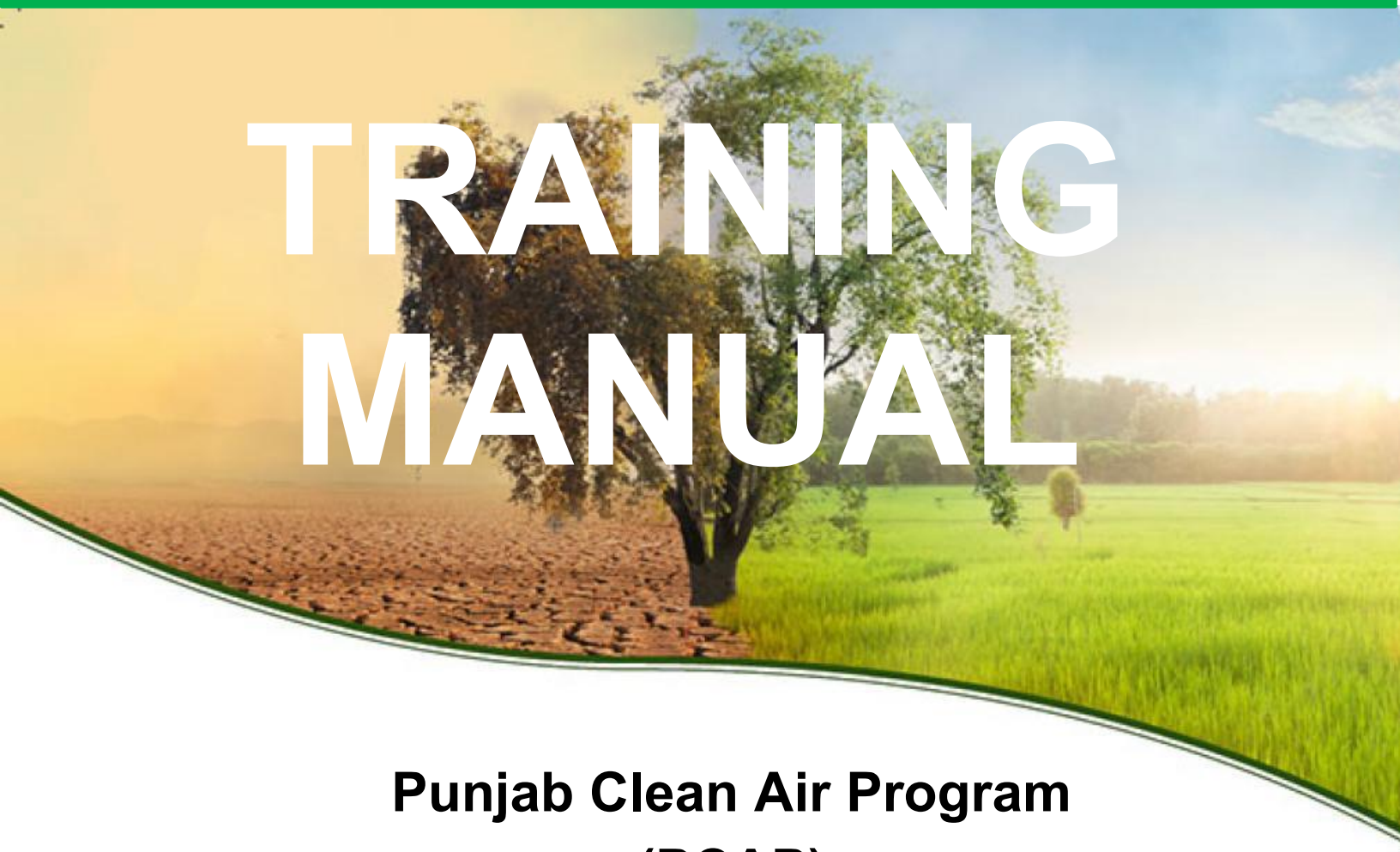


TRAINING MANUAL

Punjab Clean Air Program (PCAP)

November, 2025

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KEY CONCEPTS

A. Environment

Environment may be broadly understood to mean our surroundings. It can be divided into living and non-living interactions components and human activities. Humans are on top of environment with its exceptional ability to influence and mold the environment.

B. Climate Change

Climate change refers to a statistically significant variation in either the mean state of the climate or in its variability, persisting for an extended period (typically decades or longer).

C. Ambient Temperature

Temperature of the surrounding air (or other medium).

D. Compliance Monitoring

Collection and evaluation of data, including self-monitoring reports, and verification to show whether pollutant concentrations and loads contained in permitted discharges are in compliance with the limits and conditions specified in the permit.

E. Hazardous Waste

By-products of society that can pose a substantial or potential hazard to human health or the environment when improperly managed. Hazardous waste possesses at least one of four characteristics - ignitability, corrosivity, reactivity, or toxicity.

F. Sustainable Development

“Sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. (World Commission on Environment and Development, 1987, p.8).

G. Environmental Mainstreaming

Mainstreaming is the informed integration of a relevant value, theme or concern into the decisions of institutions that drive national, local and sector development policy, rules, plans, investment and action (adapted from Dalal-Clayton & Bass 2009). Various themes can be mainstreamed in development policies including environment, climate change adaptation and mitigation, gender, governance, human rights.

H. E&S Screening Checklist

It is a tool to screen, classify and evaluate program activities during program preparation by reviewing the potential environmental and social Standards impacts of program and determine whether the program will trigger relevant Standards policies of World Bank.

I. Negative and Positive Impacts

A negative and positive list of impacts will be prepared for the program which lists the negative aspects. The program will not be implemented in the areas which falls under the negative list

J. Environmental and Social Codes of Practices

These ESCOPs for reconstruction of resilient houses have been prepared as a risk management instrument. These ESCOPs will serve as minimum standards during the reconstruction phase of the program, addressing potential environmental and social impacts.

K. Labor Management Procedure

The LMP applies to program workers as defined by ESS2. The focus of this LMP is on workers engaged by potential work and service providers (contracted workers) and consultants engaged directly by PCAP i.e. the CMU / PIU to perform program related tasks (direct workers). The labor management procedures set out the procedures how potential risks of child labor, forced labor and

serious safety issues which may arise in relation to workers/beneficiaries will be identified and assessed including roles and responsibilities for monitoring them.

L. Stakeholder Engagement Plan

The SEP applies to program workers as defined by ESS10. Stakeholder consultation involves the development of constructive, productive relationships over the long term. It results in a relationship of mutual benefit; it enables us to identify trends and emerging challenges which are currently or will in the future impact on the business. Listening to stakeholder concerns and feedback is a valuable source of information that can be used to improve program design and outcomes and help a corporation to identify and control external risks. It can also form the basis for future collaboration and partnerships.

M. Environmental and Social Management Framework

Environmental & Social Management Framework (ESMF) is intended to be a practical tool during program formulation, design, monitoring and implementation and describes the steps involved in identifying and mitigating potential negative environmental and social impacts of future investment activities. It is a living document that may be revised from time to time to improve its effectiveness and efficiency based on the implementation experiences and feedback from stakeholders.

N. Resettlement Plan

The Resettlement Plan (RP) outlines the principles and procedures to ensure that if resettlement needs are identified, then the PCAP CMU follows the procedures for involuntary resettlement in compliance with WB's Core Principle 4 on Land Acquisition, Restrictions on Land Use and Involuntary Resettlement. The RP sets out the legal framework, eligibility criteria of displaced population, valuation methodology, compensation provision, entitlement matrix, implementation process, consultation procedures, grievance redress mechanisms, entitlement payment procedures, and monitoring-evaluation procedures for land acquisition and resettlement under this program.

1 INTRODUCTION

To promote long-term sustainability, the Punjab Clean Air Program (PCAP) is implementing concrete measures to prevent environmental degradation and ensure positive Environmental and Social (E&S) outcomes. These measures aim to embed environmental stewardship and social responsibility into all program activities, strengthening the overall impact of PCAP initiatives.

PCAP is actively conducting a series of E&S training courses for a diverse group of stakeholders. This includes CMU and PIU staff, consultants, contractors, local communities, and E&S focal persons from allied departments such as the Transport and Mass Transit Department (T&MD), Agriculture Department, Environmental Protection and Climate Change Department (EPCCD), Punjab Transport Company (PTC), and the Industries, Commerce & Investment Department. These training aims to raise awareness, build skills, and ensure consistent implementation of E&S standards.

Recognizing the crucial role stakeholders play in capacity building, PCAP emphasizes the importance of strong and cohesive coordination for all training initiatives. Coordination ensures that training delivered by PCAP and associated implementing departments is harmonized, comprehensive, and aligned with program objectives, reducing duplication and enhancing effectiveness.

This training manual has been developed to equip the program's stakeholders and trainers with the knowledge and skills necessary to effectively integrate the World Bank's Program-for-Results (PforR) Core Principles and Environmental and Social Framework (ESF) into their programs and activities. It serves as a practical guide to promote consistent application of E&S standards, strengthen institutional capacity, and support sustainable outcomes across all project interventions.

1.1 Objectives of E&S Training

The objectives of Environmental and Social (E&S) training are to enable stakeholders to:

1. Identify needs and priorities in E&S management
2. Assess knowledge gaps and capacity limitations
3. Design customized training courses to address identified gaps
4. Develop practical, role-specific learning modules
5. Integrate E&S aspects into departmental and field operations
6. Promote knowledge exchange and sharing of best practices
7. Strengthen lifelong learning and skill enhancement
8. Link training completion to institutional accountability and performance improvement

This manual provides an overview of the training methodologies and defines key E&S concepts relevant to PCAP.

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1.2 Expanded Target Audience

This training covers:

- Contractors and sub-contractors (including full supply chain workers)
- Government implementation units
- Suppliers and supplier's workers
- Local community participants, including vulnerable groups

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2 TRAINING METHODOLOGY

2.1 Training Need Assessment (TNA)

A comprehensive training needs assessment will be conducted to identify the requirements and priorities of the target audience. This audience includes the Environmental & Social (E&S) focal persons of allied government departments, project consultants, contractors, subcontractors and representatives from local communities. It will also cover the High-risk role requirements for OHS, GRM, GBV, and environmental screening. The assessment will ensure that the training content is tailored to meet the specific knowledge gaps, skill requirements, and practical challenges faced by each group, providing a focused and effective learning experience.

2.2 Purpose and Importance of Training Sessions

The training(s) will be organized whenever there is an identified need within an organization. While knowledge forms a foundation for effective job performance, it is not, by itself, sufficient for ensuring employees can carry out their responsibilities efficiently. Training bridges this gap by equipping participants with the necessary skills, practical tools, and confidence to implement E&S processes correctly, especially in response to evolving program or technology requirements.

Training will be conducted based on identified needs, onboarding cycles, and refresher schedules and not only as a knowledge transfer exercise. The purpose is to ensure:

- Practical ability to implement E&S tools in the field
- Institutional compliance with Labor Management Procedures
- Quality digital and physical grievance redressal integration
- Policy alignment and administrative performance improvement

2.3 Current Capacity of Allied Departments

In the context of the allied departments involved in the program, there is a notable disparity in E&S capacity. Except for the Environmental Protection, Climate Change and Development Department (EPCCD), most other departments—such as Transport & Mass Transit Department (T&MD), Agriculture Department, Punjab Tourism Corporation (PTC), and Industries, Commerce & Investment Department—lack trained personnel capable of addressing E&S aspects in their operations. This gap highlights the critical need for structured training interventions to strengthen program implementation.

2.4 Scope of Environmental and Social Training

The scope of training will cover a wide range of environmental and social areas relevant to the program. These include ESSA, ESF, resettlement, agriculture (upper seeder deployment), environmental and social screening, monitoring, and social mobilization, e-waste and E&S Positive and Negative impacts. Participants will also be trained in gender sensitization, the practical implementation of the Grievance Redress Mechanism (GRM), Stakeholder Engagement Plan (SEP) and adherence to Labor Management Procedures (LMPs). These components ensure that project activities comply with established E&S standards and international best practices.

2.5 Stakeholder Engagement and Inclusive Participation

Since community members are included, training design will now ensure:

- Delivery in local languages
- Visual and low-literacy aids
- Inclusion of women, elderly, disabled, and vulnerable participants
- Use of interpreters where needed
- Structured GRM intake simulation
- Community facilitator-friendly formats

2.6 Expected Outcomes and Institutional Capacity Building

Ultimately, these training initiatives aim to strengthen the institutional capacity of allied departments, consultants, contractors, and local communities to manage environmental and social risks effectively. By addressing the identified knowledge gaps and equipping participants with practical tools and methodologies, the program will enhance compliance with E&S standards, ensure sustainable outcomes, and foster a culture of accountability and proactive risk management throughout all project activities.

The training program aims to strengthen the ability of institutions and workers to:

1. Reduce environmental & social screening errors
2. Ensure timely GRM ticket resolution
3. Reduce OHS incidents at project sites
4. Improve E&S audit compliance rates
5. Ensure GBV and SEA/SH cases are safely received and referred
6. Improve escalation response efficiency
7. Improve field KPI performance (dashboard evidence based)
8. Institutionalize accountability for all IA partners

3 TRAINING DESIGN AND EVALUATION

After assessing the training needs, the trainer is responsible for designing the training, ensuring it meets the identified requirements. The design should include appropriate training methods and outline evaluation schemes to measure learning outcomes. It should also specify the necessary materials and resources. Additionally, any support staff required must be identified to facilitate smooth delivery of the training.

3.1 Training Design

A basic agenda for the training will be shared with participants in advance. This allows them to familiarize themselves with the topics to be covered. It helps establish a minimum baseline of knowledge before the session begins. Participants can come prepared, ensuring more effective engagement during the training.

3.2 Audience

The training program is designed to target a wide range of stakeholders involved in the Punjab Clean Air Program (PCAP). These stakeholders play a critical role in implementing Environmental and Social (E&S) standards and ensuring compliance with program requirements. The training aims to build their capacity, enhance understanding of E&S aspects, and promote effective coordination among all parties. The key participants include:

- Government departments such as T&MD, PTC, Agriculture Department, EPCCD, and Industries, Commerce & Investment Department
- CMU & PIU staff
- Consultants
- Contractors
- Sub-Contractors
- Suppliers
- Supplier’s workers
- Local communities / public transport users

3.3 Needs of Target Audience

To plan an effective training session, trainers should start by carefully selecting the most relevant training topics. They must identify the specific knowledge, information, or skills that participants need to acquire. This ensures that the training is focused, practical, and addresses actual learning needs. The key steps involved in this process include:

3.3.1 Choosing Training Topics

- Trainers can refer to the list of available training courses.
- The full list is provided in Section 3 of this manual.

3.3.2 Identifying Required Knowledge and Skills

- Trainers must be fully prepared to deliver sessions on E&S aspects. This includes presenting instructional content, managing practical exercises, facilitating discussions, coordinating trainee evaluations and feedback, and handling related responsibilities.
- Trainers should also be proficient in using various training aids and materials to ensure effective learning experience.

3.4 Training Cost and Duration

The training cost will be estimated based on several factors, including the venue, trainers' fees, refreshments, and logistics. The duration of each training session varies and is already specified under the respective training modules listed in Section 3 of the manual.

3.5 S.M.A.R.T Based Training Design

The training courses are prepared considering that material is Specific, Measurable, Achievable and Relevant Timed (S.M.A.R.T).

3.6 Training Materials

The training materials include:

- **Course agenda:** Described the course content which includes duration, breaks, etc.
- **Attendance list:** Participants document training attendance
- **Hand-outs:** Pertinent course summaries are used for reference during and after the course (wherever required)
- **Presentations:** Physical and online presentation to reach the audience
- **Visual aids:** Flip charts, posters to be used for posting frequently referenced training concepts (if needed).

3.7 TRAINING METHODS

Below three (03) training methods will be adopted for training for this program:

- ✓ Online training using zoom or Microsoft teams.
- ✓ Physical training.
- ✓ On-site trainings (hands-on training).

3.8 Evaluation of Training

A training feedback form is a tool used to evaluate training sessions by gathering feedback from the participant(s) regarding the training program, facilitator, and training facilities. This tool is essential to plan future trainings catering to the needs and requirement of the participants.

3.9 Refresher and Onboarding Schedule

Phase	Cadence
New joiners onboarding	Within 2 weeks
CMU/PIU & Contractors	Semi-annual refresher
OHS & GBV on-site talks	Quarterly toolbox talks

High-risk roles	Quarterly + semiannual knowledge checks

4 TRAININGS

4.1 Environmental and Social System Assessment (ESSA)

Summary: ESSA is a practical tool used during program formulation, design, monitoring, and implementation to identify and mitigate potential environmental and social impacts. It is a living document, updated based on implementation experience and stakeholder feedback.

Session Details of ESSA Training

<table>
<tr><td>Mode</td><td colspan="2">Physical/Virtual</td><td>Trainer</td><td>PCAP E&S Specialists</td></tr>
<tr><td>Audience</td><td colspan="2">❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs</td><td>Duration</td><td>1 Day</td></tr>
<tr><td>Frequency</td><td>Stage
Inception
Design Phase
Implementation Phase</td><td>No. of Training
1
1
1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Group Exercises, Quiz and Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to ESSA and its relevance to the program
- Purpose of the ESSA training session
- Objectives and expected learning outcomes
- ESSA Methodology: Steps for assessment and analysis
- Program Context: Overview of the Punjab Clean Air Program (PCAP)
- Relationship to the Country Partnership Strategy (CPS)
- Program Institutional Arrangements: Roles and responsibilities
- Program Implementation Arrangements: Coordination among agencies
- Program Disbursement-Linked Indicators (DLIs) and targets
- Environmental Effects: Sector-specific analysis (AQM, Transport, Agriculture)
- Social Effects: Sector-specific analysis and community impacts
- Policy and Legal Framework: Environmental and social legislation and regulations
- Comparative Analysis: Borrower systems versus World Bank ESF Core Principles
- Disclosure, Consultation, Recommendations, and Proposed Actions for the Program Action Plan

4.2 Environmental & Social Framework (ESF)

Summary: ESF training explains all 10 Environmental & Social Standards (ESS1–ESS10), enabling participants to apply them during program design, implementation, and monitoring. Delivered by ESF-trained specialists to PCAP and Allied Department staff, the session ensures participants can identify compliance gaps and mitigation measures.

Session Details of ESF Training

<table>
<tr><td>Mode</td><td colspan="2">Physical/Virtual</td><td>Trainer</td><td>World Bank E&S Specialists or ESF Accredited Trainers</td></tr>
<tr><td>Audience</td><td colspan="2">❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs</td><td>Duration</td><td>1 Day</td></tr>
<tr><td>Frequency</td><td>Stage
Inception
Design Phase
Implementation Phase</td><td>No. of Training
1
1
1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise and E&S Scenario</td><td></td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td><td></td></tr>
</table>

Key topics Covered in Training

- Introduction to the World Bank Environmental and Social Framework (ESF)
- Objectives and key principles of ESF
- Overview of the 10 Environmental and Social Standards (ESS1–ESS10)
- Purpose and scope of each ESS within project context
- Role of ESF in enhancing environmental and social sustainability
- Application of ESF standards during project identification and design
- Application of ESF standards during project implementation and supervision
- Identification of environmental and social risks using ESF criteria
- Assessment of gaps in borrower environmental and social management systems
- Alignment of borrower systems with ESF requirements
- Integration of ESF requirements into project monitoring frameworks
- Reporting mechanisms for ESF compliance and performance tracking
- Use of practical examples to illustrate ESF application in real projects
- Case studies demonstrating challenges, mitigation, and good practices
- Recommendations, lessons learned, and follow-up actions for improved ESF implementation

4.3 Stakeholder Engagement Plan (SEP)

Summary: SEP training equips participants to identify, analyze, and engage key stakeholders, including vulnerable groups. Delivered by Social & Gender Specialists to PCAP staff, Allied Departments, and community facilitators, it ensures participants can develop inclusive engagement plans.

Session Details of SEP Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>PCAP E&S Specialists</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs</td><td>Duration</td><td>1 Day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Group Exercise and E&S Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to Stakeholder Engagement and its importance in project success
- Purpose and key objectives of preparing and implementing a SEP
- Principles of effective stakeholder engagement under ESS10
- Stakeholder identification: Primary, secondary, and affected parties
- Stakeholder mapping techniques and categorization methods
- Assessment of stakeholder influence, interest, and impact
- Identification of vulnerable, marginalized, and at-risk groups
- Strategies to ensure participation of vulnerable groups
- Roles and responsibilities of implementing agencies in stakeholder engagement
- Coordination mechanisms between project teams and stakeholders
- Steps for designing and updating the Stakeholder Engagement Plan (SEP)
- Development of engagement schedules, timelines, and communication plans
- Practical group exercise: Stakeholder mapping activity
- Practical simulation: Role-play for stakeholder consultation sessions
- Recommendations for ensuring transparent, inclusive, and continuous stakeholder participation

4.4 Labor Management Procedures (LMP)

Summary: LMP training focuses on implementing labor rights, contracts, Codes of Conduct, and worker GRM systems. Delivered by Social/HR Specialists to contractors, sub-contractors, and PCAP staff, it ensures compliance with labor standards and safe work conditions.

Session Details of LMP Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>PCAP E&S Specialists</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs
❖ Consultants
❖ Contractors
❖ Sub-Contractors
❖ Suppliers
❖ Suppliers Workers</td><td>Duration</td><td>Half Day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise and E&S Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to the Labor Management Procedures (LMP)
- Objectives and guiding principles of LMP under ESS2
- Types of project workers and their roles within the program
- Overview of worker rights and entitlements
- Employment terms, contracts, and legal requirements
- Code of Conduct (CoC): Purpose, scope, and behavioral expectations
- CoC obligations related to GBV/SEA/SH prevention and reporting
- Mechanisms for managing labor-related grievances
- Worker GRM: Structure, channels, and response timelines
- Monitoring contractor and subcontractor compliance with LMP
- Supplier labor compliance and documentation requirements
- Use of compliance checklists during field monitoring
- Reporting formats and documentation for labor inspections
- Practical exercise: Preparing a contractor compliance monitoring report
- Refresher trainings, orientation cycles, and onboarding for newly hired staff.

4.5 Community & Occupational Health and Safety (OHS)

Summary: OHS training enables participants to identify hazards, implement safety measures, and respond to emergencies. Delivered by certified Environmental/OHS Specialists to contractors, workers, and PCAP staff, it promotes safe workplaces.

Session Details of OHS Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>Certified OHS/HSE Trainer</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs
❖ Consultants
❖ Contractors
❖ Sub-Contractors
❖ Suppliers
❖ Suppliers Workers</td><td>Duration</td><td>1 day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise and OHS Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to Occupational Health and Safety (OHS) principles
- Objectives of OHS within the Punjab Clean Air Program
- Legal and regulatory framework for workplace safety
- Types of workplace and field hazards in program activities
- Hazard identification techniques (JHA, site walkthroughs, checklists)
- Risk assessment: Likelihood, severity, and risk ranking
- Safe work procedures and standard operating protocols (SOPs)
- Personal Protective Equipment (PPE): Types, selection, and proper use
- PPE maintenance, replacement procedures, and accountability
- Emergency preparedness planning: roles and responsibilities
- Emergency response procedures (fire, chemical exposure, accidents)
- Field drills and hands-on demonstrations for workers and supervisors
- Incident reporting, investigation, and root-cause analysis
- Record-keeping requirements for accidents, near-misses, and inspections
- Refresher cycles, toolbox talks, and continuous safety improvement

4.6 Gender, GBV, SEA/SH Prevention & Response

Summary: This training develops awareness of gender-sensitive practices and survivor-centered GBV/SEA/SH responses. Delivered by Social & Gender Specialists to PCAP staff, contractors, and community facilitators, it ensures safe and inclusive working environments.

Session Details of GBV, SEA/SH Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>Gender Expert (Market)</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs
❖ Consultants
❖ Contractors
❖ Sub-Contractors
❖ Suppliers
❖ Suppliers Workers</td><td>Duration</td><td>1 day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise and OHS Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to key gender concepts and terminology
- Overview of World Bank Good Practice Note: Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) and its relevance to PCAP.
- Understanding gender gaps, vulnerabilities, and intersectional risks
- Types of Gender-Based Violence (GBV) in development programs
- Definitions and distinctions: GBV, SEA (Sexual Exploitation & Abuse), SH (Sexual Harassment)
- Identifying signs, indicators, and risk factors of GBV/SEA/SH in PCAP
- Roles and responsibilities of staff and contractors in prevention
- Reporting protocols: How and where to report GBV/SEA/SH safely
- Ensuring confidentiality, survivor-centered approaches, and do-no-harm principles
- Safe and approved referral pathways for survivor support services
- Implementing Codes of Conduct (CoC): Content, obligations, and enforcement
- Consequences of CoC violations under program and national laws
- Case studies on GBV/SEA/SH to enhance practical understanding
- Role-play exercises for safe disclosure and reporting handling

- Refresher training cycles and periodic updates for staff and contractors

4.7 Resettlement, livelihood and Land Restriction

Summary: Resettlement training teaches participants to manage land acquisition impacts and implement the Resettlement Policy Framework (RPF). Delivered by Social Specialists to PCAP and contractors, it ensures compliance with eligibility, entitlements, and documentation requirements.

Session Details of Resettlement Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>Social Safeguard & Gender specialist-CMU</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs</td><td>Duration</td><td>1 day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise and Resettlement Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to resettlement concepts and World Bank ESS5 requirements
- Purpose, scope, and objectives of the Resettlement Policy Framework (RPF)
- Types of resettlement impacts under the Punjab Clean Air Program
- Procedure for identifying Project-Affected Persons (PAPs)
- Tools for socio-economic profiling and impact assessment
- Categorizing impacts: temporary, permanent, partial, and full loss
- Eligibility criteria for compensation and assistance
- Entitlement matrix: compensation packages and support measures
- Special considerations for vulnerable groups (women, elderly, disabled, landless, etc.)
- Grievance redress procedures for land, assets, and resettlement issues
- Coordination roles of PIUs, district administration, and consultants
- Documentation requirements: surveys, asset inventories, and verification
- Monitoring and reporting of resettlement progress and compliance
- Case studies and field-based exercises for practical understanding
- Annual refresher training cycle for all implementing partners

4.8 Environmental & Social Monitoring and Reporting

Summary: This training equips participants to use monitoring checklists and reporting tools for program compliance. Delivered by Environmental & Social Specialists to PCAP staff, consultants, and contractors, it ensures accurate documentation of environmental and social performance.

Session Details of E&S Monitoring Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>E&S Specialists CMU</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs
❖ Consultants
❖ Contractors
❖ Sub-Contractors</td><td>Duration</td><td>Half day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Group Exercise</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to Environmental & Social (E&S) monitoring principles
- Objectives and importance of monitoring within program implementation
- Types of monitoring: compliance, performance, and impact monitoring
- Overview of key E&S indicators under the Punjab Clean Air Program
- Use of standardized monitoring checklists for field activities
- Understanding reporting formats and templates required by PCAP
- Methods for effective data collection during site visits
- Proper documentation of findings, evidence, and site observations
- Photo documentation, geo-tagging, and record-keeping standards
- Field exercises: conducting real-time monitoring and filling checklists
- Practical reporting: preparing a sample E&S monitoring report
- Integration of monitoring results with ESF and applicable ESS requirements
- Corrective action tracking and follow-up mechanisms
- Communication of monitoring results to PIUs and senior management
- Semiannual refresher sessions and continuous improvement practices

4.9 Grievance Redress Mechanism (GRM)

Summary: GRM training enables participants to manage grievances, including GBV-related cases, confidentially and efficiently. Delivered by Social/GRM Specialists to staff, contractors, and community facilitators, it ensures timely resolution of complaints.

Session Details of GRM Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>E&S Specialists CMU</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs
❖ Consultants
❖ Contractors
❖ Sub-Contractors
❖ Suppliers
❖ Suppliers Workers</td><td>Duration</td><td>Half day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Group Exercise and GRM Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to the Grievance Redress Mechanism (GRM) and its core principles
- Objectives of the GRM in ensuring transparency, accountability, and timely redress
- Community GRM
- Worker's GRM
- Difference between Community GRM and Worker's GRM
- Types of grievances commonly received in environmental and social programs
- Processes for grievance intake and registration across all channels
- Categorization of grievances based on severity, sensitivity, and required response
- Tracking and documentation of grievances using standardized formats
- Roles and responsibilities of GRM committees, focal persons, and field teams
- Standard procedures for investigation, response timelines, and closure of cases
- Protocols for handling sensitive, confidential, and GBV/SEA/SH-related grievances
- Safe, survivor-centered approaches for GBV/SEA/SH case management and referrals
- Maintaining confidentiality, data protection, and do-no-harm practices
- Practical exercises: role-play for grievance reception, interviewing, and documentation

- Case simulations on categorization, routing, and escalation of grievances
- Monitoring grievance outcomes, analyzing trends, and preparing periodic reports
- Refresher GRM sessions every six months to maintain capacity and compliance

4.10 Environmental & Social Screening Checklist

Summary: Screening Checklist training teaches participants to assess environmental and social risks at the settlement level and propose mitigation measures. Delivered by Environmental Specialists to field teams, it ensures accurate and consistent application of screening tools.

Session Details of E&S Checklist Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>E&S Specialists CMU</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs</td><td>Duration</td><td>Half day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Group Exercise and E&S Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

- Introduction to Environmental and Social (E&S) screening and its importance
- Objectives of screening under the Punjab Clean Air Program (PCAP)
- Regulatory and ESF/ESS requirements guiding the screening process
- Understanding the scope of screening at settlement and subproject levels
- Steps for conducting settlement-level E&S screening
- Identifying environmental risks such as emissions, waste, habitat disturbance, etc.
- Identifying social risks including land impacts, vulnerable groups, labor issues, and community safety
- Determining risk categories: low, moderate, substantial, high
- Aligning identified risks with appropriate mitigation measures
- Completing the E&S screening form accurately and consistently
- Common mistakes in screening and how to avoid them
- Practical case studies: reviewing sample subprojects and completing screening checklists
- Group exercises for risk identification and mitigation planning
- Documentation, reporting, and submitting screening results for review
- Annual refresher sessions for continuous improvement and updated guidance

4.11 Environmental & Social Impacts

Summary: This training introduces participants to the preparation of negative and positive lists for environmental and social impacts under the program. It equips participants to identify potential environmental and social risks as well as anticipated benefits. The session, delivered virtually or physically by PCAP E&S Specialists, targets Allied Departments' E&S Focal Persons and lasts 30–45 minutes. Participants will learn to apply practical assessment methods to guide program implementation while enhancing positive outcomes and mitigating negative impacts.

Session Details of E&S Impacts Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>E&S Specialists CMU</td></tr>
<tr><td>Audience</td><td>All CMU-PCAP Specialists
All CMU-Program Officers
E&S Focal Persons of IAs
Consultants
Contractors
Sub-Contractors</td><td>Duration</td><td>Half day</td></tr>
<tr><td>Frequency</td><td>Stage — No. of Training
Inception — 1
Design Phase — 1
Implementation Phase — 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise and E&S Impacts Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

These are environmental or social impacts that the program must watch out for, even if they are indirect:

Negative List (Potential Risks)

- Land-use Pattern Changes
- Possible shifts in land use due to infrastructure for monitoring or transport interventions.
- Natural Habitat Disruption
- Risk of disturbance in sensitive or ecologically important areas when deploying infrastructure (e.g., monitoring stations).
- Land Acquisition & Resettlement
- Although PCAP's design is mostly policy / regulatory (rather than construction), any small land acquisition might have social costs.
- Socio-economic Inequities
- Vulnerable or low-income communities might not benefit equally from behavioral or technology-based interventions.
- Gender-Based Violence (GBV) / Sexual Exploitation, Abuse, and Sexual Harassment

(SEA/SH) Risks

- Regulatory / Institutional Risk
- Weak enforcement could lead to loopholes, reducing environmental benefit.
- Health Risk from Poorly Managed Transitions
- Transition to new technologies (e.g., e-buses) could generate short-term health or safety risks if not well managed.
- Displacement of Informal Economies
- Workers in polluting sectors (e.g., small-scale polluting industries) could lose their livelihoods if regulations are enforced without support.

Positive List (Anticipated Benefits)

- These are the environmental and social upsides that PCAP is designed to deliver, based on its ESSA:
- Improvement in Ambient Air Quality (AQI / PM2.5 Reduction)
- A key program objective is to lower PM2.5 levels significantly across Punjab.
- Health Gains
- Reduced respiratory and cardiovascular disease burden due to cleaner air.
- Strengthened Environmental Governance
- Improved transparency, accountability, and capacity in air quality management institutions.
- Greenhouse Gas (GHG) Emissions Reduction
- Co-benefit: the program is expected to reduce GHG emissions significantly.
- Behavioral Change & Public Awareness
- Citizens become more aware of pollution sources and adopt cleaner practices (e.g., less crop burning, better transport choices).
- Sustainable Transport Shift
- Introduction of e-buses reduces fossil-fuel vehicle use, lowering pollution and improving mobility.
- Agricultural Improvements
- Promoting mechanization or alternate practices reduces stubble burning, improving soil health and reducing smoke.
- Institutional & Technical Capacity Building
- Building air quality monitoring networks, lab capacity (e.g., fuel testing labs), and institutional know-how.
- Co-benefits for Vulnerable Populations
- Targeted interventions (e.g., messaging for schools / hospitals) help protect sensitive groups.
- Long-Term Economic Benefits

- Cleaner air can improve productivity, reduce health expenditures, and foster green job creation (e.g., in e-transport, monitoring).

12.E-Waste Management

Summary: Electronic waste (e-waste) is one of the fastest-growing waste streams globally. Within Punjab's Transport and Agriculture sectors, increasing use of sensors, GPS devices, fuel monitoring systems, onboard diagnostics, agricultural machinery electronics, batteries and ICT equipment necessitates structured e-waste management. This training equips PCAP stakeholders with essential knowledge and practical skills to manage e-waste safely, legally, and sustainably.

Session Details of E-Waste Management Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>E&S Specialists CMU</td></tr>
<tr><td>Audience</td><td>All CMU-PCAP Specialists
All CMU-Program Officers
E&S Focal Persons of IAs
Consultants
Contractors
Sub-Contractors</td><td>Duration</td><td>One day</td></tr>
<tr><td>Frequency</td><td>Stage — No. of Training
Inception — 1
Design Phase — 1
Implementation Phase — 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Quiz, Group Exercise</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Key topics Covered in Training

Session 1 – Introduction to E-Waste (1 hour)

- Definition, global context, national landscape
- E-waste generation hotspots in Transport (ITS equipment, monitoring devices, batteries)
- E-waste in Agriculture

Session 2 – Environmental & Health Risks (45 minutes)

- Hazardous components (lead, mercury, cadmium, lithium batteries)
- Impacts on air quality, soil, and water
- Occupational health risks for field staff

Session 3 – Regulatory & Institutional Framework (1 hour)

- Punjab EPA rules, hazardous waste permits
- National climate and environment obligations
- Basel Convention & cross-border movement restrictions

Session 4 – E-Waste Handling & Storage (1 hour)

- Safe collection, labeling, and inventory
- Temporary storage guidelines

- Battery management (lead-acid, lithium-ion)
- Transport sector-specific handling (ITS equipment, telematics)
- Agriculture-specific handling

Session 5 – Recycling, Disposal & Documentation (1 hour)

- Approved recycling facilities in Punjab
- How to ensure environmentally sound recycling
- Record keeping, chain-of-custody, and reporting
- Do's & Don'ts for field and depot teams

Session 6 – Group Work & Practical Demonstration (1 hour)

- Group action planning for departmental e-waste streams

Expected Outputs

- Department-specific E-waste Action Plan
- Inventory template for e-waste tracking
- Recommendations for linking e-waste management with PCAP monitoring and reporting frameworks

Evaluation

Participants will be assessed through:

- Pre- and post-training quiz
- Group presentation
- Individual feedback form

13. Battery Waste Management

Summary: Improper disposal of batteries—especially **lead-acid, lithium-ion, NiMH, and dry-cell batteries** poses significant risks to public health, air quality, and the environment. Transport and Agriculture sectors under PCAP frequently use batteries in vehicles, machinery, monitoring devices, sensors, solar systems, and ITS equipment. This half-day training builds core capacities for the safe and compliant management of battery waste.

Session Details of Battery Waste Management Training

<table>
<tr><td>Mode</td><td>Physical/Virtual</td><td>Trainer</td><td>PCAP E&S Specialists</td></tr>
<tr><td>Audience</td><td>❖ All CMU-PCAP Specialists
❖ All CMU-Program Officers
❖ E&S Focal Persons of IAs</td><td>Duration</td><td>Half Day</td></tr>
<tr><td>Frequency</td><td>Stage | No. of Training
Inception | 1
Design Phase | 1
Implementation Phase | 1</td><td>Location</td><td>TBD</td></tr>
<tr><td>Assessment</td><td colspan="3">Group Exercises, Quiz and Scenario</td></tr>
<tr><td>Refresher</td><td colspan="3">If needed, based on program updates</td></tr>
</table>

Training Objectives:

By the end of the training, participants will be able to:

- Identify types, sources, and hazards of battery waste in Transport & Agriculture sectors.
- Apply safe handling, storage, labeling, and transportation procedures.
- Understand Punjab EPA regulatory requirements and hazardous waste rules.
- Strengthen departmental compliance and reporting mechanisms aligned with PCAP targets.

Key topics Covered in Training:

Session 1 – Introduction to Battery Waste (45 minutes)

- Types of batteries used in sectors (Lead-acid, Li-ion, Dry-cell)
- Common generation points: vehicles, farm machinery, GPS units, sensors, solar and irrigation systems
- Key hazards: acid leakage, heavy metals, fire risks, air pollution potential

Session 2 – Environmental, Health & Safety Risks (30 minutes)

- Toxic components (lead, cadmium, lithium)
- Impacts on air, soil, and groundwater
- Occupational safety requirements for field and workshop staff
- PPE and emergency response

Session 3 – Regulatory & Compliance Framework (45 minutes)

- Punjab Environmental Protection Act & Hazardous Waste Management Rules
- Permits, storage requirements, movement tracking
- Basel Convention restrictions
- Obligations for government departments, contractors, mechanics, and vendors

- EPR and roles of battery manufacturers/retailers

Session 4 – Safe Handling, Storage & Disposal (1 hour)

- Segregation of lead-acid vs lithium batteries
- Correct packaging, labeling, spill-proof containers
- Temporary storage guidelines at depots and workshops
- Approved recycling facilities and disposal options in Punjab
- Do's & Don'ts for staff

Expected Outcomes

Participants will:

- Develop a mini action plan for battery waste within their department.
- Strengthen compliance with PCAP's environmental governance targets.
- Improve safety and reporting practices.

Evaluation

- Pre / Post-test
- Group discussion reflection
- End-of-session feedback form

ANNEX-A: TRAINING FEEDBACK FORM

FEEDBACK FORM - TRAINING ON E&S ASPECTS	Date	

TOPIC:_____

Please fill out this short feedback form so we can ensure top quality training content.

EMAIL (optional)	**NAME** (optional)	**DATE**			

OVERALL EXPERIENCE

Provide a rating by placing an "X" in the corresponding box.	**VERY GOOD**	**GOOD**	**FAIR**	**POOR**	**VERY POOR**
The training met my expectations.					
I will be able to apply the knowledge learned.					
The training objectives for each topic were identified and followed.					
The content was organized and easy to follow.					
The trainer was knowledgeable.					
The quality of instruction was good.					
The trainer met the training objectives.					
Class participation and interaction were encouraged.					
Adequate time was provided for questions and discussion.					
How do your rate the training overall?					

What aspects of the training could be improved?

Other comments?

ANNEX-B: CAPACITY BUILDING PLAN
ENVIRONMENTAL & SOCIAL SAFEGUARDS

Sr. No.	Training	Mode	Trainer	Audience	Duration	Frequency / Stage	Location	Assessment
1	Environment and Social System Assessment (ESSA)	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Group Exercise & E&S Scenario
2	Environmental and Social Framework (ESF	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Group Exercise & E&S Scenario
3	Stakeholder engagement Plan (SEP)	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Group Exercise & E&S Scenario
4	Labor Management Procedures (LMP)	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	Half Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Quiz, Group Exercise & E&S Scenario
5	Community & Occupational Health & Safety (OHS)	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	Half Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Quiz, Group Exercise & E&S Scenario
6	Gender & GBV/SEA/SH Sensitization	Physical/Virtual	Gender Expert (Market)	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Quiz, Group Exercise & Scenario

Sr. No.	Training	Mode	Trainer	Audience	Duration	Frequency / Stage	Location	Assessment
7	Resettlement & RPF Training	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Quiz, Group Exercise & Scenario
8	Environmental & Social Monitoring	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Quiz, Group Exercise & Scenario
9	Grievance Redress Mechanism (GRM)	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Role-Play, Documentation & Group Exercise
10	Environmental & Social Screening	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Case Studies & Group Exercise
11	Environmental and Social Impacts	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Case Studies & Group Exercise
12	E-Waste Management	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants,	1 Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Group work/Exercise &Quiz

Sr. No.	Training	Mode	Trainer	Audience	Duration	Frequency / Stage	Location	Assessment
				Contractors, Sub-Contractors, Suppliers, Suppliers' Workers				
13	Battery Waste Management	Physical/Virtual	PCAP E&S Specialists	CMU-PCAP Specialists, CMU-Program Officers, E&S Focal Persons of IAs, Consultants, Contractors, Sub-Contractors, Suppliers, Suppliers' Workers	Half Day	Inception: 1, Design Phase: 1, Implementation Phase: 1	TBD	Group work/Exercise &Quiz