

ENVIRONMENT AND SOCIAL SAFEGUARD STRATEGY

I. BASIC DATA

Project Name:	Support to the Education Plan and Reform in Haiti IV		
Project Number:	HA-L1080		
Project Team:	Sabine Rieble Aubourg, Team Leader, Elena Arias, and Livia Mueller, (SCL/EDU); Anouk Ewald, Annelle Bellony, and Christian Ubertini (EDU/CHA); Marise Etienne Salnave, and Nelly Wheelock (FMP/CHA); Cristian Santelices, and Marie Laurence Telson (CDH/CDH); Maria Fernanda Garcia Rincón (ORP/PTR); Ximena Herbas, and Elizabeth Brito (VPS/ESG); Monica Centeno (LEG/SGO); and Jacques Durandisse (CDH/CHA).		
Beneficiary:	The Government of Haiti (GoH)		
Executing Agency:	Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), Education pour Tous (EPT), Unité Technique d'exécution (UTE), or Fonds d'Assistance Economique et Social (FAES).		
Financial Plan:	IDB:	US\$	24,000,000
	Co-Financing:	US\$	10,000,000
	Total:	US\$	34,000,000
Safeguards:	Policies triggered:	B.01 (OP-704), B.01 (OP-102), B.02, B.04, B.5, B.6, B.7, B.11, B.14, B.15, and B.17 of the Environmental and Safeguard Compliance Policy and the Disaster Risk Management Policy	
	Classification:	B	

II. PROJECT DESCRIPTION

- 2.1 This is the fourth operation of the IDB support to Haiti's education sector after the devastating January 2010 earthquake. The proposed operation, in the amount of US\$24 million¹, is part of the Bank's commitment to provide US\$250 million matched by an equivalent amount in co-financing supporting the Government's Operational Plan (OP) outlining the major objectives for the sector until 2015.
- 2.2 The proposed operation will complement previous operations (HA-L1049, approved in 2010, HA-L1060, approved in 2011, and HA-L1077, approved in 2012). Through three components listed below, the operation will contribute to support the three key pillars: (i) improving access to education (preschool and primary education); (ii) improving the quality of education (starting at the preschool and early grades focusing on literacy and numeracy); and (iii) strengthening the institutional and governance capacities of the MENPF.

¹ The amount of this operation is US\$34 million, the IDB financing will be US\$24 million.

- 2.3 **Component I: Expand access to education (US\$11 million and US\$10 million in co-financing)**
- 2.3.1 Subcomponent I.a. Improve access to quality infrastructure (US\$5 million IDB and US\$10 million co-financing). MENFP will continue to construct schools taking into account the lessons learnt through the previous operations. These include: (i) need for improved planning of locating school; (ii) use of standardized school prototypes and new school standards guidelines (April 2014); (iii) utilization of international procurement processes for construction and supervision; and (iv) need for improved coordination among GOH agencies.
- 2.3.2 Subcomponent I.b. Provide access to free education through the Tuition Waiver Program (US\$6 million). This component will continue to subsidize the tuition payments for children in the MENFP/EPT program who started in 2010 to complete their primary education (grades 1-6). The EPT program exists since 2007. It provides US\$90/child/school year to 1,221 non-public schools benefitting 225,000 children. Of the given amount, US\$69 is earmarked for administrative expenses, including salaries of teachers, and US\$21 for the provision of textbooks to the students.
- 2.4 **Component II: Improve the quality education (US\$6 million).** This component will focus on expanding access to early childhood development (ECD) services but also on improving quality by developing an ECD curriculum and providing training for teachers in ECD centers. The MENFP will pilot a community based program aimed at children 0-3 year olds in both public and non-public existing ECD centers. The component will also reinforce existing teacher training institutions to provide better in-service training for primary education teachers in the areas of literacy and mathematics. Teacher training is a key element to support the recent changes in the entry requirements for the profession implemented by the MENFP. In addition, the component will continue the efforts of HA-L1060 by providing funds for the “competitive fund for educational innovations”(US\$1 million) through the use digital technology and also continuing support for the sports for development initiative for children aged 6-14 years old teaching them life skills in the existing sport center of Carrefour.
- 2.5 **Component III: governance/institutional strengthening (US\$4 million).** To address some of the institutional challenges at MENFP, this component will support: (i) “embedded” long-term consultancy to support technical directions in planning and implementing activities related to component 2; (ii) technical assistance and training to improve MENFP’s project execution capacity; (iii) continued support for improving data and information systems at MENFP starting with the maintenance of databases including a registry of teachers and schools as the MENFP is reforming the accreditation process for schools and will require that all schools are registered with the Ministry as a starting point.
- 2.6 **Component IV: Project Administration and Supervision (US\$3 million).** This component will finance: (i) program administration, audit, and monitoring and

evaluation; and (ii) contingency. Resources will be used to provide technical assistance to accompany the newly created Executing Unit in the MENFP throughout project implementation.

III. CONTEXT

- 3.1 More than half of all schools in Haiti are located in buildings not originally designed for educational purposes. Prior to the 2010 earthquake, the majority of school buildings were in poor condition, due to both damages caused by earlier natural disasters as well as a historical lack of maintenance. Neglected school infrastructure often creates unsafe conditions for children and teachers. In 2008, a number of schools collapsed due to poor construction/maintenance and killing students inside. Furthermore, approximately 145 communities did not have schools.
- 3.2 Until the earthquake of January 2010, Haiti had no national building codes. To overcome these limitations, in 2009 FAES recruited an environmental engineer to set up an environmental division within the organization for the development of systematic tools for environmental and social appraisal. These tools aimed at satisfying environmental and social safeguards of international organizations and were to be in line with Haitian legislation on environmental risk management (January 2006 Presidential Decree on Environmental Management - Décret sur la Gestion de l'Environnement et de la Régulation de la Conduite des Citoyens et Citoyennes pour un Développement Durable).
- 3.3 Nevertheless, limitation in FAES persisted and in 2012, pursuant to an independent structural review of the schools undergoing construction under HA-L1049, and following a limited due diligence review conducted by ESG, the Bank concluded there was sufficient evidence of potentially significant environmental risks and ESG conducted an Environmental Audit (EA) of all sites in HA-L1049. As a result an Action Plan was agreed upon, including the hiring of three additional environmental staff in FAES and the review of the Operational Manual of the UTE for the project (both conditions were completed under HA-L1077).
- 3.4 In addition, as part of the institutional reinforcement of MENFP and considering that Haiti still does not have environmental and disaster risk management entities to regulate construction, an institutional coordination platform was created, chaired by MENFP, bringing together the major donors for school construction. One of its main tasks is to monitor the use of the school prototypes and to promote their use among different agencies. This is a major step in MENFP's efforts to better coordinate school construction and to monitor more closely school construction cost and supervision. The committee also aims to improve the planning of construction projects by identifying suitable sites through the application of standards for selection and final approval of project layouts. Another important process being implemented is the reinforcement technical

- capacity in the country, that is, technical staff from both construction and supervision firms, including executing agencies, are trained in structural design review, construction management, and monitoring. To date, the first three earthquake resistant prototypes have been developed and approved: (i) a six-classes, two level school in urban and peri-urban areas with easy access; (ii) a three classes, one level school for all areas accessible by roads; (iii) a one-level modular school in wood frame to be adapted to the needs of specific areas where access is difficult.
- 3.5 This ESS focuses on the only infrastructure component of this operation (see ¶2.32.3.1). This component will focus on replacement of some of the remaining 13 temporary structures built after the earthquake (HA-L1040) and construction of smaller schools in remote areas with no public schools.
- 3.6 Also to note is that in order to allow timely construction under this operation, MENFP will pre-select sites, and conduct preparatory topographic and geotechnical studies. In addition, a national registry of construction and supervision firms is planned to be created to streamline future procurement processes. To facilitate future co-financing arrangements, options for possible partnerships will be included in the project documents (jointly elaborated with ORP and LEG). Furthermore, this operation will benefit from the risk action plans from previous operations. Given that a selection process has already been included in the UTE Operational Manual approved for HA-L1077 it will be important to ensure consistency. As in previous operation, the infrastructure component will be managed by either FAES (*“Fonds d’Assistance Economique et Social”*), which managed HA-L1049 and HA-L1060, or UTE (*Unité Technique d’Exécution* of the Ministry of Finance, which manages the latest operation (HA-L1077). The final decision will depend on the results of a performance evaluation to be done by the Bank.

IV. ENVIRONMENTAL AND SOCIAL IMPACTS

- 4.1 The program’s net social impacts are likely to be positive, as communities will benefit from better schools and an increased access to education. The negative environmental impacts of the construction phase under the proposed program are expected to be of small to moderate magnitude, highly localized, and typical of small to medium scale construction works.
- 4.2 Negative impacts of the operation when schools enter into functioning could be significant if not managed adequately, mainly due to unsafe conditions for children and teachers (health hazards such as diarrhea and intestinal worm infections) mainly due to inadequate sanitation (inadequate sanitary facilities and poor waste management) and unsafe drinking water supplies.

V. ENVIRONMENTAL AND SOCIAL STRATEGY

- 5.1 The analysis of the proposed operation will include: (i) assessment of the operation's compliance status with the applicable environmental, social, health and safety, and labor legal requirements in Haiti (e.g., laws, regulations, standards, permits, authorizations); (ii) assessment of the operation's compliance with any applicable Bank environmental and social policy and guidelines, in particular the directives, B.5 (Environmental Assessment), B.6 (Consultation), B.7 (Supervision and Compliance), B.11 (Pollution Prevention and Abatement), and B.14 (Multi-phase and Repeat loans) of the Environmental and Safeguard Compliance Policy, and the Disaster Risk Management Policy; (iii) assessment of the status of implementation of environmental and social requirements and conditions under previous grants, in particular under HA-L1049, as part of compliance with B.14; (iv) given that a selection process has already been included in the UTE Operational Manual approved for HA-L1077, the analysis will include a review of the project preparation studies including the selection process that MENFP will conduct; (v) evaluation of the measures that will be taken to ensure that building materials (e.g. water, timber, sand and soil) will be sourced in appropriate ways; (vi) evaluation of the energy sources, potable water and waste treatment services that will be in place to ensure that schools will have adequate potable water and sewage disposal; (vii) evaluation of the consultation process carried out with the beneficiaries and the process; (viii) evaluation of the Executing Agency's capacity to implement the Project satisfactorily; and (ix) evaluation of the adequacy of implementation of the Operating Manual that was used in previous operations by FAES and UTE (given that selection of one of them to be the Executing Agency for this operation will not happen until end of the year, thus not during the analysis phase) and evaluate if the project's direct and indirect environmental and social impacts have been properly identified and if adequate environmental and social mitigation measures (environmental management plan) have been put in place.