



# Appraisal Environmental and Social Review Summary

## Appraisal Stage

### **(ESRS Appraisal Stage)**

Date Prepared/Updated: 09/22/2020 | Report No: ESRSA01066



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Nicaragua	LATIN AMERICA AND CARIBBEAN	P174677	
Project Name	Nicaragua COVID-19 Education Sector Response		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	9/28/2020	11/13/2020
Borrower(s)	Implementing Agency(ies)		
Republic of Nicaragua	Ministry of Education (MINED)		

Proposed Development Objective

The Project Development Objectives (PDOs) are to support MINED’s COVID-19 response programs conducive to reducing learning gaps; and develop socioemotional skills for vulnerable groups.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>6.65</b>

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

Yes

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

The aim of Nicaragua's COVID-19 Education Sector Response Project is to mitigate the negative impact of the COVID-19 pandemic on students and school communities.

The US\$6.65 million project will have an 18-month implementation period and will include three components. The first component seeks to reduce learning gaps in preschool, primary and secondary education for vulnerable groups, through two sub-components: (1.1.) reducing learning gaps for students in schools with limited access to connectivity through the provision of student and teacher workbooks based on a prioritized curriculum; and (1.2.) reducing



learning gaps through digital tools and platforms in primary schools. The second component, strengthening the well-being of the education community aims to diminish the adversarial effects of COVID-19 on the mental health and well-being of the education community by providing socioemotional support to school staff, families and students in targeted schools through two sub-components: (2.1.) developing a socioemotional support strategy and learning materials for school staff; and (2.2.) providing socioemotional support for families and students in selected schools. The third component, supporting project management will support the management of the project by: (i) strengthening MINED's capacity on Bank procedures for fiduciary management, social and environmental standards, and project implementation; and (ii) financing technical assistance for project implementation.

#### **D. Environmental and Social Overview**

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

The proposed project will be implemented nationally, reaching more than 15,000 teachers and educators and 500,000 students in public schools. Subcomponent 1.1 aims to reach students from poor households with little or no access to information technologies that can only access off-line resources and printed learning materials (about 65% of the national public student population). Subcomponent 1.2. targets 80 multi-grade primary schools and 34 regular primary schools located in poor and mostly rural areas serving students from the poorest households in the country, including children and youth from indigenous and afro descendants' communities of the Caribbean Coast.

Component 2 will target 2,000 schools located in areas identified by the Ministry of Health (MINSAs) as being the most affected by COVID-19, measured by the number of cases of COVID-19 or other respiratory problems reported. Hence, specific location of interventions is not determined at this stage and will only be known during implementation.

While there is no recent censal information, it is possible to estimate the population of indigenous and afro descendants (IP/AD) to be around 500,000 people. The 2005 census estimate 443,847 individuals that constitutes 8.6% of the total Nicaraguan population; however, a 2015 report of the German Cooperation Agency (GIZ) estimates 567, 000. The presence of IPs in potential areas of intervention will require specific measures and affirmative actions to facilitate their participation and access to project's benefits.

Nicaragua shows high levels of illiteracy. According to a 2017 report developed by the Nicaragua Central Bank, 20% of the population older than 10 years old is illiterate. This calls for communication strategies and stakeholder engagement that address these impediments and facilitate effective participation, particularly when targeting parents and caretakers in the most vulnerable areas. In the case of IPs, monolingual parents may also need to be reached in their native languages to ensure effectiveness of socioemotional support activities under component 2.

#### **D. 2. Borrower's Institutional Capacity**

Project activities will be implemented by the Ministry of Education (MINED) in line with current arrangements under the Project Alliance for Educational Quality (ACE - P161029). MINED will be responsible for the implementation of all the proposed activities through its existing organizational structure and line departments.

MINED has gained experience in managing World Bank (WB)-financed projects and is familiar with the WB's environmental and social (E&S) safeguards policies. ACE is the third WB project implemented by MINED which has had an E&S satisfactory performance in the last four ISRs. MINED has a dedicated team to implement, monitor and



report on E&S compliance, including: (i) one E&S Safeguards Coordinator; (ii) one social specialist for component 1; (iii) one environmental and one social specialist for Component 2; and (iv) four E&S technical staff to monitor E&S compliance at local level under component 2. However, MINED has no experience preparing and implementing a project under the WB’s Environmental and Social Framework (ESF) and hence, will require WB technical support during the development, implementation and monitoring of instruments that were not envisioned under the operational policies.

While the existing environmental and social specialists and coordinator will be able to take on the implementation of ESF requirements, they will need to receive ESF specific training and technical support from the WB’s environmental and social team.

## II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

### A. Environmental and Social Risk Classification (ESRC)

Moderate

#### Environmental Risk Rating

Low

The environmental risk of the project is assessed to be low.

The Project aims to mitigate the negative effects of the COVID-19 pandemic by addressing two of the pandemic’s key impacts on students - increased learning gaps amongst the most vulnerable and well-being deterioration. Planned project activities include the development and distribution of workbooks, equipping of schools with hardware (mobile digital classrooms) to support access to online materials, equipping of ‘play spaces’ (espacios ludicos) in existing classrooms and educational facilities to support student wellbeing, and associated teacher and parent training.

Minor upgrades to existing infrastructure will be carried out to ensure existing classrooms are fit for purpose to house hardware for the mobile digital classrooms. Construction occupational health and safety requirements will be set out in the project’s Environmental and Social Management Framework (ESMF). The requirements for managing e-waste in respect of project-financed hardware (primarily devices) will be set out in the ESMF to ensure compliance with national law and the requirements of ESS3. The health risks posed by the Covid-19 pandemic to contractors, teachers and the wider school community resulting from planned minor construction activities and hardware installation works, face to face teacher and parent training and distribution of workbooks (risks to drivers and school staff) will be assessed during the preparation of the ESMF with prevention and mitigation requirements developed to meet, as a minimum, MINED’s Covid-19 management protocols and the recent WB guidance on limiting the spread of Covid-19 for WB financed projects in-country.

#### Social Risk Rating

Moderate

The project will support approximately 721,374 students, 21,771 education personnel, and 54,360 parents, located in predominately poor and mostly rural areas, through: (i) development, reproduction and distribution of student and teacher workbooks; (ii) development of a digital learning platform and equipping 80 multi-grade primary and 34 regular primary schools with mobile digital classrooms, which consist of laptops and other devices, and teachers’ training to use this technology; (iii) socioemotional support to school staff, families and students in 2,000 targeted



schools. The Project will prioritize the most vulnerable groups (including IP/AD and schools in rural and remote areas) and those most adversely hit by the pandemic.

The project does not envision large infrastructure works or intervention in any sensitive areas. Subcomponent 1.2 envisions improvements to physical areas to ensure the operation of the digital classrooms; however, they are expected to be minor, without any impacts beyond the actual footprint.

The Social Risk Rating is MODERATE driven by contextual factors and borrower's capacity: (i) work with multiple and diverse IP groups dispersed nationally; (ii) implementation in remote and difficult to access areas; (iii) MINED's lack of experience with ESF requirements; and, (iv) an unstable socio-political context exacerbated by the COVID-19 pandemic .

(i) The Project will be implemented in areas with presence of indigenous, afro descendants (AD) and other vulnerable groups. Working with indigenous peoples (IPs) requires meaningful consultations and other measures addressed under ESS7 (e.g. sociocultural adaptations and translation of workbooks and grievances mechanism), which requires knowledge and experience working with these ethnic groups, adequate coordination among MINED's specialized units and social specialists who speak indigenous languages. Without timely consideration of these adjustments, IP can be excluded from accessing Project's benefits. However, MINED has a full-time team including a safeguards Coordinator and social specialists with experience working with these groups. For ACE, MINED developed, consulted and implemented both an Indigenous Peoples Planning Framework (IPPF) and an Indigenous Peoples Plan (IPP) and has developed a respectful dialogue with IP/AD authorities and leaders.

(ii) The Project will seek to reach rural and remote communities with workbooks and socio emotional support. This will require adequate internal coordination and dialogue with local stakeholders as well as good logistics. This is a challenge in a country with limited road infrastructure and extensive areas that are difficult to access but MINED has developed a system to distribute educational materials in coordination with municipal and local authorities. Moreover, the dialogue with IP/AD authorities can facilitate access to remote IP areas to ensure delivery.

(iii) While MINED has no experience with the ESF, it does have a full-time social and environmental team in place (including a Coordinator who speaks IP languages) with experience with WB safeguards and an E&S satisfactory performance in the last four ISRs of ACE. The team has been responsive to WB requests for adjustments to E&S implementation under ACE and has been diligent in submitting frequent reports on E&S compliance.

(iv) The sociopolitical context has remained fragile following the April 2018 crisis and may deteriorate if the negative health and economic impact of the pandemic leads to a new surge of social unrest or violence. Yet, E&S performance of ACE has remained satisfactory and, considering that this Project will be implemented by the same team, it is expected that the sociopolitical instability would not severely affect implementation, unless the situation substantially worsens. As a mitigation measure, the E&S team will continue a fluent dialogue with MINED and will closely monitor implementation.

## **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:**

ESS1 is RELEVANT.

The Environmental and Social (E&S) screening undertaken for the project focused on the risks and impacts associated with planned project interventions namely: i) minor improvements to existing classrooms (upgrades to ceilings, fixing doors and windows and installing power points) to enable the safe storage and functioning of project-financed hardware; ii) the set-up of mobile digital classrooms (primarily hardware devices); iii) the development and distribution of workbooks for students without access to online materials; iv) implementation of socioemotional activities to support student wellbeing; and v) associated training requirements (including face-to-face training) for teachers and families on the use of the workbooks and the socio-emotional interventions.

Potential environmental impacts include those associated with the management of waste, worker and community health and safety impacts associated with the minor upgrades to existing classrooms and the risks of exposure to Covid-19 as a result of improvement activities, distribution of workbooks and face-to-face training for teachers and families. Whereas computer hardware will be procured, no e-waste is expected to be generated during project implementation. The ESMF will identify and assess relevant national regulations and institutional practices for e-waste management and recommend actions to ensure compliance with national regulations and ESS3.

Potential social risks and impacts are related to the exclusion of vulnerable groups, including Indigenous Peoples and Afro descendants (IP/AD), persons with disabilities and remote communities, if their specific needs and circumstances are not addressed in the development of workbooks, socioemotional support efforts and implementation of digital classrooms.

Complementary to the E&S screening done during preparation, the client will undertake an E&S assessment (proportionate to the potential risks and impacts of the project) to assess all relevant direct, indirect and cumulative risks and impacts, taking into consideration the Bank Directive: “Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups”.

The borrower will update the Environmental and Social Management Framework (ESMF) of ACE to set-out the approach and requirements for managing the identified environmental and social risks and impacts of this project. The ESMF is supported by a stand-alone Stakeholder Engagement Plan (SEP) already developed for this project as well as the update of the Indigenous Peoples Plan (IPP) and the Indigenous Peoples Planning Framework (IPPF) of ACE. The ESMF shall include as a minimum, the following:

1. Description of relevant baseline social and environmental conditions based on available information from the ACE project.
2. Identification and assessment of key potential environmental and social risks and impacts associated with proposed project activities.
3. Mitigation measures to address identified risks and impacts including measures related to workers’ and community’s health and safety, waste management (including e-waste management) and Covid-19 prevention and response measures (as per the minimum measures shared by the Bank in July 2020) as well as to prevent that disadvantaged or vulnerable groups are disproportionately impacted by adverse impacts and enable them to share any development benefits and opportunities resulting from the project.



4. Labor management requirements as per ESS2.
5. Implementation, monitoring and reporting requirements, capacity building measures and budget for E&S management.

Based on the stakeholder mapping included in the SEP, a process of relevant and meaningful consultations will take place as part of the update of the ESMF, to integrate stakeholders' concerns and expectations into the analysis of potential risks and impacts as well as the proposed management measures. Consultations will be adapted to the Government of Nicaragua's measures, policies and guidelines in response to the COVID-19 pandemic and will be in line with the WB's Technical Note: "Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, March 20, 2020".

Stakeholders' feedback will feed into the ESMF that will be updated, consulted and disclosed both in country and on the WB's website within 60 days of effectiveness as well as through other communication means deemed necessary.

The Borrower shall develop and disclose a draft Environmental and Social Commitment Plan (ESCP) by appraisal. The ESCP shall specify the substantive measures and timelines with which the Borrower must comply to meet the environmental and social requirements of the project.

#### **ESS10 Stakeholder Engagement and Information Disclosure**

ESS10 is RELEVANT.

The project will support approximately 721,374 students (around 50 percent of the total preschool, primary, secondary and special education student population), 21,771 education personnel, and 54,360 parents of preschool, primary, secondary and special education schools located in predominately poor and mostly rural areas and serving students from the poorest households in the country, including IP/AD children and youth from the Caribbean Coast. The project will benefit more than 15,000 teachers and educators and 577,000 students in public schools coming from the lower socioeconomic backgrounds, including indigenous peoples and afro descendants (IP/AD) and rural areas. Key stakeholders include: (i) teachers and directors; (ii) IP/AD authorities, leaders and organizations; (iii) Group working with persons with disabilities (including civil society and MINED's unit); (iv) regional municipal and local authorities; (v) universities of the Caribbean region, particularly URACCAN and BICU, focused on IP/AD education; (vi) civil society; and (vii) other international development organizations.

The components and activities of the Project were developed in consultation with the Local Education Group (GLE, in Spanish), comprised by MINED (including departmental and local branches), civil society and other international organizations. The GLE provided technical inputs and guidance to project proposal and PAD.

MINED developed a Stakeholder Engagement Plan (SEP) specific for this project that outlines (i) summary of actions prior to preparation; (ii) consultation process during preparation, including feedback received; (iii) identification of key stakeholders including their main characteristics, interests and expected level of participation as well as additional communication needs for vulnerable groups; (iv) information sharing plan; (v) consultation process during



implementation; (vi) budget; (vii) unit responsible of SEP implementation; (viii) implementation reports; and, (ix) description of project level GRM.

The project-level GRM is based on the exiting GRM used by ACE that has been satisfactorily implemented and monitored. It has been adapted to comply with ESS10 requirements and project needs, including allowing for accessibility to IPs. Grievances for this project will be segregated from the ACE project. The description in the SEP includes: (i) description of GRM functioning; (ii) channels to submit grievances; (iii) types of grievances; (iv) flowchart; (v) responsibilities during implementation; (vi) standardized formats; and, (v) GRM monitoring and reporting.

During project preparation, MINED carried out consultations and engagement with departmental and local branches of MINED, civil society and other international organizations working in the area of education through the GLE as well as with indigenous leaders with whom it has been working in other ACE activities, and a group working with persons with disabilities. The consultations focused on the overall project design, potential environmental and social risks and impacts, engagement plan and GRM. Due to the COVID-19 pandemic, the consultation process was adapted to comply with WB's Technical Note, avoiding as much as possible in-person gatherings without undermining consultations, employing diversified means of communication and relying more on social media and online channels as well as traditional channels of communications. MINED held an in-person consultation with the Group working with persons with disabilities on Aug 26 and a virtual consultation with indigenous and afro descendants' representatives on the 27th. Feedback received was reflected in the SEP and will inform project design. An updated version of the Project Appraisal Document and SEP was shared with the GLE for their review and comments. Their feedback was also included the final version of the SEP.

The SEP will be disclosed online by MINED and the WB prior to appraisal and shared with participating stakeholders through their preferred channels. The project-level GRM included in the SEP will be operating within 10 days of Project effectiveness.

## **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**

ESS2 is RELEVANT.

Project activities are expected to be carried out by MINED's direct workers and staff involved in the development of workbooks, implementation of the socioemotional support activities, and associated training requirements for teachers and families. Under component 1.2, the minor improvements to classrooms and the setting-up of mobile digital classrooms will involve contractors and possible MINED's own maintenance teams (brigadas de mantenimiento). Community workers may be involved to support these minor upgrades; however, their participation will be confirmed on a case by case basis. For all civil servants, unless there has been an effective legal transfer of their employment or engagement to the project, ESS2 will not apply, except for the provisions of paragraphs 17 to 20 (Protecting the Work Force) and paragraphs 24 to 30 (Occupational Health and Safety).





The ESMF will include labor management procedures that identify relevant national labor regulations and determine applicable labor management requirements for direct and community workers, as well as contractors, including Occupational Health and Safety (OHS) protocols in accordance with the WB’s General Environmental, Health and Safety Guidelines (EHSGs). In line with the requirements of ESS2, the ESMF will include a dedicated grievance redress mechanism accessible to project workers to ensure that they are able to submit any grievances related to their roles and working conditions. Moreover, the ESMF will include a Code of Conduct (CoC) with specific provisions on Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH).

Face to face training activities for teachers under components 1 and 2, the distribution of the workbooks, and the minor upgrades to set-up mobile digital classrooms may expose project workers to Covid-19. Whereas MINED has developed measures to prevent and mitigate against the spread of Covid-19, these shall be complemented by the measures shared by the Bank in July 2020 (“Minimum suggested measures”). The risk of Covid-19 infection and mitigation measures shall be assessed and reflected in the ESMF.

No labor influx is expected as a result of the project. As per the requirements of ESS2, no child labor involving children under the age of 14 will be permitted.

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

Project design will consider the use of renewable energy as well as the procurement of energy efficient equipment to supply the mobile digital classrooms. The ESMF will identify and assess relevant national regulations and institutional practices for e-waste management, resource efficiency and pollution prevention, and recommend actions to ensure compliance with the national regulations and ESS3, in line with WB’s EHS Guidelines related to Waste Management. E-Waste management measures, developed prior to the launch of electronic equipment acquisition processes, will be detailed in the ESMF and will be implemented throughout project execution.

Waste management practices will aim to avoid, reduce, reuse or dispose of waste materials in a way that is safe for human health and the environment. The ESMF will identify and assess general waste management risks associated with the minor upgrades to school infrastructure and the set-up of mobile digital classrooms, including the installation of hardware, and recommend mitigation measures to ensure that there is no soil, water and air contamination resulting from poor handling and disposal of waste associated with these activities.

### **ESS4 Community Health and Safety**

Under component 1, the expected minor upgrades to set-up mobile digital classrooms at selected beneficiary schools as well as any face-to-face trainings, may expose MINED’s maintenance teams, teachers and the wider school community (including students and families) to the risks of infection from Covid-19. As discussed under ESS2, MINED has developed measures to prevent and mitigate against the spread of Covid-19 which shall be complemented by the measures shared by the Bank in July 2020, in line with national and WHO recommendations for COVID-19. The risk of



infection and adverse impacts on the community will be further assessed in the ESMF and mitigation measures determined. Under component 1, options for including pertinent information on health and hygiene measures to prevent the spread of Covid-19 into workbooks will be discussed with the Borrower during appraisal. Handwashing stations (at a minimum through availability of water and soap) will be available and hygiene protocols will be complied with at beneficiary schools to mitigate against the spread of Covid-19.

The ESMF will outline a Code of Conduct applicable to project workers which shall define and prohibit Sexual Exploitation and Abuse/Harassment (SEA/SH) within the context of the project, as well as state the sanction for breaching expected conduct.

### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

The Project is not expected to cause physical displacement or any restrictions of access to land or natural resources. Improvements to physical areas to ensure the operation of the digital classrooms and expansion of technological capacity planned under subcomponent 1.2 are expected to be minor, without any impacts beyond the actual footprint.

### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

The minor upgrades to classrooms and the set-up of mobile digital classroom will take place in existing infrastructure within existing footprints. Therefore, no adverse impacts on biodiversity or management of living natural resources is expected.

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

ESS7 is RELEVANT because Project activities will be national in scope and exact locations of interventions are not determined at this stage. The population of indigenous (and afro descendants, complying with the ESS7 criteria) is estimated at 500,000 people (8.6% of the total Nicaraguan population), mostly located in the Región Autónoma de la Costa Caribe Norte (RACCN) and Región Autónoma de la Costa Caribe Sur (RACCS). There are other IP groups located in the departments of Jinotega, Matagalpa, Madriz, Masaya and León (Pacific, Centre & North region). While Project activities are expected to have a positive impact on the most vulnerable groups and those most adversely hit by the pandemic, including IP, these groups may be excluded if: (i) the Project does not facilitate socio-cultural adaptation of students' and teachers' workbooks as well as corresponding teachers' training; and (ii) socioemotional support actions do not integrate IP socio-cultural characteristics and are provided in their primary language.

While the exact location of interventions will remain unknown until implementation, the interventions planned can include concrete measures to ensure IPs can effectively participate in the Project's benefits. MINED will update, consult and disclose both the IPPF and IPP of ACE in a manner satisfactory to the WB within 60 days of Project effectiveness.

The IPP developed under ACE is focused on component 1 that finances educational materials and teachers' capacity building, and it is implemented and monitored by the substantive areas of the Ministry of Education. The existing IPP



will be updated to include actions of: (i) subcomponent 1.1. Reducing learning gaps for students in schools without connectivity because “in the short term, this subcomponent aims at reducing learning gaps for disadvantaged students in schools without connectivity, but, all materials developed and the knowledge generated from the teacher training will be used for all students nationwide”; (ii) Subcomponent 2.1. Developing and implementing a socioemotional support strategy for school staff because it will finance the development of the strategy, an online course for socioemotional support and practical activities to implement the strategy; and (iii) Subcomponent 2.2. Providing socioemotional support to families and students in selected schools because it includes “practical information for families on how to provide socioemotional support, and, design, printing and distribution of socio-culturally appropriate guides and supportive materials”. These activities will be better address in the context of the IPP as they have a very similar nature to the activities already addressed under the IPP.

The IPPF of ACE is focused on component 2 that finances infrastructure improvements in 8 indigenous schools in the Caribbean Coast and is monitored by the Infrastructure Unit of the Ministry of Education. The IPPF will be updated to include actions under Subcomponent 1.2. Reducing learning gaps through digital tools in primary schools which will directly target 80 multi-grade primary schools and 34 regular primary schools. In this case, physical improvements will be necessary to ensure the protection and safety of the digital devices and, consequently, they are better addressed following the methodological route included in ACE’s IPPF. While focused on subcomponent 1.2, the scope of the IPPF will consider the entire project. In the update of the IPPF, the client will develop and include annexes with the templates to be used for the E&S assessments, consultations report and authorities’ consent specific for this project. As already stated in the IPPF of ACE, IPPs would be developed if needed based on the results of free, prior and informed consultations which will be adequately documented.

The updated IPP and IPPF will be consulted with IP organizations and representatives at the national level, complying with national COVID-19 preventive measures and in line with WB Technical Note: “Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, March 20, 2020” and the WB “Suggested minimum measures” (July 2020) . Consultations will be culturally appropriate, consider traditional systems of community engagement and decision-making, and will encourage the participation of indigenous women. Feedback of the consultations will be integrated into the IPP and IPPF that will be disclosed online and shared with IP organizations and representatives that participated in the consultations.

### **ESS8 Cultural Heritage**

The project is not expected to directly or indirectly affect tangible or intangible cultural heritage as it will not be implemented in protected areas or close to a recognized cultural heritage site. It is not designed to support the conservation, management and use of cultural heritage. Finally, the improvements to physical areas planned under subcomponent 1.2 are expected to be minor, without any impacts beyond the actual footprint and they are not expected to involve excavations, demolition, movement of earth, flooding or other changes in the physical environment.

### **ESS9 Financial Intermediaries**



The Project will neither comprise financial support to Financial Intermediaries (FI) nor financial intermediation providing financing or guarantees by FIs to other FIs.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
<b>ESS 1 Assessment and Management of Environmental and Social Risks and Impacts</b>	
<p>ORGANISATIONAL STRUCTURE</p> <p>MINED will use and keep the team currently working for the Alliance for Quality Education project (P161029). It will have qualified personnel and resources to support the management of environmental and social risks, and well as health and safety aspects of the Project. The team will be comprised at least by the following full time-specialists:</p> <ul style="list-style-type: none"> <li>o One (1) environmental specialist</li> <li>o One (1) social specialist (with expertise in IP matters)</li> </ul>	12/2020
<p>ENVIRONMENTAL AND SOCIAL ASSESSMENT</p> <p>Carry out a general environmental and social assessment, focused on the potential environmental and social risks and impacts, as part of the development of the ESMF.</p>	02/2021
<p>MANAGEMENT TOOLS AND INSTRUMENTS</p> <p>Update, consult, adopt and disclose the ACE Environmental and Social Management Framework (ESMF) that includes at a minimum: identification of potential environmental and social risks and impacts; mitigation measures for workers and community health and safety; waste management including electronic waste; prevention and response to COVID 19 in the context of the project; monitoring and reporting requirements; budget; and, labor management measures</p>	02/2021
<b>ESS 10 Stakeholder Engagement and Information Disclosure</b>	
<p>STAKEHOLDER ENGAGEMENT PLAN</p> <ul style="list-style-type: none"> <li>a) Implement the Stakeholder Engagement Plan (SEP) and update it as needed.</li> <li>b) Report on SEP implementation</li> </ul>	02/2021

Public Disclosure



GRIEVANCE REDRESS MECHANISM	
a) Implement the GRM and update it as needed.	02/2021
b) Report on GRM implementation	
<b>ESS 2 Labor and Working Conditions</b>	
LABOR MANAGEMENT PROCEDURES	
The project will be implemented in line with ESS requirements including, the application of adequate health and safety measures and the implementation of a GRM. These requirements will be included in the ESMF .	02/2021
<b>ESS 3 Resource Efficiency and Pollution Prevention and Management</b>	
Requirements under this standard will be considered, as needed, in the ESMF, which will include, among others, measures to be adopted for the management of waste, including e-waste.	02/2021
<b>ESS 4 Community Health and Safety</b>	
Requirements under this standard will be considered in the ESMF, including measures to minimize community exposure to communicable diseases; ensure that vulnerable groups have access to project benefit, prevent SEA/SH, and responder to possible cases	02/2021
<b>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</b>	
<b>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</b>	
<b>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</b>	
INDIGENOUS PEOPLES' PLAN	
Update, consult, adopt and disclose the IPP of ACE in line with ESS7 and in a manner acceptable to the Bank. The update will focus on subcomponents 1.1., 2.1. and 2.2. The IPP will include a socio-culturally adapted GRM.	02/2021
INDIGENOUS PEOPLES PLANNING FRAMEWORK	
Update, consult, adopt and disclose the IPPF of ACE in line with ESS7 and in a manner acceptable to the Bank. The update will focus on activities under subcomponent 1.2 but will be applicable to whole project.	02/2021
<b>ESS 8 Cultural Heritage</b>	
<b>ESS 9 Financial Intermediaries</b>	

**B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts**



**Is this project being prepared for use of Borrower Framework?**

No

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

N/A

**IV. CONTACT POINTS**

**World Bank**

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**Borrower/Client/Recipient**

Borrower: Republic of Nicaragua

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education (MINED)

**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

Task Team Leader(s): Alonso Sanchez, Enrique O. Alasino Massetti

Practice Manager (ENR/Social) Valerie Hickey Cleared on 22-Sep-2020 at 20:07:57 GMT-04:00

Safeguards Advisor ESSA Marco Antonio Zambrano Chavez (SAESSA) Concurred on 22-Sep-2020 at 20:19:4 GMT-04:00