

INTEGRATED SAFEGUARDS DATA SHEET

CONCEPT STAGE

Report No.: ISDSC1128

Date ISDS Prepared/Updated: 27-Jan-2015

Date ISDS Approved/Disclosed: 28-Jan-2015

I. BASIC INFORMATION

A. Basic Project Data

Country:	Ecuador	Project ID:	P152096
Project Name:	Supporting Education Reform in Targeted Districts (P152096)		
Task Team Leader(s):	Marcelo Becerra		
Estimated Appraisal Date:	01-Jul-2015	Estimated Board Date:	24-Sep-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	General education sector (100%)		
Theme(s):	Education for all (50%), Education for the knowledge economy (50%)		
Financing (In USD Million)			
Total Project Cost:	170.00	Total Bank Financing:	167.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			3.00
International Bank for Reconstruction and Development			167.00
Total			170.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

B. Project Objectives

The proposed Project Development Objective (PDO) is to improve enrollment in early education (Initial II) and reduce dropout rate in lower and upper secondary education in the targeted districts.

C. Project Description

Proposed Instrument: The proposed loan instrument would be a Specific Investment Loan in the amount of US\$ 167 million. Preliminary discussions have led to a Project structure consisting of two components.

Component 1. Provision of inputs in the targeted districts of Zone 5 (Bank: US\$ 163 million). This Component would support the full implementation of the MINEDUC Education Strategy/Program: reorganizing the school supply (educational opportunities), upgrading the infrastructure and facilities, teacher training, the implementation of CEL, special education and programs for children with disabilities.

Sub-Component 1.1. Reorganizing School Supply and Expanding School Infrastructure (US\$ 150 million). This sub-component would finance the construction, equipment, and materials for around 32 schools in the targeted districts. The interventions would include 8 new “major” schools (Unidades Educativas del Milenio Mayores) and 26 renovated schools (“Repotenciones”). Most of the sites have been already identified, per the aforementioned criteria. Once built, the 32 schools would absorb around 45 percent of total enrollment of the 4 targeted districts.

Sub-Component 1.2. Strengthening Professional Development for Teachers (US\$ 7 million). This sub-component would support: (i) universal in-service teacher training in the targeted districts (around 8,000). This training would consist in 330 hours of in presence and virtual instruction to be provided by selected accredited higher education institutions; (ii) the provision of pedagogic materials, guides; (iii) the financing of (TBD) full scholarships for teachers belonging to the targeted districts to study in a master’s degree program provided by select accredited institutions.

Sub-Component 1.3. Implementing the Academic Management System - CEL - (US\$5.5 million). This sub-component would finance the full implementation of CEL in the targeted districts, including the provision of personal computers, internet connectivity, and training to all teachers.

Sub-Component 1.4. Supporting Students with disabilities and Special Education (US\$ 1 million). This sub-component would support: (i) the renovation and/or construction of four Model Schools, fully adapted for students with disabilities (related to physical disabilities, e.g. vision, hearing, among others), in the targeted districts; (ii) the full implementation of one school specifically for students with disabilities; and (iii) the provision of a kit for all students with disabilities in the targeted districts.

Component 2. Strengthening Planning, Management and Evaluation Capacity at MINEDUC (Bank US\$3,5 million; GoE: US\$ 3 million).

Sub-Component 2.1. Management and Information Systems (US\$ 2 million). This sub-component would finance the completion of the development and implementation of a fully integrated Education Management Information System (EMIS), including modules for : (i) EducarEcuador; CEL; (ii) student record, allocation and management; (iii) teachers management; (iv) institutions (infrastructure, etc.); (v) curriculum management; (vi) school supply management.

Sub-component 2.2. Management, Monitoring and Specific Studies / Impact Evaluation (IBRD US \$5.5 million and MINEDUC \$4 million, total of US\$ 9.5 million). This sub-component would support: (i) the financing of the Project Implementation Team at MINEDUC (to be fully financed by counterpart funds); (ii) specific studies and/or impact evaluation such as: the impact of the new management model (in particular at the school level), factors associated with dropout in upper secondary, and results related to improvements in school environment. This second activity would be led by INEVAL.

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

Based on the Project’s allotted budget, four Districts have been selected within Zone 5 to serve as a comprehensive “pilot” intervention that will receive most of MINEDUC’s strategic policy interventions: (i) District of Mocache and Quevedo (Los Rios Province); (ii) District of Baba,

Babahoyo y Montalvo (Los Rios Province); (iii) District of Guaranda (Bolívar Province), and (iv) District of Milagro (Guayas Province). All of the targeted districts have a higher poverty rate than the national average: while in 2010, 60.1 percent of Ecuadorians lived in poverty, according to the Unsatisfied Basic Needs Index (UBN), the poverty headcount rates in the selected cantons were: 92.9 percent in Baba; 90.3 percent in Mocache 77.9 percent in Guaranda; 77.3 percent in Montalvo; 72.6 percent in Babahoyo; 70.9 percent in Quevedo and 70.7 percent in Milagro. Zone 5 was selected based on the following criteria: it is the most populated zone with the highest enrollment rates of all zones; it registers third out of the 9 zones in terms of socioeconomic need; it includes a diverse array of characteristics, including urban and rural schools, indigenous populations, insufficient and/or decaying facilities, and one of the lowest scores in terms of results in the “Being a Student” (Ser Estudiante) learning assessment. In addition, Zone 5 was chosen as other zones are currently more advanced in site selection and construction (e.g. Quito and Guayaquil) and other zones/districts with high poverty rates were previously selected to receive financing from other sources (GoE, IDB and CAF).

The Project will finance civil works (school construction and expansion). The works will include renovations and remodeling of existing schools, construction of additional classrooms in targeted schools, and the construction of new schools. To manage the environmental impacts of civil works, OP/BP 4.01 (Environmental Assessment) is triggered. School expansion and new construction may require the acquisition of land, resulting in involuntary resettlement. OP/BP 4.12 (Involuntary Resettlement) is currently triggered, and based on the screening and analysis of land acquisition needs during project preparation, a final determination on whether Resettlement Action Plans (RAPs) and/or a Resettlement Policy Framework will be necessary prior to appraisal. If it is determined during project preparation that not all sites will be known prior to appraisal, a Resettlement Policy Framework (RPF) will be prepared to outline the agreed upon procedures and entitlements for involuntary resettlement that take place subsequent to appraisal. If all sites are known prior to appraisal and there is no need for land acquisition that results in involuntary resettlement, the appraisal stage ISDS will be revised to not trigger this Policy. Given that not all locations are known, an Environmental and Social Management Framework (ESMF) would be developed for the Project.

The Indigenous Peoples Policy OP/BP 4.10 is triggered as the three provinces where the Project will be implemented have Indigenous populations that could benefit if specific measures are adopted to ensure their inclusion. According to national census data of 2001, Los Ríos has an Indigenous population of 5,518, of which approximately 40.6 percent are urban and 59.4 percent are rural. Bolívar has an Indigenous population of 40,094 of which 5 percent are urban and 95 percent are rural, and Guayas has an Indigenous population of 42,377 of which 86 percent are urban and 14 percent are rural.

E. Borrowers Institutional Capacity for Safeguard Policies

The local authorities of Zone 5, the Undersecretariat for Professional Development, and abovementioned support units (planning, infrastructure, pedagogic, etc) will have key supervision responsibilities in all components/subcomponents, according to their respective mandate in the LOEI.

Experience gained during the implementation of the related project pilots carried out by MINEDUC would be taken into account in the preparation of this operation.

During project preparation, the specific agencies charged with land acquisition will be assessed for capacity in regards to involuntary resettlement. If necessary, capacity building measures will be carried out commensurate to the scale of resettlement required by the project. An analysis of gaps

between national and relevant municipal systems and requirements will be assessed against those outlined in OP/BP 4.12, and the project's RAPs will identify measures to bridge these gaps.

MINEDUC has an existing Directorate for Intercultural Bilingual Education with the mission to design and develop quality education projects that are culturally, linguistically and environmentally pertinent for the educational needs of Indigenous Peoples in Ecuador. At the same time, each District has staff managing the UEM in their respective cantones. Whereas the Directorate will be charged with leading the coordination and hiring of the social assessment, consultation process and preparation of the Indigenous Peoples Plan, the District level counterparts will be closely involved in the drafting of TORs, identification of consultants, organization of local consultations, and review of final products. The Directorate has existing protocols for consultation processes with Indigenous Peoples as well as experience in incorporating their intercultural and bilingual education model into the Millennium school curriculum. During preparation the Team together with the Client will determine the most adequate institutional arrangements for safeguards management. The Project team will assess whether these existing systems meet the objectives and required processes of OP/BP 4.10 and in cases where gaps exist, strengthen the existing systems and Directorate in their objectives to enhance the access, quality and success of Indigenous youth to basic and secondary education. At the same time the capacity at a District level will also be assessed and strengthened as necessary. During project preparation the Bank team will work closely with the Directorate and District level staff to ensure that it holds adequate capacity and ownership over the actions outlined in the IPP and to address gender issues identified in the Social Assessment.

The Client country has a well-established national system for environmental impact assessment of school construction and renovation projects. For a given school, the Ministry of Education outsource preparation of an environmental form (EF) and an environmental management plan (EMP) – covering construction and operation stages - to a private consulting firm. Both instruments are prepared on the basis of engineering and soil studies. The Ministry of Education's National Directorate for Physical Infrastructure has an Environmental Team of four professionals (environmental engineers and geographers) that reviews and makes comments to the EFs and EMPs. This National Directorate then sends these EFs and EMPs to the Ministry of Environment (MAE) through the MAE's Unified System on Environmental Information portal (SUIA). Environmental License that approves EFs and EMPs is issued by MAE and then sent to Ministry of Education through Internet.

Environmental supervision is undertaken by SECOB (Works Contracting Service-Servicio de Contratación de Obras) that has an Environmental Control and Studies Unit (6 peoples). Supervision can be undertaken by SECOB staff or consultants. Inspection of works is in charge of SECOB's Department of Inspection. Contract signed between a given contractor and SECOB includes clauses that mandate contractor to implement environmental control activities and deploy an environmental team for environmental control. This request also applies to the inspector of works.

F. Environmental and Social Safeguards Specialists on the Team

Dianna M. Pizarro (GSURR)

Raul Tolmos (GENDR)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
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Environmental Assessment OP/BP 4.01	Yes	The Project does not foresee significant and irreversible environmental impacts and risks that could jeopardize the natural environment of its direct and indirect influential area. Following this Operational Policy [OP 4.01] the Project would be "Category B". This category is justified by the fact that the civil works during construction of new schools and renovations and remodeling of existing ones might only generate typical focalized, reversible and manageable impacts. Subcomponent 1.1 on reorganization of school supply and expansion of school infrastructure focus largely on school renovation (26 schools to be renovated out of 32 schools). Given that exact location of the 32 schools to be constructed and renovated is not known in all cases yet an Environmental and Social Management Framework (ESMF) will be prepared before appraisal. Schools will be located in already populated urban and rural areas in two Costa region provinces (Los Ríos and Guayas) and one Andean province (Bolívar).
Natural Habitats OP/BP 4.04	No	This policy should not be triggered because construction and renovation of schools will occur in built environments (rural and urban centers and their peri-urban areas) surrounded by productive landscapes (agriculture).
Forests OP/BP 4.36	No	This policy should not be triggered because the project does not consider any changes to forest management or any works in forest areas in the zones designated for new construction.
Pest Management OP 4.09	No	This policy should not be triggered because the project does not consider purchase, use or storage of pesticides.
Physical Cultural Resources OP/BP 4.11	Yes	This policy should be triggered as some of schools to be built may require minor excavations in Andean areas of the Bolívar Province where chance finds could occur. The ESMF or EMPs will include the relevant national procedures in the case of chance-finds.
Indigenous Peoples OP/BP 4.10	Yes	A social assessment will be carried out during project preparation to identify challenges and barriers faced by Indigenous families and youth to accessing and successfully completing basic and secondary education in the specific cantons identified for project financing. An Indigenous Peoples Plan (IPP) or multiple canton level IPPs will be prepared in

		collaboration with the relevant Indigenous stakeholders in each Canton, and once the IPP or IPPs hold the relevant cantons' broad community support, will be disclosed prior to appraisal. The social assessment will determine the most relevant and effective organization of the consultation processes and distribution of activities and responsibilities for the IPP or IPPs. The consultation process will be carried out in socio-culturally appropriate ways, taking into account language, organization, and cultural specificities. The social assessment will also evaluate gender issues related to basic and secondary education to identify whether specific actions could be supported by the project to improve the agency of boys or girls who are experiencing gender-based discrimination. The social assessment, consultation process and IPP(s) will build upon and strengthen the Ministry's existing Directorate for Intercultural Bilingual Education as well as the District level staff charged with social inclusion at a canton level.
Involuntary Resettlement OP/ BP 4.12	Yes	School expansion and new construction may require the involuntary acquisition of land that results in the impacts outlined in OP/BP 4.12. A screening process will be carried out for all sites known during project preparation. In cases where the involuntary taking of land is necessary, a Resettlement Action Plan (RAP) will be prepared. If it is determined during project preparation that all sites will not be known by project appraisal, a Resettlement Policy Framework (RPF) will be prepared to outline the agreed upon procedures and entitlements for involuntary resettlement that take place subsequent to appraisal.
Safety of Dams OP/BP 4.37	No	This policy should not be triggered given that the project will not support the construction or rehabilitation of dams nor will support other investments which rely on the services of existing dams.
Projects on International Waterways OP/BP 7.50	No	This policy should not be triggered because the project will not affect international waterways as defined under the policy.
Projects in Disputed Areas OP/ BP 7.60	No	This policy should not be triggered because the proposed project will not affect disputed areas as defined under the policy.

III. SAFEGUARD PREPARATION PLAN

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

A. Tentative target date for preparing the PAD Stage ISDS: 02-Jun-2015

B. Time frame for launching and completing the safeguard-related studies that may be needed.

The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The Social Assessment and consultation process to design the Indigenous Peoples Plans will be carried out between February and April. The upcoming safeguards mission in late January will determine whether sites for school construction and expansion will be determined prior to appraisal and thus whether a Resettlement Policy Framework would be necessary. For sites that are identified prior to appraisal, site screening will be carried out and if necessary, Resettlement Action Plans will be prepared during March and April.

Final Social and Environmental Assessments are planned to be ready and published by June 26, 2015 (Appraisal is planned by July 1st, 2015).

IV. APPROVALS

Task Team Leader(s):	Name: Marcelo Becerra	
<i>Approved By:</i>		
Regional Safeguards Coordinator:	Name: Glenn S. Morgan (RSA)	Date: 28-Jan-2015
Practice Manager/ Manager:	Name: Janet K. Entwistle (PMGR)	Date: 28-Jan-2015