



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 03/27/2020 | Report No: ESRSC01105



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Togo	AFRICA	P172674	
Project Name	TOGO - Improving Quality and Equity of Basic Education Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	6/1/2020	10/15/2020
Borrower(s)	Implementing Agency(ies)		
Ministry of Economy and Finance	Ministry of Primary and Secondary Education - MEPS		

Proposed Development Objective(s)

The Project Development Objectives are to: (i) improve the quality of teaching and learning, (ii) improve equitable access to basic education in select regions, particularly among girls; and (iii) strengthen sector management and governance.

Financing (in USD Million)	Amount
Total Project Cost	65.00

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 Togo – Improving Quality and Equity of Basic Education Project, which will support the implementation of the Government’s ESP (2020-30), has a total funding envelope in the amount of US\$65 million. The proposed Project will be co-financed by IDA (US\$ 50 million) and GPE (US\$15 million). The Project comprises three components and includes a results-based approach using Disbursement Linked Indicators (DLIs). These DLIs include the GPE variable part (at least 30 percent of the funding in accordance with the GPE guidelines) which will be disbursed based on results.

Public Disclosure



D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
Togo is located along the West African coast on the Gulf of Guinea, between Ghana and Benin, with an estimated population of 7.35 million people. From its deep-water sea port in the coastal south to its northern border with Burkina Faso, Togo sits on a narrow territory of 57,000 square kilometers, only 100 kilometers wide, creating a natural corridor that lends itself well to the country's ambition of becoming a transshipment hub and logistics platform for the West African sub-region. Just over a quarter of Togo's population lives in the wealthier, more industrialized coastal area where the capital city of Lomé is located. The country is diverse in languages, ethnic groups, and geography. While French is the official language, two native languages are considered national languages: Mina (a dialect of Ewé) is widely spoken in the south of the country, while Kabiyé is primarily spoken in the north. From more than 6 million in 2010 and 7.35 million people in 2018, the Togolese population is expected to increase to slightly over 10 million by 2030—with approximately 37.2 percent of the population under 15 years of age. The proposed project is national in scope. However, it expects to pay a special focus on targeted geographic regions with girls and disadvantaged socio-economic families and, to carry out construction and equipment of new schools and construction and/or rehabilitation of additional classrooms in existing schools that are facing a high unmet demand. The number of schools needed, and choice of construction sites, will depend on the school mapping strategy and duly identified needs, prioritizing vulnerable prefectures and rural areas.

D. 2. Borrower's Institutional Capacity

The Government of Togo has an acceptable legal and regulatory environmental and social framework. The National agency called Agence Nationale de Gestion de l'Environnement (ANGE) is the entity that oversees the approvals of environmental and social studies and monitoring and evaluation of such studies at the national level. This agency is not well staffed and its capacities regarding social risk management are considered as low. It has received capacity-building support through World Bank-financed projects on environmental and social risk management provisions, including environmental and social standards requirements during ESF roll-out training in 2018. Capacity building is nevertheless required to enable this structure to play its role fully, mainly in the context of the environmental and social standards.

For this project, capacity building will be critical to enable this structure to play its role fully, mainly in the context of the environmental and social standards of the ESF.

The Government of Togo Republic has also set up an inter-ministerial compensation committee (Comité Interministériel d'Indemnisation (CII)) to oversee the implementation of the expropriation process for reasons of public utility mainly compensation payment. This committee, placed under the supervision of the Ministry of Finance, is also confronted with a lack of qualified personnel and logistical support, the lack of an updated official compensation scale, and the lack of experience in handling complaints. It is not formally associated with the national process for validation of resettlement plans and monitoring and evaluation of resettlement activities. However, in the last two years, it has been associated with any dialogue among the key stakeholders of the country with regard to environmental and social risk management in Bank-financed projects.

The proposed project will be implemented under the supervision of the Ministry of Primary and Secondary Education which has extensive experience with the implementation of World Bank financing during the two phases of the Education and Institutional Strengthening project, which closed on September 30, 2019. Despite this extensive experience with World Bank projects, this ministry does not have experience in ESF requirements that will be apply on this project. In addition, this proposed project is among the first that the Government of Togo is preparing under the ESF. Therefore, continuous capacity building is required to enable the project key stakeholders and the future Project Implementation Unit (PIU) to play their roles fully to meet the requirements of the environmental and social standards deemed relevant for this proposed project. Finally, based on the experience from the closed project, the



PIU will include both a full-time environmental safeguards specialist and a social safeguards specialist to lead the implementation of the environmental and social risk instruments and measures.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The expected environmental and social impacts of the project will be overall positive. The project will finance, under Component 2 (sub-component 2.2); (i) construction of and equipment for new preprimary, primary and lower secondary schools; and (ii) construction and/or rehabilitation of additional classrooms in existing schools that are facing a high unmet demand. Each targeted/constructed school would be expected to have gender-specific latrines, a water point, and an energy source, where possible, solar energy and fences. Potential adverse risks and impacts on the environment are not likely to be significant and are mainly linked to construction phase and may include occupational health and safety (OHS), community health and safety, and pollution due to solid waste, dust, noise, and vibration. During the operation phase, potential environmental risks and impacts will likely be related to solid waste and wastewater management. These risks and impacts are expected to be managed through application of established mitigation measures.

Social Risk Rating

Moderate

At this stage, the social risk classification of this proposed project is rated moderate, as the risks and impacts are not significant and can be mitigated well. The social risks are related to the selection process of the beneficiary regions and the target groups both for teachers and learners including the identification of girls and disadvantaged socio-economic families to receive stipends such as cash transfers, scholarships, or cost-reducing in-kind transfers could lead to the exclusion of certain categories of person or groups of the project benefits. A Stakeholder Engagement Plan (SEP) that clearly defines the key stakeholders of the project and actions to ensure their inclusion through consultation and participation, including a grievance redress mechanism will be developed during the project preparation phase. It is also expected that new construction activities and/or rehabilitation of additional classrooms in existing schools would involve land acquisition, restrictions on land use and/or involuntary resettlement that could lead to physical and/or economical displacements (e.g. loss of property, loss or the disruption of income and/or livelihood activities) for individuals or groups of people. Therefore, a Resettlement Policy Framework (RPF) will be prepared prior to project appraisal. Gender Based Violence (GBV) will be addressed in two ways: (i) the project will develop and implement School-Related Gender-Based Violence (SRGBV) mitigation measures and plans in order to improve safety in schools; and (ii) the use of the Bank’s GBV risk assessment tool to assess project risks related to GBV and Sexual Exploitation and Abuse (SEA). Proportional mitigation measures will be recorded in a GBV action plan that will be set up before project activities commence. The project will include direct workers and indirect workers. A labor management procedure that includes a working grievance redress mechanism will be developed prior to appraisal. Finally, the project includes some social challenges related to the possible exclusion of vulnerable groups during the selection process of both project focus areas and target groups, labor influx, community health and safety (accidents and incidents including GBV/SEA risks), conflicts and complaints.

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:

ESS 1 requires that an environmental and social risk and impact assessment be conducted prior to Board approval. Given that the sites of the expected investments will be identified over time and no technical studies are available during preparation of this ESRS, the project will prepare an Environmental and Social Management Framework (ESMF) which will be disclosed prior to Appraisal. The ESMF will lay out procedures for screening and mitigating impacts from construction/rehabilitation and includes the following: (a) checklists of potential environmental and social impacts and their sources; (b) procedures for participatory screening of proposed sites and activities and the environmental and social considerations; (c) procedures for assessing potential environmental and social impacts of the planned project activities; (d) institutional arrangements for mitigating, preventing, and managing the identified impacts; (e) a typical environmental and social management planning process for addressing negative externalities in the course of project implementation; (f) a system for monitoring the implementation of mitigation measures; and (g) recommended capacity building measures for environmental and social planning and monitoring of project activities. Building designs and constructions will ensure universal access for persons with disabilities, and life and fire safety measures are in place. In addition, the ESMF will also make use of the general and sector-specific Environmental Health and Safety Guidelines (EHSGs) for the identified sub-projects in relation to occupational and community health and safety and resource efficiency and pollution prevention and management. The ESMF will also consider risks linked to school based GBV issues, and GBV in general, and provide the framework for their consideration in the development of site-specific instruments (ESIA/ESMP).

The borrower will also prepare an Environmental and Social Commitment Plan (ESCP) with the support of the Bank. That ESCP will include the commitment and the timeline for the preparation of subsequent ESIA's.

Areas where "Use of Borrower Framework" is being considered:

This project will not use the Borrower's E&S Framework in the assessment, development and implementation of investments. However, it will comply with relevant national legal and regulatory requirements.

ESS10 Stakeholder Engagement and Information Disclosure

Based on the preliminary assessment from the proposed project concept note, the key stakeholders include several ministries: the Ministry of Primary and Secondary Education through the authority of the Secretary General and technical departments; the Ministry of Technical Education and Vocational Training (Ministère de l'enseignement technique et de la formation professionnelle - METFP) which manages high schools and technical and vocational training centers (public and private) as well as the apprenticeship sub-sector; the Ministry of Social Action, Promotion of Women and Literacy (ministère de l'action sociale, de la promotion de la femme et de l'alphabétisation - MASPFA) which deals with literacy and non-formal education (AENF); the Ministry of Economy and Finance; the Ministry of Extension, Digital Economy and Technology Innovation, as well as teachers, students, local community representatives (leaders and mayors), research and training institutions and civil society organizations such as local school management committees (COGEPs) and teachers' unions. A Stakeholder Engagement Plan (SEP) consistent with ESS10 requirements will be prepared by the Borrower, and then reviewed, consulted, approved and disclosed both in country and on the World Bank's website prior to project appraisal. The SEP will include a mapping of project key stakeholders, establish a systematic approach for consultation and help promote an inclusive and participatory approach for stakeholder engagement. It will promote and provide means for effective and inclusive engagement of the project's affected parties throughout the project life-cycle and ensure that appropriate program information is



disclosed to stakeholders in a timely, understandable, accessible and appropriate manner to a wide diversity of stakeholder groups. The SEP will also address specific risks identified by the key stakeholder groups. It will include a grievance mechanism to handle any complaints in the context of the project including any identified GBV/SEA risks. Finally, the SEP will be updated as and when necessary during 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

Through the Project Implementation Unit (PIU), the project will include direct workers. Other categories of project workers include: contracted workers for the construction/rehabilitation of additional classrooms in existing schools, water points, and energy sources; primary supply workers for goods and service. All the workers in the context of the project will need to meet requirements such as those described in the ESS2 regarding terms and conditions of employment, non-discrimination and equal opportunity, worker’s organizations, child labor, forced labor, and occupational health and safety. Civil servants working in connection with the project, on full-time or part-time basis, will remain subject to the terms and conditions of their existing public-sector employment or agreement, unless there has been an effective legal transfer of their employment or engagement in the project. The project will also include a grievance mechanism for labor disputes.

The country’s legal system includes regulations for OHS and the prevention of forced labor and child labor. No significant risks on forced labor and working conditions are envisaged. The Labor Management Procedures (LMP) will be prepared according to the national laws and regulations and ESS2 requirements, and establish strong guidelines to avoid any child employment. The LMP will be reviewed, consulted, approved and disclosed both in country and on the World Bank’s website prior to appraisal.

ESS3 Resource Efficiency and Pollution Prevention and Management

Air emissions: During the construction/rehabilitation phase, air emissions will mainly be composed of dust. Those most likely to be affected are people living within the proximity of the construction sites. The implementation of mitigation measures such as dust suppression will be applied to minimize the impact of air emissions during construction and rehabilitation, and residual impacts are expected to be limited in scope and duration.

Noise: During the construction/rehabilitation phase, noise might likely be generated from the use of construction machinery and vehicle movements. The relatively short-term and small-scale nature of the works suggest that noise levels will be negligible. The construction works will however, present short-term nuisance to the public and to owners adjacent to some of the project sites. The Environmental and Social Management Plan of the ESIA to be prepared overtime by the borrower will include mitigation measures to minimize and manage the noise levels such by applying standard restrictions to hours of site work.

Waste management: Construction and rehabilitation activities will generate solid waste which will primarily include excavated soil , wood ,cement, and hazardous waste such as hydrocarbon oils from construction machinery and vehicles. The waste generated by the construction works whose quantity is not anticipated to be important will be disposed at sites previously identified by the ESIA and for which mitigation have been prepared.



Water balance: construction/rehabilitation activities will mostly use surface water. That means where there are other users such as breeders, fishermen and wildlife, special attention may be paid to avoid any adverse impact on the other uses of water. However, the impact on the surface water seems to be negligible.

ESS4 Community Health and Safety

The proposed project will carry out civil works related to the construction and equipping new schools and construction and/or rehabilitation of additional classrooms in existing schools. The overall risks and negative impacts of these activities to community health and safety mainly teachers and students of the selected sites are considered to be moderate. Proportional mitigation measures for fully managing these risks and impacts will be clearly stipulated in the contractor's ESMP based on the project's ESMP provisions. With respect to the construction of boreholes to make clean drinking water available to pupils, biophysical and chemical analyses will be made so that it is confirmed that water is safer prior to authorizing the usage of water by pupils. The selected contractors will be fully responsible to set up and regularly update the security system around the project work sites (fences and security guards), and limiting contact between school users and construction workers in cases when construction activities take place during the school term. In addition, a Gender Based Violence (GBV) risk assessment will be carried out and mitigation measures will be recorded in an action plan, including a safe and confidential venue to report and manage GBV/SEA related complaints. A code of conduct including measures against GBV/SEA for ensuring community health and safety will be prepared and included in all bidding documents. The compliance of the code of conduct with the ESMP's commitments will be part of the contractors' responsibilities. The project's GRM will be designed a safely and ethically register complaints and address and document of the appropriate manner complaints and allegations including GBV/SEA issues, during the project implementation.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The project will finance construction of new schools and construction and/or rehabilitation of additional classrooms in existing schools. Some of these activities could involve land acquisition, restrictions on land use and involuntary resettlement that would lead to the physical and/or economical displacements (e.g. loss of property, loss or the disruption of income and/or livelihood activities for individuals or groups of people). The sites of these expected investments are not yet known at this stage of project preparation. Therefore, a Resettlement Policy Framework (RPF) will be prepared and disclosed prior to Appraisal to help screen project sites once known and guide the preparation of site-specific Resettlement Actions Plans (RAP) as required.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Most of the construction/rehabilitation activities of the project will take place in inhabited areas. So, it is not anticipated that those constructions will impact negatively natural habitats or modified habitat of biodiversity significance.

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



There are no Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities in the project area.

ESS8 Cultural Heritage

It is not anticipated that the project will impact cultural heritage. However, the project will finance investments that will induce excavation during construction phase and demolition during the rehabilitation of some infrastructures. The ESMF will include a “chance find” procedure and the environmental impact and social assessment (ESIAs) to be prepared overtime, will assess and may confirm the existence of tangible or intangible cultural heritage. Furthermore, all construction and rehabilitation contracts will include a “Chance Find” clause which will require contractors to stop construction/rehabilitation in the event that cultural heritage sites are encountered during civil works.

ESS9 Financial Intermediaries

This standard is not considered relevant as the project does not involved Financial Intermediaries

B.3 Other Relevant Project Risks

The political and governance risks must be considered given the presidential elections underway. The potential risks with regard to the security situation in the countries (mainly Burkina Faso) bordering the northern part of country is also a factor to be taken into account in the conception and implementation design of the project.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

No

The project does have activities whose implementation is going to affect international waterways or its tributaries.

OP 7.60 Projects in Disputed Areas

No

The project implementation area is not a disputed area.

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?

No

Financing Partners

N/A

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

Actions to be completed prior to Bank Board Approval:

- Preparation and disclosure of the Environmental and Social Commitment Plan (ESCP);
- Preparation and disclosure of the Stakeholder Engagement Plan (SEP);
- Preparation and disclosure of the Labor Management Procedures (LMP);

Public Disclosure



- Preparation and disclosure of the Environmental and Social Management Framework (ESMF);
- Preparation and disclosure of the Resettlement Policy Framework (RPF)

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

- Implementation of the SEP including a Grievance Redress Mechanism;
- Implementation of the Labor Management Procedures;
- Preparation and implementation of the GBV/SEA action plan;
- Preparation and implementation of possible Environmental and Social Impacts Assessments (ESIA)/Environmental and Social Management Plans (ESMP)
- Preparation and implementation of possible Resettlement Action Plans (RAP).

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

31-Jul-2020

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Ministry of Economy and Finance

Implementing Agency(ies)

Implementing Agency: Ministry of Primary and Secondary Education - MEPS

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Mouhamadou Moustapha Lo
Practice Manager (ENR/Social)	Aly Zulficar Rahim Recommended on 15-Feb-2020 at 10:15:34 EST
Safeguards Advisor ESSA	Hanneke Van Tilburg (SAESSA) Cleared on 27-Mar-2020 at 09:24:3 EDT

Public Disclosure

