

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

**Report No.: ISDSA17238**

**Date ISDS Prepared/Updated:** 25-Feb-2016

**Date ISDS Approved/Disclosed:** 25-Feb-2016

**I. BASIC INFORMATION**

**1. Basic Project Data**

<b>Country:</b>	Haiti	<b>Project ID:</b>	P155191
<b>Project Name:</b>	Providing an Education of Quality in Haiti (PEQH) (P155191)		
<b>Task Team Leader(s):</b>	Juan Baron, Melissa Ann Adelman		
<b>Estimated Appraisal Date:</b>	30-Mar-2016	<b>Estimated Board Date:</b>	29-Jun-2016
<b>Managing Unit:</b>	GED04	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	General education sector (10%), Primary education (90%)		
<b>Theme(s):</b>	Education for all (90%), Managing for development results (10%)		
<b>Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?</b>			No
<b>Financing (In USD Million)</b>			
Total Project Cost:	45.00	Total Bank Financing:	45.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			15.00
IDA Grant			30.00
Total			45.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

**2. Project Development Objective(s)**

The objectives of the Project are to: (i) strengthen public management of the education sector; (ii) improve learning conditions in selected public and non-public primary schools; and (iii) maintain enrollment of students in selected non-public primary schools.

**3. Project Description**

Component 1: Improving Institutional Capacity (US\$6.0M). This component would finance goods, training, and consultancies to carry out activities to modernize and strengthen the technical capacity of MENFP's key units at the central and decentralized levels, in order to improve sectoral governance and the quality of primary education service delivery, and to support the implementation of Components 2 and 3. Key units to strengthen include, inter alia: the Directorate of Primary Education (Direction d'Enseignement Fondamentale; DEF), the Directorate of Private Education and Partnership (Direction d'Appui à l'Enseignement Privé et au Partenariat; DAEPP), the Directorate of Professional Training (Direction de Formation Professionnelle; DFP), and the Directorate of Planning and External Cooperation (Direction de Planification et Coopération Externe; DPCE). These units will be supported in, inter alia:

- (a) Designing, developing, and building a sustainable and effective management information system, that incorporates data generated by the QAS;
- (b) Developing and piloting the components of the QAS;
- (c) Strengthening the capacity of the DEF and other units in developing, improving, and administering learning assessments as part of the QAS;
- (d) Strengthening the capacity of the DAEPP and other units to regulate non-public schools through the QAS;
- (e) Developing support to DFP, public universities and training centers, and other units in designing and managing school director and teacher training programs based on the QAS and international best practices;
- (f) Strengthening the ability of selected Departmental Directorates of Education (Directions Departementales, DDEs), set forth in the Project Operations Manual (POM), to provide support to schools, teacher training centers, and communities, as well as supervise the implementation of activities at the local level; and
- (g) Strengthening the planning and budgeting practices of MENFP through the use of data for decision-making.

Component 2: Supporting Access to Quality, Public Primary Education in Poor Communities (US \$17.5M). This component would finance community grants, public school grants, goods, and consultancies aimed at providing access to quality primary education in poor communities in selected departments set forth in the Project Operations Manual (POM).

Sub-component 2.1: Support to the cohorts of the community school access grant program under the EFA-II Project (US\$7M). This sub-component would continue the financing of community grants for primary education in isolated, rural communities currently receiving support under EFA-II. These communities would receive annual grants to fund community-developed plans for providing access to primary schooling and technical support to execute their plans.

Sub-component 2.2: Public School Improvement Model (US\$10.5M). This sub-component would provide access to a quality primary education in public schools located in poor communities in selected departments of Southern Haiti set forth in the Project Operations Manual (POM) through a public school improvement model with a focus on, inter alia:

- (a) Assessing the learning conditions and learning outcomes in participating schools using the QAS;
- (b) School director training in effective management and leadership, including support in formulating and implementing school improvement plans based on results of the QAS;
- (c) Teacher training to, inter alia, improve pedagogical skills and content knowledge;
- (d) School grants for the implementation of school improvement plans that prioritize needs

identified through the QAS, such as, inter alia: school rehabilitation, including access to electricity and water and sanitation facilities; school feeding; pedagogical materials; furniture, uniforms, or other materials;

(e) Community engagement activities (including innovative communication approaches through Information and Communication Technologies (ICT)) and School Management Committees (SMCs).

Component 3: Supporting Access to Quality, Non-Public Primary Education in Poor Communities (US\$18.5M). Building on the experience of the EPT program, this component would finance school grants, goods, and consultancies aimed at supporting access of poor children to non-public schools while increasing the quality of education of those non-public schools through a results-based model with an emphasis on accountability and improvement.

Sub-component 3.1: Support to the final tuition waiver program cohort under the EFA-II Project (US \$2.5M). This sub-component would finance sixth grade tuition waivers in the 2017-2018 academic year for the youngest cohort of approximately 28,000 students currently supported by the Government's tuition waiver program under EFA-II, as well as the improvement of the program. The sixth grade cohort would be supported in all non-public schools currently participating in the tuition waiver program that continue to meet the program's requirements. Improvements of the program would require that schools are registered with MENFP, students supported by the program are not charged any tuition and receive textbooks, the existence of a functional School Management Committee (SMC), and schools respect the procedures of the program as established in the POM. The structure of the tuition waiver program as currently implemented under EFA II would be maintained for continuity. Specifically, financing would be on a per-student basis, at US\$90 per student for the academic year, and would be based on verified enrollment numbers. Financing would be divided into two tranches, with 60 percent transferred at the beginning of the academic year based on reported enrollment, and the remaining 40 percent transferred after independent verification of enrollment. Each SMC would maintain its current bank account at the Banque Nationale de Credit to receive the transfers. In addition, MENFP would continue its communication activities to raise awareness among school officials, parents, and other community members that the tuition waiver program is ending and that no additional cohorts would be financed after the 2017-2018 academic year.

Sub-component 3.2: Support to the development and implementation of a replicable model for results-based financing of non-public schools (Quality Education Access Program, QEAP) (US \$16M).

This sub-component would provide support to MENFP's development and implementation of a replicable model for results-based financing of non-public schools located in poor communities in selected departments of Southern Haiti set forth in the Project Operations Manual (POM). The model would focus on service delivery improvement in terms of learning conditions and learning outcomes. The sub-component would finance, inter alia:

- (a) Assessing the learning conditions and learning outcomes in participating schools using the QAS;
- (b) School grants to SMCs conditional on meeting well-defined standards on learning conditions and learning outcomes as set forth in the POM;
- (c) Voluntary, on-demand technical support to assist schools in meeting the standards, including, inter alia: training school directors in effective management and leadership based on the QAS, and training teachers to improve pedagogical skills and content knowledge;
- (d) Strengthening supervision of the program.

Component 4: Project Management, Monitoring and Evaluation (US\$3.0M). This component would finance the costs of implementing the Project, as well as monitoring and evaluation costs. As an integral part of the evaluation approach for the Project, this component would finance studies and impact evaluations of Components 2 and 3, exploiting when possible the random selection of schools into the models supported under Sub-Component 2.2 and Sub-Component 3.2 and the potential for gradual phase-in of additional schools when new financing becomes available. The component would finance goods, rental space, training, operating costs and consultancies. It would also finance and implement a gradual integration plan of project management functions into the national structures of MENFP, and strengthen the overall capacity for the management and evaluation of Project activities. This component would also finance Project management costs to implement and supervise activities and strengthen MENFP monitoring and evaluation systems, including data collection for at least one school census. The component would also support the costs of consultancies associates with the Project Implementation Unit (PIU), including a Project coordinator, administrative staff (procurement and financial management staff), and technical consultants who would support the technical and departmental directorates in the areas of intervention and oversee the implementation of specific Project activities.

#### **4. Project location and salient physical characteristics relevant to the safeguard analysis (if known)**

While the sites for school construction were identified, donated voluntarily, and transferred to the Directorate of School Engineering (Direction du Genie Scolaire) (DGS) in the previous project, the current Project will reassess the need for each community-managed school and its corresponding site. Not all sites identified in the previous project will be used. The Project will return some of the sites to the communities and take alternative measures to improve access to education.

Since the exact location of schools would not be known before Project implementation, as per OP/BP 4.01 (Environmental Assessment), an ESMF and RPF are required to outline how sites would be selected, and how potential adverse environmental and social impacts at these sites would be identified, minimized, mitigated, and managed. This ESMF and RPF have been prepared by the DGS based on a previous framework prepared by the Economic and Social Assistance Fund (Fonds d' Assistance Économique et Sociale) (FAES) and MENFP. Potential adverse impacts would be small-scale in time and space related to construction/rehabilitation impacts. The ESMF focuses on how to address construction-type impacts (what kind of training and protective gear workers would receive; how waste, noise, and dust would be managed, etc.). Any identified sites requiring acquisition of private land, involuntary resettlement, loss of economic livelihoods or that affect critical natural habitats, forests or physical cultural resources would be screened out by MENFP's local offices during the approval process of community Projects. The ESMF and RPF will also include a budget for safeguard actions and a snapshot of the institutional arrangements for screening sites, developing mitigation actions, implementing these actions and supervising adherence to them. The ESMPs (Environmental and Social Management Plans) and RAPs (Resettlement Action Plans) will be developed when the sites are identified prior to the beginning of the construction works, and DGS would supervise the implementation of these instruments at each site through regular field visits and providing a hotline to the project beneficiaries to obtain feedback.

#### **5. Environmental and Social Safeguards Specialists**

Asli Gurkan (GSU04)

Emmanuel Ngollo (GEN05)

Felipe Jacome (GSU04)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The OP/BP 4.01 will be triggered due to the project activities that will include the rehabilitation and/or construction of primary schools. These works may have adverse impacts, although they are expected to be small-scale with easily identifiable mitigation measures. Furthermore, the sites that have been proposed by local communities will be evaluated on the basis of the updated ESMF and their proximity to an existing public school. The public schools to be rehabilitated will also be identified and screened using the updated ESMF. Therefore, the project is classified as category B. The Environmental and Social Management Framework (ESMF) for EFA II has been updated to include guidelines and procedures for assessing and monitoring the social and environmental risks and impacts (both positive and negative) throughout the project, including guidelines for the preparation of Environmental and Social Management Plans (ESMPs) and their implementation for school construction/ rehabilitation. The updated ESMF will be consulted upon and re-disclosed both in country and at the World Bank's website prior to appraisal (see dates below in section II.5). The updated ESMF will clearly reflect the issues of the construction-type impacts and building safety, disability access, that no asbestos-containing materials should be used in the construction, and safe removal of any existing materials. Any exceptions will be identified during the screening phase (as detailed in the ESMF) and additional assessment work will be done during project implementation, if required.</p> <p>The general environmental management clauses for civil works rehabilitation/construction will be inserted into the bidding documents and contracts. Detailed environmental assessments or Environmental Management Plans and Resettlement Action Plans, if necessary, will be carried out for all school site rehabilitation/construction activities and disclosed in-country and at the Bank's Infoshop before the start of works.</p>
Natural Habitats OP/BP 4.04	No	The proposed project is not meant to affect any type of habitat naturally inhabited by biological creature that could be disturbed. However, the ESMF will include screening procedures to ensure that adverse impacts on natural habitats are avoided.
Forests OP/BP 4.36	No	The proposed project is not meant to affect forests, nor

		will it involve reforestation. However, the ESMF will include screening procedures to ensure that adverse impacts on forests and forest resources are avoided.
Pest Management OP 4.09	No	This policy is not triggered. Specific activities under the project which may involve the incidental use of pesticides or herbicides include termite building treatments, vector control and/or emergency response activities. Nevertheless, the incidental use of pest control measures will be managed by detailing appropriate procedures in the generic standardized EMP for inclusion into contracts.
Physical Cultural Resources OP/BP 4.11	No	The proposed operations are not expected to pose risks of damaging cultural properties. Nevertheless, some of the construction works may result in the destruction of artifacts of cultural significance. The updated ESMF will include a chapter relating to Chance-find procedures as well as historic building screening procedures, describing the assistance for preservation of historic or archeological sites; and no separate no separate safeguards instrument will be prepared.
Indigenous Peoples OP/ BP 4.10	No	The activities of the proposed project are not anticipated to trigger this safeguard policy since there are no indigenous people in Haiti.
Involuntary Resettlement OP/BP 4.12	Yes	<p>OP 4.12 has been triggered to allow municipalities to identify resettlement needs that could be required and to ensure that the affected people would be provided with the required assistance and livelihood support under the policy</p> <p>While all communities have earlier identified potential land plots of land for school construction as part of the ongoing education project, and voluntarily and formally transferred them to the Government, it was agreed as part of this new project's design that there will not be construction on most of those plots.</p> <p>It is currently not known on which sites the schools will be built/rehabilitated. Instead, the project will identify public schools that children in the communities can access, and finance transportation for them, as well as improvements at the existing schools. Only in cases where there is no option to access an existing school, the project will consider new construction. The Project will return some of the already identified sites to the communities and take alternative measures to improve access to education (i.e. increase number of classrooms of existing school, or facilitate access to existing schools).</p>

		<p>The project is currently in the process of hiring a consultant to make this assessment and selection in the next several months.</p> <p>As the exact nature and location of the works remains unknown, a “Framework” approach will be adopted. A Resettlement Policy Framework (RPF) of the last project will be updated, consulted on and disclosed before appraisal. If it is determined that any of the sites where sub-projects are yet to be developed require the involuntary taking of land, the Project will prepare a site-specific Resettlement Action Plans (RAP), which needs to be implemented by the client prior to the start of any construction. The affected people must have received their compensation or relocated under conditions equal to or better than their conditions before the investments.</p>
Safety of Dams OP/BP 4.37	No	This policy is not triggered, as there will be no dam construction or rehabilitation of dams that will necessitate safety status reports.
Projects on International Waterways OP/BP 7.50	No	This policy is not triggered, for the project sites will not affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	This policy is not triggered because project intervention sites will not be within disputed areas.

## II. Key Safeguard Policy Issues and Their Management

### A. Summary of Key Safeguard Issues

<p><b>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b></p> <p>The project is classified as Category B as the potential environmental and social impacts are likely to be small in scale, site-specific and manageable. The project is expected to have overall positive social impacts, particularly linked to improved learning outcomes and expanding access to education. Negative social impacts may include minor land acquisition, physical resettlement, and loss of economic livelihoods. Additionally, conflicts and frustration at the community level could be caused by the non-use of the local workforce during the work or lack of circulation among the local workforce, or by tensions between beneficiaries and non-beneficiaries of project activities.</p> <p>The civil works to be financed under this operation consist primarily of (a) classrooms rehabilitation and/or construction in existing identified primary schools and construction of new ones where primary schools do not exist; and potentially (b) latrines rehabilitation and/or construction. With regards to construction/rehabilitation of classrooms, instructions from the ESMF will reflect the issues of the construction-type impacts and building safety, disability access, and asbestos-containing materials that should not be used in the construction operations, and safe removal of any existing materials.</p> <p>Four types of environmental impacts are foreseen under this project, arising from the construction/rehabilitation activities:</p>
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a. Civil Works: Nuisance and pollution associated to activities and wastes from construction and/or rehabilitation works of the classrooms and the school latrines (noise, dust and construction wastes) will affect especially the construction workers, pupils, the closest riverine to the sites. The anarchic rejection of wastes and residues from the sites preparation and the storage of construction/rehabilitation materials could constitute a source of nuisance for public health if no sustainable ecologic management system is put in place. Also, excavation works at the sites could cause the unstable soil subsidence, which can cause accidents.

b. Construction accidents: During the civil work phase, there will be risks of accidents associated with construction equipment/instruments and the presence of building materials poorly protected or used inappropriately. The risk of falling exists for all authorized and unauthorized persons on the construction sites in terms of narrow and congested traffic areas. The risk of accidents also related to road traffic during delivery of building materials is to be feared (movement of vehicles: collision, skidding, striking, pinching, crushing, or load-fall, stumbling) during operations.

c. Degradation of cultural relics: Culturally, it is suggested that the project avoids the cultural sites, sources of social conflicts. However, in case of fortuitous discovery (chance finds) during excavation, the builders must commit to notify immediately the relevant services of the Ministry of Culture, and the work will be oriented in accordance with their guidelines.

d. Populations and workers' health: Health wise, there are risks of STI/HIV/AIDS transmission associated with the presence of temporary foreign workers, composed usually of isolated youths, with a tendency to increase contacts with young girls and women within the local population in the work areas.

**2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:**

The potential environmental and social impacts are likely to be of small-scale, site-specific, manageable and thus easily mitigated as described in the previous section. There is no indirect or long term adverse impacts expected during project implementation.

**3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.**

Not applicable.

**4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.**

The approach to safeguards is, as construction/rehabilitation activities to be carried out are within the Grand Sud but the areas covered are still unknown, to update the existing Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) to cover all activities financed under the new project. An environmental and social safeguards consultant will be hired under the proposed project to manage and oversee the environmental and social management process, and provide institutional strengthening and on-the-job training services throughout the PEQH project. This consultant will work closely with the DGS Engineers and contractors and other implementing entities to implement and strengthen the existing ESMF and RPF procedures that will improve classrooms construction quality through compliance with safeguards under the conditions of the PEQH project financing.



<p>During implementation, Environmental and Social Impact Assessments (ESIAs), Environmental and Social Management Plans (ESMPs) and/or Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs) will be prepared as and when necessary, once the school construction/rehabilitation sites and plans are finalized.</p>
<p><b>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</b></p>
<p>Key stakeholder include:  Ministry of Education and Professional Training (MENFP)  Ministry of Finance  Ministry of Public Works  UN Agencies (UNESCO, WFP, UNDP)  Municipal Councils  Community Members</p> <p>The key stakeholders are the community members likely to benefit from the Project, including the out-of-school children, their parents, and the potential community instructors to be trained, as well as the larger community that would participate in the management of the Project activities at the community level.</p> <p>All stakeholders (Government Agencies and Ministries, private sector, Municipal Councils, Communities, development partners, etc.) will continue to be consulted regularly. The PEQH project will continue the dialogue with key stakeholders and the project will rely on the RPF and ESMF to ensure that the appropriate mitigation measures are taken into account in accordance with the Republic of Haiti and the Bank's safeguards policies in consultation with key stakeholders. This participatory approach will be carried on throughout implementation, maintenance, supervision and evaluation of the project activities.</p> <p>Advanced drafts of ESMF and RPF will be consulted upon at the central and department levels of the MENFP and disclosed by Feb 29, 2016.  These instruments will be finalized and re-disclosed by March 30, 2016.</p>

### **B. Disclosure Requirements**

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	17-Feb-2016
Date of submission to InfoShop	26-Feb-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
<b>"In country" Disclosure</b>	
Haiti	29-Feb-2016
<i>Comments:</i>	
<b>Resettlement Action Plan/Framework/Policy Process</b>	
Date of receipt by the Bank	17-Feb-2016
Date of submission to InfoShop	26-Feb-2016

"In country" Disclosure	
Haiti	29-Feb-2016
<i>Comments:</i>	
<b>If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

### ***C. Compliance Monitoring Indicators at the Corporate Level***

<b>OP/BP/GP 4.01 - Environment Assessment</b>	
Does the project require a stand-alone EA (including EMP) report?	Yes [ ] No [ ] NA [ ]
<b>OP/BP 4.12 - Involuntary Resettlement</b>	
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [ ] No [ ] NA [ ]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [ ] No [ ] NA [ ]
Is physical displacement/relocation expected?	Yes [ ] No [ ] TBD [ ]
Provided estimated number of people to be affected	
Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)	Yes [ ] No [ ] TBD [ ]
Provided estimated number of people to be affected	
<b>The World Bank Policy on Disclosure of Information</b>	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ ] No [ ] NA [ ]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [ ] No [ ] NA [ ]
<b>All Safeguard Policies</b>	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ ] No [ ] NA [ ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ ] No [ ] NA [ ]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ ] No [ ] NA [ ]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ ] No [ ] NA [ ]

### III. APPROVALS

Task Team Leader(s):	Name: Juan Baron,Melissa Ann Adelman	
<b><i>Approved By</i></b>		
Practice Manager/ Manager:	Name: Yves Jantzem (PMGR)	Date: 25-Feb-2016