Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 03/16/2020 | Report No: ESRSA00499
## BASIC INFORMATION

### A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Region</th>
<th>Project ID</th>
<th>Parent Project ID (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niger</td>
<td>AFRICA</td>
<td>P168779</td>
<td></td>
</tr>
</tbody>
</table>

**Project Name**
Niger Learning Improvement for Results in Education Project

<table>
<thead>
<tr>
<th>Practice Area (Lead)</th>
<th>Financing Instrument</th>
<th>Estimated Appraisal Date</th>
<th>Estimated Board Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Investment Project Financing</td>
<td>2/11/2020</td>
<td>4/6/2020</td>
</tr>
</tbody>
</table>

**Borrower(s)**
Republic of Niger

**Implementing Agency(ies)**
Ministry of Secondary Education, Ministry of Primary Education

**Proposed Development Objective(s)**
To improve the quality of teaching and learning conditions in select regions, and strengthen education planning and management

<table>
<thead>
<tr>
<th>Financing (in USD Million)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Project Cost</td>
<td>140.00</td>
</tr>
</tbody>
</table>

### 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]

Building on the World Bank’s policy on human capital and especially on learning, and on the strong political commitment of the Government, the project will contribute to eliminate Niger’s learning poverty through the development and implementation of a new policy package with interventions focusing on the key determinants of learning, with an emphasis on the acquisition of reading proficiency in basic education. Component 1 will support improved teaching pedagogy in the classroom, while Component 2 will support direct interventions to enhance learning for all children and remedy the most critical learning deficits. Component 3 will strengthen the overall management of the education system, including through increased efforts for the monitoring and assessment of
education processes and outcomes. Component 4 is focused on project administration, and Component 5 consists of an Emergency Contingent Response zero-dollar component that has been added in the event of an unforeseen emergency response, given the fragile context.

D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
The salient physical characteristics relevant to the Environmental and social assessment are mainly related to the Subcomponent 1.1 on Strengthening the capacities of Teacher Education Colleges to produce qualified teachers. Under this component and according to the needs of each institution, the Project will improve infrastructure and equipment. The rehabilitation/construction activities or any physical infrastructure will be undertaken at the level of the Teacher Training Colleges and therefore within existing structures. The LIRE project is nationwide. The existing 11 Teacher Training Colleges are targeted to be strengthened, but not all of them will require rehabilitation/construction. The Borrower prepared and disclosed an ESMF to provide guidance on screening for potential risks and on managing unavoidable environmental and social impacts. When the screening is completed, the Borrower will prepare the relevant instruments for the 11 sites.

D. 2. Borrower’s Institutional Capacity
The Borrower has weak capacity for environmental and social due diligence with respect to donor funded operations. The Ministry of Primary Education (MEP) and the Ministry of Secondary Education (MES) which are responsible for the project implementation on have experience in implementing World Bank funded projects such as Education sector development projects, including the Niger - GPE - Support to Quality Education Project (P132405) and its related Additional Financing. This experience has provided the two Ministries with some capacity to apply World Bank environmental and social safeguards policies; and the development of appropriate safeguards mitigation instruments as well as their implementation and monitoring. However, both institutions lack experience with the new World Bank Environmental and Social Framework. The national legal and institutional framework for managing environmental and social risks and impacts exist and are adequate. However, implementation, monitoring and enforcement is weak and highly challenged due to under staffing and resource constraints. Significant efforts will be required to build the capacity of the PCU (such as the Implement Supporting Agency (ISA)) and familiarize the Bureau National d’Etudes Environnementales (BNEE) - the national body for the integration of environmental and social matters in development projects and programmes - with the ESF during project implementation. The PCU will hire two qualified, full-time Environmental and Social Development Specialists (the social specialist will have a strong knowledge and experience in GBV matters) with the role and responsibility of ensuring the management of environmental and social standards requirements. These specialists will support and coordinate activities at the implementing institutions. The environmental assessment regulations in Niger are defined by the 1998 Law n° 98-56 of 29 December 1998 and the 2016 guiding procedures to support Environmental Assessments in Niger. The project will extend technical resources to the implementing agencies that will directly work directly participate in the implementation of the activities (such as the counterparts of the PCU) to strengthen their capacities to manage project environmental and social risks and impacts in Niger.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)  Moderate
Environmental Risk Rating

Environmental risks are considered to be moderate because the environmental risks are expected of low magnitude, and are mostly site specific and located away from sensitive areas as the project plans to intervene on existing structures. Civil works will consist of the rehabilitation or construction of small classrooms. Although the provision of the Contingency Emergency Response Component could have potential negative environmental impacts and risks, no long-term or irreversible adverse impacts are expected from project implementation. To mitigate the weak capacity of the Borrower in managing social and environmental risks, the project will extend resources to the implementing agencies to strengthen their capacities to manage project environmental and social risks. Only enhancement measures related to improving health and sanitation measures may be necessary. An ESMF was prepared and disclosed.

Social Risk Rating

Overall, the social risks are considered to be Moderate in this project. The anticipated activities of the LIRE project will not involve significant or irreversible social risks. The anticipated social risks are mostly related to potential small-scale and site specific community health and safety issues which can be adequately managed/mitigated. All civil works will be carried out within the premises of Teacher Training Colleges (ENI) on land owned by the Government of Niger. Labor influx is likely to be minimal. Rehabilitation work of schools will mostly rely on local labor. Project activities are not likely to involve land acquisition nor physical and economic displacement of populations. However, there are risks associated with refugees in terms of regional stability, social cohesion and local perceptions, which will be mitigated through the following measures supported by the project: (a) intense community mobilization and sensitization, (b) adoption of a holistic and sustainable approach to address the educational needs of refugees and host communities simultaneously, and (c) the inclusion of refugee-related student data in the regular national data collection systems. Gender Based Violence (GBV) sensitization, would be carried out, as part of the Stakeholder engagement. In terms of GBV, the risk is estimated to be high, given the sector vulnerability regarding GBV. As such, a GBV action plan will be prepared and implemented by the project to address GBV risks mitigation and monitoring measures.

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 proposed project is expected to generate positive social impacts by enhancing teacher effectiveness, student learning and the instructional conditions in basic and pre-primary education. Education investments are associated with strong positive externalities, including economic, social and wider benefits, which should be sustained over the long term.

Under Subcomponent 1.1 (Strengthening the capacities of Teacher Education Training to produce qualified teachers) the Project will improve infrastructure and equipment, which includes rehabilitation/construction activities that may have risks and negative impacts on the environment. If the CERC will be implemented, the project can further induce some effects that entail environmental and social concerns. It is not expected that there would be any long-term or irreversible adverse impacts during project implementation. The risks and impacts due to construction activities are expected to be limited and generally site-specific.
Despite the fact that risks are expected to be manageable and small-scale, constructions could have moderate impacts which could be a source of inconvenience for workers and all those living or working at the Teacher Training College sites. The most prominent likely impacts are:

- Air quality, noise/vibrations, water pollution, poor sanitation, solid waste
- Uprooting of trees and cutting of shrubs made necessary by certain activities, with reduction of green spaces
- Risks of localized soil degradation, despite the fact that washout works will be limited in depth.
- Accidents caused by construction machinery traffic and possible non-compliance with safety instructions.
- Safety of the Teacher Training Colleges students and workers due to poor organization of work sites and work areas.
- Workers' accidents (scaffolding falls, misuse of equipment, electrocutions, etc.).

The Borrower prepared an ESMF to provide guidance on screening for potential risks and on managing unavoidable environmental and social impacts and types of instruments needed when the nature, scope and the Teacher Training Colleges that need rehabilitation/construction activities are known. The ESMF was publicly disclosed, both in-country and on the World Bank’s website before appraisal. Once the screening has been carried out, the Borrower will prepare the relevant instruments for the selected sites. The ESIA/ESMPs which will be disclosed prior to the commencement of construction/rehabilitation. Key elements of the ESMPs to be implemented by contractors will be included in the bidding documents in order to enable them to prepare their Contractor-ESMPs before the start of the works. Contractors will be required to prepare, and implement, Contractor ESMPs consistent with ESS1 requirements. GBV relevant mitigation measures will be reflected in the bidding documents.

The project will apply the relevant requirements of the Environmental Health and Safety Guidelines (EHSGs) due mainly to construction or rehabilitation of infrastructures. The Borrower will monitor the environmental and social performance in accordance with the legal agreement.

As some works might require some excavations, all construction contracts will include a “Chance Find” clause which will require contractors to stop construction in the event that archaeological sites are encountered during construction.

The borrower’s commitments to prepare and implement safeguard instruments throughout the lifecycle of the project is outlined in the ESCP.

**ESS10 Stakeholder Engagement and Information Disclosure**

In consultation with the Bank, the Borrower has prepared an inclusive and participatory Stakeholder Engagement Plan (SEP), proportional to the nature and scale of the project and associated risks and impacts, to be implemented throughout the project cycle. The SEP was disclosed prior to Appraisal. The borrower was engaged in meaningful consultations with all stakeholders and will continue to do so throughout the project life cycle paying attention to the inclusion of vulnerable and disadvantaged groups. Borrower will provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation. The Borrower will maintain, and disclose, a documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was considered, or the reasons why it was not.
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**

For the construction/rehabilitation purpose, the project will involve direct workers and contracted workers and to extent possible community workers and primary supply workers. Most of the labor will be locally hired, except for skilled workers who cannot be found in the project location. The project will therefore work with the contractors to ensure that they hire local unskilled labor to the extent possible for construction/rehabilitation of infrastructures to minimize the influx of unskilled labor and reduce the potential for harm. The Environmental and Social Assessment process will recommend relevant labor management measures including labor management plan when necessary. To ensure health and safety of workers during the construction and operational phases of the project, the PIU will develop and implement a proportional Health, Safety and Environmental (HSE) plan in line with World Bank Group Environment, Health and Safety (EHS) Guidelines for construction activities. The plan will include procedures on incident investigation and reporting, recording and reporting of non-compliance, emergency preparedness and response procedures and continuous training and awareness to workers on a regular basis. The Borrower shall ensure that the ESS2 requirements are incorporated: (a) the contracts between the Recipient and the Contractor and any entity (including the Owner’s Engineer) supervising the Project’s civil works; and (b) the contracts between the Contractor and any Contractors’ subcontractors.

All project staff will be provided with information and documentation that clearly presents their terms and conditions of employment. Any government workers working in connection with the project, on full or part-time basis, will remain subject to the terms and conditions of their existing public sector employment agreement, unless there is an effective legal transfer of their employment or engagement to the project. This will be taken into account in a Labor management procedures instrument (LMP) following the requirements of the ESS2.

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

The rehabilitation/construction under the component 1.1 will involve consumption of energy, water and raw materials. The Borrower will develop, under the ESMF, site-specific ESIs/ESMs which will take into account adequate measures for improving efficient consumption of energy, water and raw materials, as well as other resources. It is anticipated that during the project implementation air emissions be generated due to transport vehicles, and dust generated by digging activities. Those most likely to be affected are workers and people living within the proximity of construction/rehabilitation sites. The implementation of mitigation measures such as dust suppression and vehicle maintenance will be applied to minimize the impact of air emissions during construction/rehabilitation, and residual impacts are expected to be limited in scope and duration. Noise might likely be generated from the use of construction machinery and vehicle movements. The relatively short-term and small-scale nature of the works suggest that noise levels will not be excessive or cause long-term nuisances. The construction works will however, present short-term nuisance to the neighbors at some of the project sites. The Environmental and Social Management instruments to be prepared will include mitigation measures to minimize and manage the noise levels by applying standard restrictions to hours of site work. Construction/rehabilitation activities will generate solid waste which will primarily include excavated soil and solid wastes. The waste generated by the
construction/rehabilitation works will largely be disposed of at approved sites in accordance with national laws and regulations.

ESS4 Community Health and Safety
The Borrower will evaluate the risks and impacts of the project on the health and safety of the affected communities that are living within or in the construction/rehabilitation areas, during the project life cycle. In addition, the PIU will identify, evaluate and monitor the potential traffic and road safety risks to workers, students, affected communities and road users during construction/rehabilitation and, where appropriate, will develop measures and plans to address them. The ESMF provides an analysis of the current security situation and the impact of access to schools and GBV risks for teachers and students. The ESMF makes use the general EHSGs and also more specifically the EHSGs for construction activities for the identified subprojects in relation to community health and safety.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement
The project activities do not involve land acquisition nor physical or economic displacement of populations as construction/rehabilitation of infrastructures are conducted within Teacher Training Colleges (ENI).

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources
This ESS is expected to be of minimal relevance to this project. The existing ENI are not located in the vicinity of legally protected areas or areas of high biodiversity values. Major parts of project activities are likely to happen on existing footprints. The project will not involve primary production and/or harvesting of living natural resources. Uprooting of trees and cutting of shrubs may be necessary under the rehabilitation/construction, but very minimal in general.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities
At this stage and considering the country knowledge related to Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, this ESS is currently considered as not relevant.

ESS8 Cultural Heritage
The ESMF includes in the screening process questions to prevent impacts on any known tangible or intangible cultural heritage. Since the project will be financing civil works, some excavation, movement of earth and impounding can be expected. These types of activities pose the possibility of encountering unknown cultural heritage. All construction contracts will include as described under ESS1, a “Chance Find” clause which will require contractors to stop construction in the event that cultural heritage sites are encountered during construction.

ESS9 Financial Intermediaries
Not relevant because the project will not finance activities that involve Financial Intermediaries.
C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

OP 7.60 Projects in Disputed Areas

No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

<table>
<thead>
<tr>
<th>DELIVERABLES against MEASURES AND ACTIONS IDENTIFIED</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 1 Assessment and Management of Environmental and Social Risks and Impacts</td>
<td></td>
</tr>
<tr>
<td>Recruitment of two Safeguards specialists</td>
<td>07/2020</td>
</tr>
<tr>
<td>Preparation and disclosure of the draft ESMF before appraisal</td>
<td>01/2020</td>
</tr>
<tr>
<td>Disclosure of the final ESMF before board</td>
<td>03/2020</td>
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<tr>
<td>ESS 10 Stakeholder Engagement and Information Disclosure</td>
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<tr>
<td>Draft has been delivered</td>
<td>12/2019</td>
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<tr>
<td>ESS 2 Labor and Working Conditions</td>
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<tr>
<td>Labor Management Procedure</td>
<td>03/2020</td>
</tr>
<tr>
<td>ESS 3 Resource Efficiency and Pollution Prevention and Management</td>
<td></td>
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<tr>
<td>Preparation and implementation of the Waste and Hazardous Materials Management Plans</td>
<td>08/2020</td>
</tr>
<tr>
<td>ESS 4 Community Health and Safety</td>
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<tr>
<td>Prepare GBV assessment and action plan as part of ESIA/ESMPs</td>
<td>08/2020</td>
</tr>
<tr>
<td>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</td>
<td></td>
</tr>
<tr>
<td>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</td>
<td></td>
</tr>
<tr>
<td>Implement actions included in ESMF for trees protection and/or replacement</td>
<td>08/2020</td>
</tr>
<tr>
<td>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</td>
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<td>ESS 8 Cultural Heritage</td>
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<tr>
<td>Include a &quot;chance find procedure&quot; in bidding documents</td>
<td>08/2020</td>
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<tr>
<td>ESS 9 Financial Intermediaries</td>
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</tr>
</tbody>
</table>
B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

Areas where “Use of Borrower Framework” is being considered:
The operation will not use the Borrower’s E&S Framework in the assessment, development and implementation of sub projects. However, the project will comply with relevant national legal requirements.

IV. CONTACT POINTS

World Bank
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Borrower/Client/Recipient
Borrower: Republic of Niger

Implementing Agency(ies)
Implementing Agency: Ministry of Secondary Education
Implementing Agency: Ministry of Primary Education

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s): Pamela Mulet
Practice Manager (ENR/Social) Maria Sarraf Cleared on 15-Mar-2020 at 16:42:47 EDT
Safeguards Advisor ESSA Aly Zulficar Rahim (SAESSA) Concurred on 12-Feb-2020 at 10:57:19 EST