosești-Scânteia (with a focus on Lunca Rates community);
- Press from Iași county: Curierul de Iași, Iași news.ro, Ziarul de Iași;
- Local authorities in Scânteia: the city mayor, social assistance department, Local police;
- Representatives of other schools in the locality;
- Environmental Agency, Environmental Guard;
- Iași County School Inspectorate;
- Iași County Center for Educational Assistance and Resources.

Vulnerable groups

The Community Vulnerability Assessment carried during Project preparation revealed that disadvantaged/vulnerable individuals and groups relevant to the project fall into two broad categories: on one hand, there are vulnerable subgroups among the selected schools' students; on the other, there are vulnerable subgroups within the local communities.

Within the school communities, it appears that the following groups would be particularly vulnerable: children from poor rural areas, children from Roma groups, children from other ethnicities, pregnant girls and young mothers, school dropouts, children with special education needs, children with physical disabilities, distressed children, bullied kids.

At the level of the community, persons or groups that would be particularly vulnerable include people with visual or hearing impairments, Illiterate community members or members with low education levels, working parents of schoolchildren, etc.

Regarding the Borosești Scânteia sub-project, the involvement of interested parties and the dissemination of information will be adapted to the specific needs of the Roma community in the nearby settlement, children with disabilities and special educational needs and their parents, parents who have difficulties accessing written information, people elderly people who live in the vicinity of demolition and construction sites.

Stakeholder engagement activities include establishment and management of a project-wide grievance redress mechanism, public consultations, community events to disclose information and consult wider audiences, trainings and workshops, media and social media communication, disclosure of written materials in the village, individual discussions and focus groups with specific groups, as well as the application of surveys among affected persons to gauge satisfaction with the quality of citizen engagement and to provide the possibility of different groups to share additional concerns.

Engagement and communication activities

The communication and engagement activities include information disclosure, public consultations, media communication and direct interactions with stakeholders as follows:

- Updated information on www.umpmrsu.ro about the project implementation, ESMP disclosure, timing of consultations, grievance mechanism, relocation of students, etc.;
- Social media posts and engagement on the Project's dedicated Facebook page;
- Public consultations with relevant stakeholders and affected parties related to the design of the new school, ESMP, relocation, equipping the school, and whenever necessary;
- Information disclosure at the level of the community through posters, announcements on the local authority and school webpages and social media accounts, information leaflets made available at school level, use of existing channels for parents and teachers (such as WhatsApp groups or Facebook groups);
- Press releases related to the important stages of the project, including the requirements of the ESMP and the results of the monitoring efforts related to the compliance with the environmental and social requirements (for example, public consultations), as necessary;
- Email updates sent to stakeholders on stages of the Project, invitations to public consultations, results of monitoring activities;
- Face to face meetings, especially with categories that under-represented or vulnerable in relation to the Project (e.g. Roma community members and representatives, elderly persons affected by the Project, persons having difficulties in accessing written materials or information made available online).

Consultations carried by the Project

During the project identification and preparation stage in 2020, several consultations took place at the national level involving with the Council of Students, County School Inspectorates, National Federation of Parents' Associations, schools, local councils, other agencies and key stakeholders. In addition, an online survey completed by 480 persons informed the Project about perception of the state of their school building, the availability of modern teaching resources of the school, the existence of a school emergency plan, building safety, accessibility and quality, possible challenges linked to the building's demolition/reconstruction, preferred channels for information and feedback provision, etc.

Regarding the Borosești Scânteia sub-project, in 2021 consultations were held with school representatives and the local authority to identify the needs of the local educational infrastructure at risk.

On 06.03.2023, the initial consultation took place within the SSIS-Safer, Inclusive and Sustainable Schools Project held at the Borosești Secondary School, Iași county. The meeting was attended by the UMP team made up of 6 members (consultants, designers, UMP coordinator) and the representatives of interested parties from the community in the number of 23 people: the mayor of the town, the vicemayor, the school director, representatives of parents, students, parent of a student with CES, teachers, counselors, educators, social worker, members of the school administration council, head of the Voluntary Service for Emergency Situations (SVSU).



Fig.9 Photo from the initial public consultation held on March 6, 2023 in Borosești

Discussions were held based on the presentation of the project and the sketches/model made for the future school. The participants asked various questions on issues related to access/exit routes, issues related to the size of classrooms, obtaining permits, the existence of medical and psychological cabinets. All questions asked were answered on the spot, or recorded as future project changes. The school principal said that he would like to avoid cutting down the trees in the school yard, to take into account the nearby church which is a historical monument and that they will need permission from the Iasi Culture Directorate for archaeological clearance. The principal also expressed the need to have more classrooms and laboratories in order to carry teaching activities in one shift, only in the morning; he asked if an underground shelter could be made. The mayor made a clarification on the place where the students will learn during the works, he also stated that from a demographic point of view there is a very small growth and that it is not absolutely necessary to have more classrooms in the new school, considering that other schools are being built in the perimeter of the commune of Scânteia. Even if the

analysis of the demographic evolution of the locality shows an increase in the population, from the perspective of the Project the proposed capacity of the school covers the existing needs considering that several school buildings have been modernized or are being modernized and also the small number of children enrolled at Borosesti school.

The students appreciate the fact that they will have laboratories (until now they did not have) and they like the design of the new building.

The following table shows the views that the participants present at the consultations expressed and which will be integrated into the design.

Borosești Scânteia Secondary School

Recommendations that can easily be implemented at school level without additional funding	Recommendations for interventions that can be addressed at project level	Recommendations for interventions beyond the scope of the project that can be submitted to the MoE for consideration
No	Including the dining room	Gym
	Adding an extra laboratory	
	Avoiding cutting down the trees in the school yard	

The final conclusion was a positive one regarding the appearance of the school, the interior and exterior details, the "open school" concept, future facilities and existing offices and the fact that they can use the spaces creatively, that it will be bright, open to nature and the outdoors. It was proposed to add a laboratory and dining room to the future school space.

7. INVOLVEMENT OF INTERESTED PARTIES

The current ESMP is subject to a consultation process. The document is disclosed on the Project's website starting July 2023, for a duration of 10 days. During this period, any interested stakeholders can provide feedback to the document, identified risks and proposed mitigation and monitoring actions, through the various channels provided by the Project.

The document, once published on the website, was disseminated locally by the school and local authority, especially to teachers and parents of children who will be affected by the investment the school.

The public consultation took place at the Scânteia Secondary School, Borosești commune, Iași county on July 27, 2023, at 1:00 p.m., being open to all interested parties.

The meeting was attended by: the team of the Project Management Unit for the Modernization of the School and University Network - the PMU coordinator, technical specialist, educational expert, designer, social consultant, area technical coordinator and representatives of the interested parties from the community: representatives of the Hall - mayor, deputy mayor, local councilors, local project inspector, together with the management inspector from Iași County School Inspectorate, the school director, teaching staff, students, the representative of the parents' committee.

Main themes:

- Consultation of the Environmental and Social Management Plan
- Presentation of the final version of the technical project

During the meeting, issues related to the Environmental and Social Management Plan were discussed, listing the environmental and social risks, their impact and the measures to reduce them. The mayor presented the management plan of the Hall. He promised to provide hot meals for the students. He gave assurances regarding the historical monument, as there was a previous similar experience. Support will be provided in building the modular school.

The technical project of the school, ground floor and first floor, with fire safety measures, fire detection systems, indoor hydrant installations was presented. The educational unit will include 4 classrooms, 2 laboratories, a computer lab, library and IDS, dining room with dual functionality, counseling office and therapy office, sanitary groups by gender and for people with disabilities. The maximum capacity of the school will be 104 students. It will be equipped with energy efficiency systems through photovoltaic panels and air conditioning systems. The roof will be terrace type, the lighting will be led, there will be spaces with timers and sensors. There will be areas for play, parking and sports. A central hall with 2 access areas and 2 classrooms per floor will be created.



Fig. 10 Photo from the public consultation held on July 27, 2023, 1:00 p.m., at the headquarters of Scânteia Secondary School, Borosești commune, Iași county

Conclusions:

All important aspects related to the Project have been achieved. All the involved parties involved will carry out their duties, and will support the smooth running of the activities preceding the investment at the Secondary School in Scânteia, Borosești commune, Iași county.

Regarding the presentation of the technical project, the participants, especially the students and teachers, were delighted with the proposed facilities. The final Environmental and Social Management Plan will be sent to the City Hall and the School to be posted on their websites and to be promoted at the community level.

8. GRIEVANCES MECHANISM

Within the project, a notification management and resolution system was developed, with the aim of allowing the implementation team to receive information from the people affected by the project and to be able to respond to their requests, thus managing, in an efficient way, the impact the project during its implementation. On the project's website, there is a procedure on the complaint resolution mechanism, which details the process at the PMU level.

Grievances related to the project can be submitted via several channels, as follows:

PMU level: The main four channels for receiving grievances are by website form, phone, e-mail and mail at the level of the PMU. This ensures that the PMU has an immediate control over all project related grievances and can address the raised issues immediately. The phone number of the secretariat will be available on working hours.

- Website form: www.umpmrsu.ro
- Email: petitii@umpmrsu.ro
- GBV Email*: petitii.vbg@umpmrsu.ro
- Phone Number: +(4)(021) 310 22 07
- Address: UMPMRSU, Spiru Haret, nr. 12, Sector 1, București

*In the case of complaints related to gender-based violence, additional attention will be paid to the confidentiality and sensitivity of this type of petition. In order to ensure a fair and objective resolution of the issues complained of by the complainant, the Project has established the use of a dedicated email address, as well as a clear procedure for referring victims to specialized services provided by public and private entities.

School Level: Stakeholders, affected persons, including students or parents, can submit their grievances/suggestions at the school level through the grievance box that will be made available on both the location of the construction site and the relocation site. These grievance boxes will be installed at the time of relocation and beginning of works, and will be accompanied by a board describing the Project and the current GRM and presenting all the channels that are available for the public to submit their grievances.

In person: To ensure that the GRM is accessible to persons, that have no digital equipment or that have low literacy levels, the Project provides the option to report complaint/feedback to the regional coordinator or the PMU's social specialist based on special dedicated feedback/grievance sessions organized at local level. This option will be explored during public consultations and will be enacted only when the scale of the impacts and the socio-economic conditions require for such an approach. Such sessions will be announced in a timely manner and will be organized in an accessible location for the affected persons.

The citizens will also have the option to address directly to PMUMSUN headquarters by planning a visit with the social specialist or project manager in person.

Grievance mailboxes will be installed next to the school investment board before the commencement of works at the level of each school site. The mailbox will be verified weekly by the area coordinator and any grievances submitted by this channel will be sent immediately to the PMUMSUN by internal post.

World Bank GRS

The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. The project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of

WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond.

For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

ANNEX 1 - Requirements and measures when handling asbestos

Asbestos is a group of naturally occurring fibrous silicate minerals. It was once used widely in the production of many industrial and household products because of its useful properties, including fire retardation, electrical and thermal insulation, chemical and thermal stability, and high tensile strength. Today, however, asbestos is recognized as a cause of various diseases and cancers and is considered a health hazard if inhaled. Because the health risks associated with exposure to asbestos are now widely recognized, global health and worker organizations, research institutes, and some governments have enacted bans on the commercial use of asbestos.

In the European Union the use of asbestos is banned since January 1, 2005, and in Romania through a Governmental Decision no. 734/2006 this was banned only for new materials. Products containing asbestos and which have been installed or were in operation before the date 1 January 2005 can be used until the end of their lifecycle.

Good practice is to minimize the health risks associated with ACM by avoiding their use in new construction and renovation, and, if installed asbestos-containing materials are encountered, by using internationally recognized standards and best practices to mitigate their impact. In all cases, the World Bank expects borrowers and other clients to use alternative materials wherever feasible. ACM must be avoided in new construction.

In reconstruction, demolition, and removal of damaged infrastructure, asbestos hazards must be identified and a risk management plan adopted that includes disposal techniques and end-of-life sites. Asbestos-containing (AC) products include flat panels, corrugated panels used for roofing, water storage tanks, water, and sewer pipes etc.. Thermal insulation containing asbestos and sprayed asbestos for insulation and acoustic damping were widely used through the 1970s and should be looked for in any project involving boilers and insulated pipes.

As asbestos is often used in construction (mainly for roofing) in many countries including Romania, it can present a risk for the health of workers and population, who live near buildings that need capital repair with replacement of roofing or demolition.

PMU specialists must inform beneficiaries on potential risk for their health and instruct not using asbestos as construction material during construction/rehabilitation works.

Any asbestos product or material that is ready for disposal is defined as asbestos waste. Asbestos waste also includes contaminated building materials, tools that cannot be decontaminated, personal protective equipment and damp rags used for cleaning. Always this type of waste must be treated as 'Hazardous Waste'.

In this regards, ACM and asbestos waste must be properly removed, stored in a separate closed area and disposed (with the consent of local administration and environmental inspectors) on a landfill on the special area for disposal of that type of waste.

PMU must require the contractors that the removal, repair, and disposal of ACM shall be carried out in a way that minimizes worker and community asbestos exposure. During reconstruction works, workers must avoid destroying asbestos sheets and properly dispose them at construction sites until final disposal happens. Workers must wear protective over garment, gloves and respirators during work with asbestos sheets. Proper disposal of ACM is important not only to protect the community and environment but also to prevent scavenging and reuse of removed material. ACM must be transported in leak tight containers to a secure landfill operated in a manner that precludes air and water contamination that could result from ruptured containers. The removal and disposal of ACM and asbestos waste as well as all other ESMP measures have to be included in both the technical specifications and bill of quantities (BoQs). Contractor shall develop site-specific ESMP where requirements to ACM and asbestos waste will be contained.

ANNEX 2 Procedure for Management of Physical Cultural Resources – protection and chance find procedures

Project construction activities have the potential to result in negative impacts on both tangible and nontangible cultural heritage, which can be held as highly valuable within local communities and often also at a regional level. Some cultural heritage sites may also be tourist attractions that help support local economies. The Project and ESMF seeks to proactively manage, avoid or limit any negative impacts on cultural heritage and to this effect has included specific obligations regarding cultural heritage in the tender documents issued to potential Contractors.

Activities, such as trenching that may result in psychical impacts on culturally significant structures or artifacts, including currently unknown artifacts, or construction could cause disruption to cultural practices due to obstruction of access to cultural sites.

If any person discovers a physical cultural resource, such as (but not limited to) archeological sites, historical sites, remains and objects, or a cemetery and/or individual graves during excavation or construction, the Contractor shall:

1. Stop the construction activities in the area of the chance find;
2. Delineate the discovered site or area;
3. Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be arranged until the responsible authorities take over;
4. Notify the Supervising Engineer who in turn will notify the responsible authorities immediately (within 24 hours or less);
5. Responsible authorities are 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 archeologists. The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage; those include the aesthetic, historic, scientific or research, social and economic values;
6. Decisions on how to handle the finding shall be taken by the responsible authorities. This could include changes in the layout (such as when finding an irremovable remain of cultural or archeological importance) conservation, preservation, restoration and salvage;
7. Implementation for the authority decision concerning the management of the finding shall be communicated in writing by relevant local authorities; and
8. Construction works could resume only after permission is granted from the responsible local authorities concerning safeguard of the physical cultural resource.

The provisions presented above should always be included in ESMPs as a precautionary measure regardless of a site having known or unknown cultural heritage or physical cultural resource

ANNEX 3 - FORM FOR SUBMITTING SUGGESTIONS / COMMENTS

MINISTRY OF EDUCATION,
Project Management Unit for the Modernization of the School and University Network
„Safer, Inclusive and Sustainable Schools Project”
 Bucharest, Sector 1, 12 Spiru Haret Street, 2nd floor
Feedback / petition* Form

School _____ Locality _____

<p>* The completion of personal data is only necessary if you want this information to be treated as a Petition and to receive a response, according to the regulations in force. In this case, it is necessary to submit your request, complaint, referral or proposal through one of the following channels: - In writing to the Project Management Unit (U.M.P.M.R.S.U.) of the Ministry of Education, str. Spiru Haret nr. 12, Sector 1 Bucharest - By the contact form on the U.M.P.M.R.S.U. website, - umpmsu.ro - by email at petitii@umpmsu.ro The information provided anonymously through this form will be taken into account and will be verified and used for the purpose of improving the Project implementation activities and improving its impact.</p>	
Name and Surname (Name of the entity)	
Home (Headquarters)	County _____ Locality _____ Street _____ No. _____ Bl. _____ Ap. _____
Contact information: (Please tick the ways in which you would like to be contacted)	<input type="checkbox"/> By mail: (indicate your mailing address only if it is different from your home address) County _____ Locality _____ Str. _____ No. _____ Bl. _____ Ap. _____ <input type="checkbox"/> Phone _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Other (indicate) _____
Brief content of the petition/information: (Please provide as full a description as possible of the issues you wish to raise, what happened, when, who was involved, context, etc.)	

Date: _____

Signature: _____