



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 01/27/2020 | Report No: ESRSC01078



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
St Maarten	LATIN AMERICA AND CARIBBEAN	P172582	
Project Name	Child Protection and Development Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing		3/27/2020
Borrower(s)	Implementing Agency(ies)		
UNICEF Netherland	UNICEF Netherland		

Proposed Development Objective(s)

The objective of the Project is to strengthen (a) the resilience of students and staff to the emotional and physical impacts of natural disasters and (b) the child protection systems and services to improve preparation and response to natural disasters.

Financing (in USD Million)	Amount
Total Project Cost	5.00

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]

Shortly after hurricane Irma devastated the island, the Government of St. Maarten (GoSM) Ministry of Education, Culture, Youth and Sport (MECYS) formally invited UNICEF to “provide assistance for our emergency and recovery phase and on a long-term basis, with a focus on education, child protection and psychosocial support”. UNICEF Netherlands (UNICEF NL) conducted post disaster needs assessments in the areas of education and child protection and supported civil servants and professionals in these sectors by assessing strengths, capacities, needs and gaps. UNICEF NL has previous experience in Sint Maarten conducting the Situation Analysis on children’s rights in 2013 and experience with governments and other partners in Anguilla, Antigua and Barbuda, Barbados, British



Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago and the Turks and Caicos Islands.

Specifically, the MECYS has requested UNICEF’s support and expertise to develop a Comprehensive School Safety Framework. After the hurricane, a Safety and Emergency Management Committee (SEMC) was established with the objective to prepare for and coordinate the ministry’s response to and leadership of the education sector’s continuity in disaster situations. The aim of this committee is to further develop the Comprehensive School Safety Framework. From September 2018 to May 2019, a UNICEF CSSF specialist supported the committee to develop a roadmap for the long-term continued development of the CSSF. An updated review of St. Maarten’s national curriculum is pending which creates an ideal entry point for integrating Disaster Risk Reduction education in an updated curriculum. As such, UNICEF NL has agreed to collaborate with the UNESCO Secretary General and MECYS Curriculum Developer on Pillar 3 of the CSSF.

D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]

Project components are technical assistance to help MECYS (Ministry of Education, Culture, Youth and Sport) and the Safety and Emergency Management Committee (SEMC) strengthen child protection, school safety and disaster risk resilience in Sint Maarten, neither works nor associated facilities or financial intermediaries are envisioned in the proposed grant. The project will: (i) improve coordination and collaboration for disaster risk management in the education sector through the planning and implementation of Sint Maarten's Education Sector Contingency Plan; (ii) strengthen disaster risk management in the education sector, through piloting teacher training modules on DRM and decision making information and advocacy tools; (iii) include climate change education, DRM education, and resilience education in the national and teacher training curricula. The project will also help improve learning performance through technical support for the development of violence prevention programs in schools, after-school programs and school extra-curricular activities, and tutoring/peer support activities, development of protocols and teacher training in adequate methods to assess cases of child abuse, violence, exploitation, learning challenges, and child wellbeing. In addition, the project will strengthen adolescent development and participation through the development of communications tools, campaigns, and the strengthening of youth organizations in Sint Maarten.

D. 2. Borrower’s Institutional Capacity

UNICEF Netherland is a non-governmental organization that supports governments in advancing children's rights. While UNICEF is new to the Bank’s Environmental and Social Framework (ESF), UNICEF’s Strategic Framework on Environmental Sustainability for Children identifies climate change and/or environmental degradation affects its Strategic Plan Outcome Areas- – health, nutrition, HIV, water and sanitation, child protection, social inclusion and education. More so, the most disadvantaged children are the most likely to live in poor and degrading environments. UNICEF is committed to increase its contribution to environmental sustainability, given both the importance of the issue to children and the global commitment to the Sustainable Development Goals (SDGs). UNICEF NL is currently working in Sint Maarten, focusing on children education and protection, including psychosocial assistance and life skills, helping the government of Sint Maarten to get the children of the island back to school as quickly as possible and to learn in a safe and stimulating learning environment. Since the post Hurricane Irma reconstruction started, UNICEF has trained 150 teachers to provide psychosocial assistance to 700 young people to cope with the traumatic events, helping the Sint-Maarten authorities to embed child protection in the national emergency plan. UNICEF NL



provides technical support, deploys experts and carries out the fiduciary aspects associated with project implementation.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Low

The Project is classified as Low Risk (L). No potential adverse risks and impacts on human population and/or the environment are foreseen. The technical assistance to be provided through the project has the potential to have positive impacts as it will help strengthen school safety and disaster risk reliance of the country's education sector. The project does not include the financing of construction works, equipment, or financial intermediaries. No associated facilities are contemplated either.

Social Risk Rating

Moderate

The Project is classified as moderate risk (M). Given that the project will only provide technical assistance to the MECYS and that there are no civil works proposed, the project team does not identify significant adverse risks to human populations at this point. While there are no proposed civil works, the team understands that there may be moderate level risks associated with exclusion of certain vulnerable populations and engaging with those populations in meaningful ways to ensure benefits are spread to a broad selection of beneficiaries. Furthermore developing the correct communication styles and plans appropriate for each of these vulnerable groups will require knowledgeable staff that understands these groups, which also represents a moderate level social risk. Overall though, the planned technical assistance that will be provided to the government will increase attention to inclusion and safety as well as help teachers and other public servants have the tools to address various child protection issues.

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 project will provide technical assistance to MECYS to help improve school safety and disaster resilience, support learning performance of children and adolescents, and strengthen youths development and participation. Key project stakeholders will include: (i) MECYS, (ii) school administrations at local level; (iii) teachers, parents, students as collective groups; and civil society. Proposed technical assistance will have no adverse environmental or social risks or impacts. As such, no further environmental assessment will be needed. While there is no need for environmental assessments, a social assessment that includes a gender based violence analysis will be needed to ensure that the various technical assistance provided to the schools do not create any additional risks for the students. The social assessment will examine exclusion risks for vulnerable groups in addition to other issues. The SA and GBV assessment will examine ways to ensure that culturally sensitive communication and language is used for vulnerable groups like children, mothers, immigrants etc.

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

None



ESS10 Stakeholder Engagement and Information Disclosure

The project will ensure early, continuous and inclusive (including vulnerable /disadvantaged groups) stakeholder engagement which will be documented in a SEP. The SEP will be developed to ensure that stakeholder engagement is conducted on the basis of timely, relevant, accessible and understandable information. A stakeholder grievance redress mechanism (GRM), as part of SEP will be designed for the project to allow for feedback. UNICEF NL will prepare a Stakeholder Engagement Plan (SEP) prior to Appraisal consistent with the requirements of ESS10. The project will include in the consultation the discussions on the proposed changes in education policies and not just the projects components themselves. This will allow stakeholders and beneficiaries to have a clear understanding of the impacts and benefits the project will bring.

The draft SEP will have to be disclosed prior to appraisal and can be updated, as necessary, throughout the project cycle.

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

The nature of the project which is relatively discrete does not entail a significant amount of labor except for those working in the PIU directly and those contracted for discrete tasks. However, a concise LMP will be developed for the PIU staff.

ESS3 Resource Efficiency and Pollution Prevention and Management

Relevance of this ESS will be further discussed and assessed during project preparation, but it is unlikely to be relevant. The grant does not expect to finance any civil works, equipment or activity that might threaten people, ecosystem services and the environment, and the project itself will strengthen attention to inclusion in the education sector.

ESS4 Community Health and Safety

Relevance of this ESS will be further discussed and assessed during project preparation, but it is unlikely to be relevant. The grant does not expect to finance civil works, equipment or activity that can increase community exposure to adverse risks and impacts.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

No land acquisition, land use and/or involuntary resettlement are associated with the project.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources



Not applicable.

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

Not applicable. There are no communities in Sint Maarten that fulfill ESS7 definition of Indigenous Peoples.

ESS8 Cultural Heritage

Not applicable. No physical activities/works will be financed.

ESS9 Financial Intermediaries

Not applicable. No Financial Intermediaries are considered in the proposed project.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

No

OP 7.60 Projects in Disputed Areas

No

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?

No

Financing Partners

None

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

Actions to be completed prior to Bank Board Approval:

- Designation of focal point in UNICEF NL on safeguards for the project
- Preparation, consultation and disclosure of a Stakeholder Engagement Plan (SEP), including Project Grievance Redress Mechanism (GRM),
- Preparation, consultation and disclosure of the Environmental and Social Commitment Plan (ESCP),
- Preparation, consultation and disclosure of the Labor Management Plan (LMP).

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

- Quarterly monitoring and reporting,
- Update and implementation of SEP.

Public Disclosure



C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

29-Feb-2020

IV. CONTACT POINTS

World Bank

Contact:	Yves Jantzem	Title:	Senior Operations Officer
Telephone No:	5727+2272 /	Email:	yjantzem@worldbank.org

Borrower/Client/Recipient

Borrower: UNICEF Netherland

Implementing Agency(ies)

Implementing Agency: UNICEF Netherland

V. FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>

VI. APPROVAL

Task Team Leader(s):	Yves Jantzem
Practice Manager (ENR/Social)	Valerie Hickey Recommended on 27-Jan-2020 at 18:56:17 EST

Public Disclosure