



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 09/24/2020 | Report No: ESRSC01627



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Haiti	LATIN AMERICA AND CARIBBEAN	P174707	
Project Name	Promoting an Efficient Education System in Haiti		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	12/14/2020	5/28/2021
Borrower(s)	Implementing Agency(ies)		
Ministère de l'Éducation et Formation Professionnelle; MENFP	EPT-PEQH - Unite de Gestion de projet		

Proposed Development Objective

The objective of the Project is to (i) strengthen the management of the education sector; and (ii) improve the teaching and learning process in primary education.

Financing (in USD Million)	Amount
Total Project Cost	16.00

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The proposed Project would build on the Bank's current engagement and address the structural challenges facing primary education that have been further exacerbated by the covid19 crisis. It will aim at supporting the Ministry of Education and Professional Training (Ministère d'Éducation et Formation Professionnelle; MENFP) in developing resilient systems to improve quality. Proposed interventions will take advantage of new opportunities to build a more sustainable, inclusive, and resilient education system to face internal and external shocks. In particular among other interventions, it will support the MENFP long-term distance learning strategy, and explore ways to better support



parents, teachers and student's long-term resilience. By supporting the development of effective systems, the Project aims to produce measurable results in terms of both improving access to equitable primary education and manage school continuity during crisis, and improving the quality of learning and teaching environment, both of which are intermediate outcomes critical to the higher-level objective of increasing learning and human capital in Haiti.

This education project would be for a total amount of US\$ 16 million financed from the Global Partnership for Education – Education sector program implementation grant, and would support three components, to be implemented over a four-year period.

The objective of the Project is to (i) strengthen the management of the education sector; and (ii) improve the teaching and learning process in primary education.

The Project would achieve its development objective through the implementation of three components: (i) Improving institutional capacity and governance; (ii) Improving the teaching and learning process; and (iii) Project management, monitoring and evaluation.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

Haiti remains the poorest country in the Western Hemisphere and one of the poorest countries in the world, with a 2019 GDP per capita of US\$755. Almost 60 percent of the population lives below the national poverty line and inequality is high, with wealth and economic opportunity concentrated around Port-au-Prince. Access to basic services is limited, particularly in rural areas, which has translated into low human development indicators (Haiti ranks 169th out of 189 countries in the Human Development Index).

Over the past decade, a series of natural disaster events have exacerbated an already fragile state that is still facing political instability and a deteriorating economic environment. At the same time, acute food insecurity has seen a worsening trend since 2018, with Haitian households experiencing a reduced ability to access food. Recent droughts in parts of the country affecting agricultural production, increased inflation, and a rising cost of basic foods, as well as the socio-political events causing disruptions in distribution, have compounded the existing vulnerability of Haitians due to high rates of poverty. Data from the World Food Program showed that up to 35 percent of the Haitian population in the period of October 2019 to January 2020 faced severe acute food insecurity, requiring urgent attention. A recent study shows this could have increased by up to 40 percent by June 2020. Social unrest has persisted and developed into a socio-political crisis, intensifying in 2019 and culminating in a period of total lockdown from September 2019 through December 2019 during which economic production, schools, businesses, and the government and its services were largely closed.

The COVID-19 pandemic, declared by the World Health Organization (WHO) in March 2020, is likely to have a serious impact on Haiti's economy. On March 19, 2020, the Government of Haiti announced its first two cases of COVID-19 and declared a state of emergency. On June 10th, the Ministry of Health reported at least 3,662 confirmed cases and 56 deaths. On July 14th, the Ministry of Health reported at least 6,727 confirmed cases and 141 deaths. While the Government announced a lifting of the state of emergency on June 29th, allowing the reopening of transport



infrastructures such as airports, many emergency measures are still implemented such as a national curfew and the interdiction of large gatherings. Although little is known about the impact of COVID-19 in Haiti, international experience shows that the poorest and most vulnerable groups are likely to be disproportionately affected.

The Project will be implemented nationwide in both rural and urban areas through the provision of technical assistance and capacity building activities.

Activities to be financed under the project include:

- Component 1: Improving institutional capacity and governance – Operationalization of the Education Management Information System (EMIS); finalization and operationalization of a renewed accreditation process for public and non-public schools; enhancing of planning and statistical capacity of the decentralized levels of the Ministry.
- Component 2: Improving the teaching and learning process through (i) design and pilot of learning standards and (ii) supporting a national learning assessment system for primary education. During Project preparation, the possibility for this component to support the implementation of the MENFP teacher training policy will be assessed.
- Component 3: Project management. Support to MENFP for Project implementation, monitoring and evaluation.

D. 2. Borrower's Institutional Capacity

The Ministry of Education and Professional Training (Ministère d'Education et Formation Professionnelle; MENFP) has implemented numerous World Bank-financed projects in the education sector over the years. The institutional and implementation arrangements for managing E&S risks and impacts of the Project will be based on the arrangements currently in place for the Providing an Education of Quality in Haiti (PEQH) Project (P155191), with the objective of integrating all Project activities within the MENFP's existing structures and operations. The MENFP's Project Implementation Unit (PIU) has demonstrated its capacity to screen, implement, monitor and report on environmental and social commitments as part of Bank-financed activities. However, MENFP has no prior experience applying the new World Bank Environmental and Social Framework (ESF).

During preparation, the World Bank environmental and social specialists in liaison with the Project Team Leads, will discuss with MENFP to assess the PIU capacity, determine team structure, composition and deployment, and identify what additional resources, skill sets or capacities will need to be strengthened. The outcome of the Bank's capacity assessment will be presented in the Appraisal ESRS.

II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Low

Environmental risk is classified as Low (L) at this stage of Project preparation. Project-financed activities are likely to have minimal or no impact on Haiti's natural environment. The proposed Project is not planning investments that have a physical footprint that could cause direct adverse risks and any minor risks and impacts foreseeable under the project (e.g. pollution management) can be addressed with known and affordable mitigation measures. Component 1 will focus on institutional capacity building that will involve the enhancement of an Education Management



Information System and the development of protocols and training for ministry staff to use the data from the Information System to generate data-driven policies. Component 2 will focus on improving education quality, and will support teaching and learning process, including through the development of learning standards, curriculum revision and learning assessment reform. Component 3 will provide support to MENFP for Project implementation. Given the scope of these combined activities, it is unlikely that any direct or indirect environmental effects would be caused by the technical assistance, capacity building and policy planning and advice provided through the project. The activities and sub-activities under the respective components will be assessed in greater detail during project preparation to verify the current risk classification, which will be reviewed and revised as needed.

Social Risk Rating

Moderate

The social risk rating is classified as Moderate (M) at this stage of Project preparation. While the overall social benefits are expected to be positive, identified social risks and potential impacts include: (i) inclusion and accessibility given the nature and national scale of the project which aims to improve teaching and learning processes and standards with the establishment of assessment systems and reform of policy planning and (ii) project workers, as defined under ESS2, exposure to the COVID-19 virus and transmission of the virus during the implementation of project activities, if such risks are not managed through adequate mitigation measures. These risks and corresponding mitigation measures will be addressed through a Social Assessment, Labor Management Procedures and the the Environmental and Social Commitment Plan. The activities and sub-activities under the respective components will be assessed in greater detail during Project preparation to verify the current environmental and social risk classification, which will be reviewed and revised as needed.

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

The main social risk of the project is related to inclusion and accessibility. A key output of the project will be a Social Assessment which will assess social risks of project supported activities focusing on social exclusion (for example of girls and disabled students). The Social Assessment will include mitigation measures which will be incorporated into project activities. The TORs for the Social Assessment will be prepared and disclosed before project appraisal. The Social Assessment will be carried out during Year 1 after project effectiveness, as specific project activities are further detailed.

Another risk pertains to project workers, as defined in ESS2, potential exposure to the COVID-19 virus and transmission of the virus to beneficiaries of training programs and learning assessments supported by the Project. To adequately manage this risk, the Project will prepare Labor Management Procedures (LMP) taking into account the WBG's Environmental, Health and Safety Guidelines (EHSGs) as well as recent guidance and good practice on measures to minimize COVID contamination. A well-developed draft LMP will be disclosed by Appraisal and will be consulted with Project stakeholders and be finalized before project Approval.

Additionally, there may be low risks and impacts associated with possible resource efficiency and pollution management, more fully outlined under ESS3. Should these risks be foreseeable as Project preparation advances, mitigation measures will be included in the ESCP.



Environmental and Social Commitment Plan (ESCP): the Borrower will prepare jointly with the Bank an ESCP. A well-developed draft ESCP will be disclosed by Appraisal and will be consulted with Project stakeholders and be finalized before project Approval.

Areas where “Use of Borrower Framework” is being considered:

None.

ESS10 Stakeholder Engagement and Information Disclosure

The COVID-19 pandemic poses a challenge for stakeholder engagement and disclosure of information, as stakeholder engagement and consultation processes cannot be conducted as per normal ESS10 requirements. As long as COVID-related restrictions place limitations on traditional forms of stakeholder engagement, the requirements of ESS10 will be met by implementing actions such as (i) avoiding public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings; (ii) conducting consultations in small-group sessions, where small-group gatherings are permitted, or make all reasonable efforts to conduct meetings through online channels where gatherings are not permitted; (iii) diversifying means of communication and rely more on social media and online channels, including, where possible, the creation of dedicated online platforms and chatgroups appropriate for the purpose, based on the type and category of stakeholders; or (iv) employing traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, and mail) when stakeholders do not have access to online channels or do not use them frequently as these can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions. These and other measures are set out in the World Bank’s “Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings” (March 20, 2020) and are based on emerging experiences from other WBG projects in Haiti operating under COVID conditions (e.g. CHUD, MDUR).

During Project preparation the PIU will carry out stakeholder engagement activities including (i) identifying the Project stakeholders, making a distinction between those directly affected by the project and other interested parties; (ii) carrying out consultations with key stakeholders on project activities prior to appraisal; (iii) establishing a Project-level Grievance Mechanism per the requirements of ESS10. The GRM will build on existing mechanisms that have been developed for other Bank funded projects in Haiti and managed by the PIU. These measures will be discussed in detail with the Borrower during project preparation and included in the the ESCP. A specific Grievance Mechanism for Project workers under ESS2 will also be established separately from the overall project GRM and will be detailed in the Labor Management Procedures of the Project.

Project documents, including the LMP, the SA and the ESCP, will be timely disclosed to ensure meaningful and informed engagement with all Project stakeholders. Engagement with stakeholders will continue throughout Project implementation.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions



ESS 2 is considered relevant for this project. Labor Management procedures (LMP) will be drafted before Appraisal to cover all project workers. The LMP will provide guidance on Direct and Contracted Workers, including: terms and conditions of employment; nondiscrimination and equal opportunity; the establishment of any worker's organizations; GRM in place for Project Workers; and OHS measures for Project Workers, including measures to be mitigate the risk of a spread of the COVID-19 virus in the Project's workplace.

Whilst physical works are not envisaged under the Project, the nature of the pandemic requires occupational health and safety (OHS) training in line with international good practice to be considered in all contracts with Project Workers. Training will be delivered in order to limit exposure to the virus, communicate provisions for treatment if exposed, and to avoid transmission to Project training beneficiaries.

The Project will not engage child or forced labor, as defined under ESS2. During Project preparation, all activities related to access to non-formal education (and any practical training that might be developed) will be carefully assessed to ensure that no forced or child labor arising from Project-financed activities results. The LMP will include provisions to ensure that women have equal opportunities to get employment in all project components and activities including the PIU and includes measures to prevent SEA/H actions against Project Workers. The LMP will also detail ESS 2 requirements and set out the procedures and requirements of the Project grievance mechanism addressing Project Workers disputes about labor issues. Teachers, directors and other school staff are not considered Project Workers, per ESS2, and, therefore, are not subject to ESS 2 requirements except for the provisions of paragraphs 17 to 20 (Protecting the Work Force) and paragraphs 24 to 30 (Occupational Health and Safety).

ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is relevant. Pollution prevention may arise in the context of waste management of personal protective equipment used by project workers in the context of project-financed activities. Waste management procedures in line with WHO guidance will be included in the project ESCP. If it is confirmed that the project will finance the replacement of electronic equipment, the preparation of an Electronic Waste Management Plan (EWMP) will be included in the ESCP prior to the replacement of electronic equipment.

ESS4 Community Health and Safety

ESS4 is not currently relevant to the Project. The Project design does not entail interface with communities. Through ESS10, stakeholder engagement will be carried out in line with international good practice as set out by the World Health Organization and captured in WBG guidance to limit COVID-19 exposure, including the measures and actions described under ESS10 above.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

This standard is not relevant. No land acquisition or restrictions on land use will take place during the implementation of project activities.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources



This standard is not relevant. No activities related to physical works will take place and the project will not have any impacts on biodiversity or natural resources.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

This standard is not relevant. There are no Indigenous Peoples in Haiti that fulfill the four characteristics indicated under ESS7.

ESS8 Cultural Heritage

This standard is not relevant. No excavation or building activities are being contemplated for this project.

ESS9 Financial Intermediaries

This standard is not relevant. The project does not involve any financial intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways	No
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OP 7.60 Projects in Disputed Areas	No
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III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?	No
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Financing Partners

Global Partnership for Education

B. Proposed Measures, Actions and Timing (Borrower's commitments)

Actions to be completed prior to Bank Board Approval:

(i) LMP (draft will be disclosed prior to Appraisal) and final LMP will be consulted, finalized, adopted and disclosed by Approval, currently expected by May 31, 2021;

(ii) ESCP (draft will be disclosed prior to Appraisal) and final ESCP will be consulted, finalized, adopted and disclosed by Approval, currently expected by May 31, 2021

(iii) Social Assessment (draft TOR will be disclosed prior to Appraisal) final report to be completed in the first year following Project effectiveness.

Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):



- (i) Periodic reporting on E&S
- (ii) Incident notification
- (iii) E&S staffing
- (iv) Grievance management

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: Ministère de l'Education et Formation Professionnelle; MENFP

Implementing Agency(ies)

Implementing Agency: EPT-PEQH - Unite de Gestion de projet

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Yves Jantzem
Practice Manager (ENR/Social)	Maria Gonzalez de Asis Recommended on 24-Sep-2020 at 12:10:57 GMT-04:00
Safeguards Advisor ESSA	Marco Antonio Zambrano Chavez (SAESSA) Cleared on 24-Sep-2020 at 14:03:59 GMT-04:00