



# Concept Environmental and Social Review Summary

## Concept Stage

### **(ESRS Concept Stage)**

Date Prepared/Updated: 12/15/2019 | Report No: ESRSC00638



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Angola	AFRICA	P168699	
Project Name	Girls Empowerment and Learning for All Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	5/4/2020	7/1/2020
Borrower(s)	Implementing Agency(ies)		
Ministry of Education	Ministry of Education and Development		

Proposed Development Objective(s)

To empower youth and improve learning outcomes.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>250.00</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?**

No

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

The Girls' Empowerment and Learning for All Project seeks to boost Angola's human capital. The Project's conceptual framework seeks to empower, educate, and employ Angolan youth, in order to maximize the country's demographic dividend. Component 1 aims to empower Angolan adolescents, with a particular focus on girls, by equipping them with skills, promoting greater take-up of health services (e.g. family planning, nutrition, sexual & reproductive health), and connecting those outside the school system to second chance education opportunities. Component 2 works to better educate children and adolescents already in the system, by improving teaching and measuring learning. Component 3 would enhance the readiness to learn of Angolans entering the school system by expanding access to kindergarten. It also seeks to keep more girls in school by creating more spaces in secondary and improving the school climate of existing schools. Assuring the transition to secondary education for girls and offering them a better chance



at skills acquisition through better learning, would result in future cohorts of labor market entrants that are more productive, and broadly contributing to growth. More importantly, they would be generating better incomes for themselves and their families, starting to have children later, and better able to invest in the health and education of their children, hence sparking a virtuous cycle at the household and national level. Crucial to achieving the Project objective would be the use of a multi-sectoral approach that builds on existing initiatives in other sectors (e.g. health, social protection, governance, water, agriculture) and those supported by partner organizations (e.g. UNICEF). The Project features a spatial approach to investing in human capital service delivery, in collaboration with other Bank investment operations.

#### D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]  
The Project will be implemented nationwide, including both rural and urban areas, prioritizing those municipalities where there is greater coverage gap and where Bank operations are already active. Consequently, environmental and social (E&S) contexts will differ among the specific project locations and subprojects. Sub-component 3.1 would support the expansion of education supply at nearly all levels of schooling. Its activities would entail, among others, civil works investments that include new school constructions, rehabilitation and expansion of classrooms. The project shall also support Hygiene Education which will include maintenance of sanitation facilities. Works related to rehabilitation and expansion of classrooms and to maintenance of sanitation facilities are likely to happen within the compounds of existing school facilities and are thus unlikely to lead to land acquisition. However, new constructions might result in land acquisition and involuntary resettlement. Although the procurement of local contractors for civil works will be prioritized, specialized external labor force will be required resulting in labor influx. At this stage of preparation, the specific project locations have not yet been identified. School users are expected to include persons with disabilities, such as students, teachers and staff.

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

The Ministry of Education (MOE) has the overall project preparation and implementation responsibilities. Although there has been previous engagement between the Bank and the education sector with the Learning For All Project (P137072), the Borrower has no experience implementing projects under the new Environmental and Social Framework (ESF), thus its institutional capacity can be considered weak. During the identification phase, two focal points (environmental and social) were identified to support the team in the preparation of E&S instruments, namely the ESCP, the SEP and the LMP. Both focal points participated in a training session on the new ESF, delivered by the Bank. Once the PIU is established, environmental and social specialists will be hired to coordinate and supervise the project's environmental and social aspects. As the project scope is nationwide and proposes several civil work activities (construction and rehabilitation), provincial E&S focal points should also be designated to closely monitor and supervise the implementation of the E&S measures with various stakeholders, including future contracted companies, as well as periodic reporting to the central E&S focal point. Once on board, both the PIU and local E&S will receive ESF training and continuous technical and advisory assistance from the World Bank on the identification and management of E&S risks and impacts.

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

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

Substantial



**Environmental Risk Rating**

Moderate

The project risk is classified as Moderate. The anticipated environmental risks/impacts are linked to activities to be funded under Component 3, including construction of new/ repurposing of existing classrooms and, sanitary facilities. Potential adverse risks and impacts on human populations and/or the environment are not likely to be significant and are mainly linked to construction phase and may include occupational health and safety (OHS), community health and safety, and pollution due to solid waste, dust, noise, and vibration. During the operation phase, potential environmental risks and impacts will likely be related to solid waste and wastewater management. These risks and impacts are expected to be managed through application of established mitigation measures. Borrower capacity to manage these risks and impacts are a factor in consideration of environmental risks, as it has no experience in preparing and implementing ESF.

**Social Risk Rating**

Substantial

The project’s social risk is deemed substantial given: i) the Borrower’s weak capacity on the ESF application and its first exposure to some of the project’s specific focus area of investment; ii) the construction investments that are likely to result in labor influx and resettlement issues; and iii) school related gender-based violence (SRGBV). The Project is anticipated to bring extensive economic and social benefits for the individual and society at large as a result of strengthening education outcomes for youth, especially girls, and opportunities for both women and men to acquire temporary employment through the project. Strengthening skills acquisition for youth as a result of this project will have a direct positive impact on their ability to earn more, be more employable in a wider range of jobs, be more empowered and thus, boost shared prosperity. In addition, reaching adolescent girls is critical as decisions made and behaviors established during this period will affect their social and economic life choices and opportunities. The impacts of this project may improve social attitudinal and cultural norms about gender equality and inclusiveness of other vulnerable groups, such as disabled students. In addition, it can engender less crime and induce greater civic participation. The Project will invest in empowering girls, which will most likely reduce teenage pregnancy, engage persons/youth with disabilities, and mitigate against gender-based violence (GBV), including school-related gender-based violence (SRGBV). Nonetheless, there is an institutional contextual risk, given the MEO’s first exposure to the new ESF and its little familiarity in managing E&S issues. This area is quite new for the Government of Angola and could lead to ownership, coordination and implementation challenges. A first screening of the GBV risks has been conducted through the GBV risk screening tool and resulted in “moderate” risks. Given the amount of the construction works, the proximity to school environments, the presence of SRGBV and the existing practice of transactional sex among adolescent girls and young women (AGYW), the GBV risk is more likely to be substantial. Finally, given the project’s investments in new constructions, refurbishing and expansion of classrooms, involuntary resettlement, land acquisition and labor influx issues might result from these interventions.

**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:**

Screening of the proposed project included review of the PCN, and the PAD for the Learning for all Project. The project shall support the expansion of education supply by investing in new construction or rehabilitation of classrooms and sanitary facilities. Priority areas would be those classrooms currently functioning in the open air and to municipalities where there is a greater coverage gap.



Key environmental and social issues related to constructions investment are expected to be: i) noise and dust; ii) disposal and management of construction waste; iii) general health and safety of workers and students; iv) labour influx; v) and involuntary resettlement. During the operation phase, potential environmental risks and impacts will likely be related to solid waste and wastewater management. These impacts are not envisaged to be significant or irreversible.

During the project's preparation, a gender-sensitive social analysis was conducted to identify the project's key social issues and vulnerable groups. The social analysis identified project's key social risks, such as: i) institutional contextual risk; ii) barriers to girls' participation in the education system; iii) teenage pregnancy and gender-based violence (GBV), including school related gender-based violence (SRGBV); and iv) disabled- children and adolescents' barriers in accessing the education system and in progressing in their education. Gender discrimination is prevalent at the household, community and societal levels, perpetuating restrictive roles of girls and women in society, and enabling socially-acceptable practices, such as child marriage. Adolescent girls and young women (AGYW) carry the heaviest burden of this. For instance, Angola's adolescent pregnancy rate is the fifth highest worldwide and 30 percent of girls are married by the age of 18. Relatedly, returns to education for girls are very low, especially in rural areas, where 6 percent of girls aged 12-18 attend school, as compared to 11 percent of boys. By the end of primary school, completion rates for boys are much higher than that of girls (59 percent vs 34 percent) and have more boys tend to transition to secondary school (63 percent vs 40 percent). Anecdotal evidence informs that SRGBV is also a risk, particularly for teenage girls. There have been cases of male teachers sexually exploiting female students in exchange of good notes. GBV can also negatively affect girls' school attendance, as girls are exposed to GBV risks along the way to school. Labor influx related to the constructions investments might also add an additional layer to the GBV risks given the proximity of female students to male workers and the already existing practice of transactional sex. A large portion of children with disabilities in Angola are not enrolled in school due to limited accessibility, lack of services as well as stigma and marginalization. UN estimated that in 2007 just half of the children and adolescents in need of special education were enrolled in school.

Specific locations where civil works will occur have not yet been identified. The Borrower will prepare an Environmental and Social Management Framework (ESMF) and a Resettlement Policy Framework (RPF) before appraisal. The ESMF will: i) include general environmental and social baseline information relevant to the project, including provision to screen for the presence of Indigenous Peoples under the social assessment; ii) assess anticipated E&S risks and impacts based on the relevant ESSs; iii) describe how subprojects will be reviewed and screened, including the type and timing of any subproject E&S assessment instruments; and iv) detail the institutional arrangements for E&S assessment, management, supervision and reporting. The ESMF will also provide measures for an Environment and Social Management Plan (ESMP) and Project Operational Manual (POM) to be prepared by the Borrower. The ESMF will include a social assessment section, which will require assessment of the key social risks to girls and boys in the education system, including an assessment of the gender-based violence (GBV) risks related to school environment, project's civil works and to reaching school, in addition to requirements for assessing the communities present to assist in the possible preparation of an IPP. At the current stage of project's identification, the project's GBV risks have been assessed as "substantial". The ESMF and the subsequent ESIA will further evaluate the GBV risks. Specifically, the ESMF will include a GBV risk assessment and a first generic GBV action plan (GBV-AP). The GBV-AP will be further refined during project's preparation and implementation when investment sites will be identified and it will be integrated in the ESIA-ESMP. A quantitative-qualitative study on preventive and risk factors to



girls' school retention is currently under development to guide the project's design. The study will investigate SRGBV and early childbearing risks as well and its outcomes will inform the ESMF. If during project's preparation, the GBV risk rating will be confirmed as "substantial", the PIU will include a gender-based violence specialist to provide GBV overall guidance and coordinate and supervise GBV interventions. The ESMF shall also include identification of disadvantaged and vulnerable people in the context of the project, including the presence of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities as per ESS7 and persons with disabilities vis-à-vis the Angolan education system. A project-level grievance redress mechanism (GRM) will be put in place to provide a transparent, inclusive, accessible, responsive and efficient communication and feedback channel between the project and its beneficiaries. The GRM will integrate specific procedures for potential GBV cases, including confidential reporting with safe and ethical documenting of GBV cases as well as a referral pathway to appropriate support services for GBV survivors.

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

The project will not rely on the Borrower's E&S Framework, in whole or in part.

**ESS10 Stakeholder Engagement and Information Disclosure**

To ensure a participatory, inclusive, and culturally appropriate approach during the project's life cycle, the Borrower will prepare a Stakeholder Engagement Plan (SEP) in line with ESS10 requirements, and will disclose before appraisal to ensure stakeholders feedback are integrated in a timely manner. The SEP will be proportional to the nature and scale of the project and associated risks and impacts. It will include other interested parties (OIPs), various beneficiaries and directly impacted project affected persons (PAPs), including disadvantaged and vulnerable groups. At the current stage of project's development, key project's stakeholders include: i) the MOE; ii) school administrations at national, regional and local level; iii) the teachers and school directors as a collective and as individuals; parents as a collective and individuals; students as a collective and individuals; iv) civil society, including local organizations working in the project's same thematic area; and v) international donors. During the consultative process, the Borrower will provide information to stakeholders on the potential environmental and social risks and impacts to integrate stakeholders' inputs into project's design and subsequent mitigation measures. Specifically, the Borrower will share information on equal educational opportunities for girls and boys, risks to and rates of teenage pregnancy, GBV and SRGBV risks, and challenges faced by disabled-children in accessing and progressing education. While engaging in consultations, the Borrower shall also share information on occupational health and safety of workers, students and school staff and on disposal and management of waste generated from the civil works activities.

The project will include a project-level GRM for handling complaints. The PIU, with the support of local institutions and community leaders, will be responsible for updating, logging, and addressing grievances and information requests. The GRM will have multiple uptake channels, including physical mailboxes, dedicated phone number, and an email address. Response and resolution timing will be specified during project's preparation. The GRM will include specific provisions to address grievances pertaining to GBV, including options for submitting grievances anonymously. A log table will be developed for registering every complaints received and documenting resolution steps. The PIU E&S will be responsible for coordinating, managing and supervising the overall grievance redress system.

**B.2. Specific Risks and Impacts**

Public Disclosure



**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

**ESS2 Labor and Working Conditions**

To date, the PIU will include civil servants, direct workers, direct contracted, third-party contracted and community workers. Quantification of the labor force to be employed by the project is not possible at this early stage in the project preparation process, but will be estimated in the appraisal ESRS. Labor influx is, however, expected. The Borrower will prepare Labor Management Procedures (LMP) to clarify that: a) civil servants are bound by their labor contracts, but the project will also ensure they meet ESS2 requirements regarding child labor, forced labor and OHS; and b) all workers must meet the above requirements regarding child labor, forced labor and OHS, as well as measures to establish written labor management procedures and ensure clear proper working conditions, non-discrimination, equality of opportunity, and the right to form workers' organizations. The project will include a GRM for labor-related complaints, based on national laws and procedures, as well as the requirements of ESS2. The Borrower will incorporate the requirements of ESS2 into contractual agreements with contractors together with appropriate noncompliance remedies. Once on board, contractors will prepare labor management plans to set out the way project workers will be managed in accordance with the requirements of national laws and ESS2. OHS risks and impacts will continually be assessed following ESS2 requirements.

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

The Project shall cover the rehabilitation of sanitary facilities, however it is not expected to use significant quantities of water, given that potential water use will be limited to drinking and supply for sanitary facilities. Sources of pollution during rehabilitation/construction of sanitary facilities may include dust, noise (likely be generated from the use of construction machinery and vehicle movement), erosion and runoff, and handling and disposal of solid and liquid wastes. ESMF to be prepared by Borrower shall include mitigation measures to manage the above potential impacts. The project is expected to have positive effects in terms of environmental health by supporting training sessions of municipal-level health technicians, school administrators, teachers, and peer educators to strengthen their skill-set to deliver education and awareness sessions. The training sessions would include hygiene and sanitation measures, including proper handwashing and maintenance of sanitation facilities, to ensure schools provide an inviting setting for adolescent girls to remain in schools.

**ESS4 Community Health and Safety**

Community health and safety issues are typically associated with construction sites' risks and impacts. The project will invest in new constructions, rehabilitation and expansion of classrooms and sanitation facilities. The ESMF will identify and assess potential Community Health and Safety risks of the project including occupational health and safety issues for workers, sexual exploitation and abuse (SEA), sexual harassment (SH), child labor, and discrimination against vulnerable groups. The mitigation measures of any expected civil works' impacts will be clearly specified in the C-ESMP based on the project's ESMP. No adverse health and safety risks related to provisioning and regulating ecosystem services impacts are anticipated. The project will apply the universal access approach to the design and construction of infrastructures where technically feasible to take into account the needs of disabled student, school's personnel's and visitors accessing the schools.

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



The project will invest in new construction, rehabilitation and expansion of classrooms and sanitation facilities. The implementation of these activities may require land acquisition and/or restriction on land use, which might result in involuntary physical and/or economic displacement. The investments’ specific locations are not yet identified, as such, Borrower will prepare a Resettlement Policy Framework (RPF). The RPF will be developed reviewed, consulted and disclosed in the country and at the World Bank web site prior to appraisal. Once investment sites are identified, the RPF will serve as the framework to draft the project’s RAP.

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

The project is not anticipated to have activities with impact on biodiversity or living natural resources. Project rehabilitation and construction activities will be located in already modified landscape or within existing school compounds. Hence, at this stage this ESS is not relevant.

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

At the current stage, specific locations where project investments will occur have not yet been identified. Given the project’s nationwide scope, it could be implemented in areas, for example in southern Angola, where IP/SSAHUTLCs are present. If, during preparation, the Bank determines that there are groups in the project area that meet the requirements of ESS 7, the Borrower will prepare, consult upon and disclose a Vulnerable Groups Planning Framework (VGPF) prior to appraisal. If project sites are only finalized during project implementation, then, where applicable, a VGPF or Vulnerable Groups Plan (VGP) will be prepared, consulted upon and disclosed during implementation.

**ESS8 Cultural Heritage**

Current identified constructions investments are unlikely to affect built heritage, intangible heritage, or natural heritage. However, Borrower will determine through the ESMF the potential risks and impacts on cultural heritage and will screen out those subprojects entailing risks/impacts on Cultural Heritage. The ESMF will include also include a “chance finds” procedure to be followed during project implementation, particularly during construction activities. Project activities will also be carried out in full respect of the cultural norms of the communities.

**ESS9 Financial Intermediaries**

This ESS is not relevant as the project does not involve FIs.

**C. Legal Operational Policies that Apply**

<b>OP 7.50 Projects on International Waterways</b>	No
<b>OP 7.60 Projects in Disputed Areas</b>	No

Public Disclosure





III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?

No

Financing Partners

Not relevant

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

Actions to be completed prior to Bank Board Approval:

- Preparation, consultation and disclosure of a draft Environmental and Social Commitment Plan (ESCP) - Before Appraisal;
- Preparation, consultation and disclosure of a draft Stakeholder Engagement Plan (SEP), including draft grievance redress mechanism (GRM) - Before Appraisal;
- Preparation, consultation and disclosure of: draft Environmental and Social Management Framework (ESMF), draft Resettlement Policy Framework (RPF) and Labor Management Procedures (LMP), and, where applicable, the Vulnerable Groups Planning Framework (VGPF) - Before Appraisal.

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

- Institutional arrangements for the management of ESS standards, including the recruitment of a qualified environmental and social specialist at the PIU and Provincial level ;
- Finalize the draft ESMF, RPF, LMP, SEP and, where applicable, the potential VGPF in a timely manner;
- Preparation of an ESIA-ESMP, Resettlement Action Plans and, where applicable, Vulnerable Groups Plans (VGPs), when required during project implementation;
- Designation of central and provincial social focal points;
- Development and implementation of institutional environmental and social capacity strengthening plan;
- Preparation, implementation and supervision of GBV Action Plans.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

02-Mar-2020

IV. CONTACT POINTS

World Bank

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Public Disclosure



**Borrower/Client/Recipient**

Borrower: Ministry of Education

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education and Development

**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

Task Team Leader(s):	Peter Anthony Holland, Leandro Oliveira Costa
Practice Manager (ENR/Social)	Kristyna Bishop Recommended on 13-Nov-2019 at 16:57:57 EST
Safeguards Advisor ESSA	Hanneke Van Tilburg (SAESSA) Cleared on 15-Dec-2019 at 20:11:38 EST