



# Appraisal Environmental and Social Review Summary

## Appraisal Stage

### **(ESRS Appraisal Stage)**

Date Prepared/Updated: 10/11/2019 | Report No: ESRSA00288



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Honduras	LATIN AMERICA AND CARIBBEAN	P169161	
Project Name	Honduras Early Childhood Education Improvement Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	10/7/2019	3/2/2020
Borrower(s)	Implementing Agency(ies)		
Ministry of Finance (Secretaría de Finanzas, SEFIN)	Ministry of Education (Secretaría de Educación - SE)		

Proposed Development Objective(s)

The objectives of the Project are to improve (a) SE’s institutional capacity for preschool management; (b) teaching practices of preschool educators; and (c) physical learning environments in preschools serving vulnerable children in targeted regions.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>39.50</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]**

Component 1: Strengthening SE’s institutional capacity for preschool management would contribute to strengthening SE’s capacities in two ways: i) in particular, for preschool education management and; ii) in general, for education sector management. First, the Project would support the strengthening of SE's key enabling conditions for sustainable preschool education management, namely: (i) Regulations and guidelines for preschool management, including norms, procedures, plans and manuals; (ii) Human resources for preschool management, including personnel, HR



organization and staff's qualifications; (iii) Community participation in preschool management, including social audit and community engagement and support; Second, the component will improve SE's Education Management and Information Systems, as a key enabling condition that will allow SE to make a more efficient education sector management. This action will complement other ongoing projects and interventions such as the strengthening of the Human Resources System and the School Infrastructure Management System financed by other donors. Together, this group of interventions will be hugely beneficial to the overall education sector.

Component 2: Updating curricular design for all preschool service modalities and improving teaching practices in CEPB and CCPREB aims to: (1) improve the quality and relevance of content in preschool programs; (2) provide preschool learning materials; (3) improve teacher and educators' practices nationwide through provision of 'in-service' training and coaching; and (4) strengthen SE's capacity to use child development assessments and lead research on education interventions to enhance the quality of teaching practices.

Component 3: Improve Physical Learning Environments in Preschools Serving Vulnerable Children in Targeted Regions aims to provide adequate, inclusive, resilient and sustainable preschool physical environments.

Component 4: Project Management and Evaluation: this component will support the strengthening of the SE's capacity to manage and oversee Project implementation and monitor and evaluate the Project's objectives and outcomes, including verification of DLIs.

Component 5: Contingency Emergency Response Component

#### **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 nationally and locally in both urban and rural areas, and will support the Honduran government to improve (a) Secretary of Education (SE) institutional capacity for preschool management; (b) teaching practices of preschool educators nationwide; and (c) physical learning environments in selected preschools in targeted regions, and will be organized in 5 components. The project's components 1,2 and 5 will be implemented nationwide, while component 3 will be implemented across 6 of the 18 departments of Honduras, namely (i) Colón; (ii) Copan; (iii) Gracias a Dios; (iv) Lempira; (v) Olancho; and (vi) Yoro. Honduras is characterized by mountainous and dense forest (82% of the country), large land areas exposed to hazards (75% of which with slopes greater than 25%), and coastal lowlands. Furthermore, Honduras is vulnerable to natural hazard risks including hydro-meteorological and associated extreme climatic events (floods, droughts, and landslides).

The socio-economic context in which the project will be implemented is characterized by: (i) having one of the highest poverty rates in Latin America; (ii) having the lowest gross enrollment rate (54% in 2015) in preschool education (in the Central American region), specially affecting the children pertaining to the indigenous and afro descendants' population, where 85% of them are living in poverty (UNICEF, 2012); (iii) having a large proportion of the population at severe risk from natural hazard events; (iv) political and ongoing violence that poses threat to the country's stability; and (v) low adaptive capacity at national, regional and local levels despite recurrent impacts of tropical storms, hurricanes and deforestation in a changing climate. As part of the environmental and social assessment (ESA)



process, the project counterparts has further assessed the current and future exposure of the project location(s) to relevant environmental, geophysical and natural hazards; Impacts on their physical infrastructure and assets in line with screened climatic and disaster risks; and, how the project components can consider these concerns to address the needs of vulnerable groups (e.g. children, women, indigenous peoples, and Afro-descendants). Further analysis has been carried out on the characteristics that are most relevant to the known nature, magnitude, and significance of the main potential temporary and permanent social impacts and risks of this project to affected people, including people with disabilities. Meanwhile, environmental issues identified, highlight the need to observe minimum health standards and sustainable considerations for safe, clean learning environments, as the preliminary screening shows Honduras' climate and disaster vulnerability affect education access and quality.

The six departments where the project will focus on concentrate an approximate of 60 % of the indigenous and 26% of the afro population of Honduras, respectively (Census 2013 -the indigenous population is of proxy 7.5% and the Afro, 1.3 % of the total population.) The focalization of preschools is being carried out by SE based on the following criteria: (i) socioeconomic status (based on the poverty index, rural/urban, indigenous population); (ii) education indicators (coverage, learning results, teaching staff); and (iii) school infrastructure conditions. Specific municipalities within each department will be targeted using the same criteria and a final list of Municipalities will be ready for appraisal. The final list of preschools to be intervened will be defined once the Project becomes effective, and based on the aforementioned criteria. The selected departments include areas susceptible to drought (e.g. Dry Corridor), floods and hurricanes (e.g. Caribbean lowlands), and it will cover children in disadvantaged regions and population groups (e.g. including indigenous and afro-descendant communities). To ensure that indigenous communities are prioritized, the ESMF and project's operational manual will establish a minimum percentage of the schools from the total to be intervened under the project, that must be located in indigenous communities.

Public Disclosure

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

The Secretariat of Education (SE) is the institution responsible for the implementation of the project. For this, a Project Coordination Unit (UCP by its acronym in Spanish) within SE, will be established. The UCP will be responsible for the implementation, management, monitoring, and reporting of project activities as well as for the management of environmental and social aspects. The UCP will also be in charge of the coordination with the following institutions:

1. General Directorate for the Building of School
2. Sub Directorate of Pre-Basic Education,
3. Sub Directorate of Indigenous Peoples,
4. Unit of Complaints,
5. Sub Directorate of Education for Social Protection and Rehabilitation,
6. Gender Mechanism
7. Directorate of Inclusive Education and others deem necessary

SE has limited technical, management, and operational capacity overall, with little institutional experience since it had a lending operation several years ago. This lack of recent experience creates risks in the preparation and implementation of relevant Environmental and Social (E&S) instruments, in accordance with the new Environmental



and Social Framework (ESF). The technical and administrative branches of the Ministry have difficulties coordinating with each other. The project is considering these needs in institutional strengthening and educational aspects for its curriculum-related support, pedagogical materials and teaching practices, to ensure social-inclusive, climate-informed and sustainability-oriented education training and capacity building, to ensure adequate social and environmental risk management.

Measures are specified in the project’s Environmental and Social Management Framework (ESMF,) and in the Environmental and Social Commitment Plan (ESCP) to ensure that qualified environmental and social specialists are sufficiently available to support the project and its subproject activities. Agreements will clearly specify rules and procedures beneficiaries must follow in areas including procurement, financial and social and environmental management.

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

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

Moderate

#### Environmental Risk Rating

Moderate

The environmental risk rating for this project is moderate. The project includes different types of activities such as technical assistance, capacity building, and investments in preschool infrastructure. The later includes: (i) the revision of the SE’s Planning Manual for building preschool centers to ensure these include environmental and climate change considerations, and the (ii) rehabilitation of existing preschool classrooms, and or the building of new preschools classroom in existing schools, and recreational areas, and provision of necessary furniture. Project activities are not expected to have significant negative environmental impacts. Key environmental risks and impacts are expected to be site-specific, short-term and reversible. These are mainly related to the infrastructure activities to be financed by the project and may include: (i) soil removal due to rehabilitation and construction activities of preschools; (ii) generation of solid waste from residual construction materials; (iii) nuisance related to dust generation, vibration and noise; (iv) impacts on surface and groundwater; and (iv) occupational health and safety hazards for the workforce.

#### Social Risk Rating

Moderate

The Social Risk is rated as moderate because the project context has some sensitive cultural and environmental elements such as working with indigenous and afro-descendant communities, where social exclusion and marginalization may exist, and which may pose a degree of risk and in terms of inclusiveness and cultural appropriateness. If not designed and implemented properly, the project may further disadvantage people in vulnerable or marginal situations, such as indigenous peoples and afro Honduran.

The design of the project includes measures to address the above concerns. The project seeks to implement pertinent, and inclusive care, and pedagogical practices and content nationwide; as well as to design and validate a comprehensive preschool education model, that aligns all relevant actors and elements to improve learning outcomes and holistic development of children’s potential. Even though not explicit, it is expected that the use of native languages will be one of those elements of improvement.

Public Disclosure



Under component 3, the project also includes some civil works such as classroom rehabilitation, and construction of new classroom within existing schools that are under the property of the SE. However, some of the existing schools that may be selected may be located in land that is owned under a regime of community property by indigenous communities. In such cases, the borrower will have to enter into an agreement with these indigenous communities to carry out the required rehabilitations and/or construction of new classrooms, as provided for under the ESMF and the IPPF. These agreements will have transparent record of consultations, to show that the communities have given consent if any land parcel needs to be used for a school rehabilitation/ expansion. The minutes of all consultations and written agreement will be co-signed by the project implementation unit representative and the community representative in line with the customs of the indigenous community.

The project is not expected to cause any involuntary taking of land. Any subprojects that may require such action, will be excluded from the project list.

## **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:***

This standard is relevant to the project. The project is expected to have moderate environmental and social risks and impacts. Under Component 3 “Improve Physical Learning Environments in Selected Preschools Serving Disadvantaged Children”, the project finances the revision of building codes and infrastructure standards and upgrade of the SE’s Planning Manual for Preschool Centers to ensure that preschool design and regulations incorporate resilience and sustainability considerations. Environmental impacts related to this activity are expected to be positive as they will help to strengthen the SE’s capacity to build better infrastructure that includes environmental, health and safety, water and sanitation, energy, natural hazards, and climate change considerations. This component also finances the rehabilitation of existing preschool classrooms, as well as the construction of new preschool classrooms in these existing schools, recreational spaces and the provision of school-related furniture. Potential negative environmental impacts from these activities are expected to be site-specific, manageable and temporary and will be related mainly to soil removal, waste generation and management, noise and dust nuisance, and occupational health and safety, among other impacts. This component also ensures that all selected preschool centers include access to basic services, thus specific measures to address this will be considered during the design of subprojects and included as needed. Depending on the type of activity to be carried out (repairs on sanitary facilities or construction of latrines), impacts may incur on surface and groundwater. Specific environmental measures to address these impacts have been included in the environmental and social instruments prepared for the project as it is detailed below.

In certain locations, the proposed Project may operate in a context of social exclusion, marginalization and violence which poses a risk in terms of inclusiveness and cultural appropriateness, including for indigenous and Afrodescendant communities, which are part of the project stakeholders and beneficiaries. Research has shown that exposure to violence at home, in school and in the community hinders the healthy development of children and leads to a series of long-term negative health impacts, including post-traumatic stress, social dissociation, increased levels of anxiety, and depression. In that context, the project’s interventions on preschool are crucial to contribute to enhance children’s resilience to violence and break the intergenerational transmission of violence. This includes a



strengthened curriculum to develop children socio-emotional skills as well as training teachers and SE's staff on violence prevention.

The Environmental and Social Assessment (ESA) which is integrated into the Environmental and Social Management Framework (ESMF) prepared by the client, further analyzes the positive and negative, direct and indirect environmental and social impacts of the project, evaluates project design alternatives and defines appropriate generic mitigation and management measures in accordance with the mitigation hierarchy (anticipation and avoidance, minimization, mitigation, offset or compensation). The ESA also analyzes the socio-cultural, institutional, historical and political context; legislative and regulatory considerations; key social issues and recommendations for project design and implementation arrangements, among others. The ESMF is in line with the Bank's Environmental and Social Standards and the World Bank Group's Environment, Health and Safety (EHS) Guidelines. The ESMF sets out the principles, rules, guidelines, and procedures that the borrower will use to assess the environmental and social risks and impacts of subprojects (rehabilitation/construction of classrooms.) Relevant Environmental and Social Management Plans will be developed for subprojects and that detail the measures to be taken during the implementation of these, to eliminate or to mitigate to acceptable level environmental and social impacts. The ESMF and the ESA, contain a description of the country's legal, institutional, environmental and social contexts, relevant to the project; main environmental and social risks, and impacts, and measures, associated to: direct and contracted workers, generation of hazardous and nonhazardous waste; exposure of communities to noise and traffic during construction phase; use of indigenous community land for the rehabilitation of new pre-school class room, that would benefit the indigenous communities, participation and consultation in the contexts of indigenous and afro Honduran communities.

Among the various measures, the ESMF/ESA propose to: introduce and implement the concept of Comprehensive Risk Management and Climate Change, into the curricular design of Pre-Basic Education Level; capacity building for the environmental and social management of the project; promote strong community participation, and participation of stakeholders, when promoting the Level of Pre-Basic Education in the communities; develop and implement an occupational Health and Safety Plan (measures); guidelines to work in Indigenous and Afro-Honduran communities with emphasis on participation, and elements of FPIC; code of conduct for workers in communities; Occupational Health and Safety Standards; requirement for labor management procedure, chance find procedures; Road safety and machinery maintenance; grievance redress mechanism; and Temporary relocation plan for students, 30 days before starting rehabilitation activities.

The ESMF includes the procedures for the development of site-specific Environmental and Social Management Plans (ESMP) for all sub-projects. These ESMPs will be developed prior to the beginning of subprojects' implementation. The ESMF, building on the ESA, includes the standards and provisions to consider elements to be reflected in the ESMPs. The ESA, ESMF and the ESMPs will among other elements address considerations in relation to the safety of schools, accessibility, disaster risk, and overall community safety during construction. In addition, these instruments will consider the implementation of technically and financially feasible measures for improving the efficient consumption of energy, water, and raw materials, as well as other resources during the construction of schools. Proper measures will be taken to avoid, minimize, or mitigate potential negative impacts on the biodiversity and on the sustainable management of natural resources; and will consider cultural heritage provisions on all infrastructure activities.

Public Disclosure



The Borrower and the Bank have considered to use the Bank’s E&S Framework in addressing the risks and impacts of the project, since SE's technical, management, and operational E&S capacities are limited, with little experience in implementing World Bank Projects, and difficulties of coordination between its technical and administrative branches.

The project also includes a Contingency Emergency Response Component (CERC) (Component 5) which aims to provide an immediate response to eligible emergencies. To ensure that the CERC Component complies with the requirements of the World Bank Environmental and Social Standards (as it will be outlined in the Financing Agreement and Operations Manual) the activities identified for financing under this component will be subject to an expedited review by Environmental and Social specialists, to determine if they are eligible under the ESF and compliance procedures.

### **ESS10 Stakeholder Engagement and Information Disclosure**

The main stakeholders of the project are: (1) Ministry of Education (SE) that has the mandate to rector all levels of the formal education system (pre-primary to secondary education); (2) Vice-ministry of Pedagogical and Technical Affairs and the Vice Ministry of Administrative and Financial Affairs; (3) Departmental, municipal, district and school level; (4) Indigenous and afro-descendant communities, its leaders and organizations; (5) ONGs; (6) Parents, children; and, (7) Public Government Agencies.

The project has formulated and will implement a stakeholder engagement plan. The SEP includes a project-level Grievance Redress Mechanism (GRM) accessible to project stakeholders per the requirements of ESS10. The GRM builds on existing country’s grievance mechanisms, and any sub-project taking place in Indigenous and Afro descendant communities will adopt the GRM to the cultural sensitivities of these communities. A specific Grievance Mechanism for project workers will also be established under ESS2.

As part of the Stakeholder Engagement Plan (SEP,) the Borrower will proactively engage with the communities to ensure their ownership and participation in project design, implementation, monitoring, and evaluation. The SEP outlines: (a) who the key stakeholders are; (b) how they are to be engaged; (c) how often the engagement will occur throughout the project; (d) how feedback will be solicited, recorded and monitored over the project; (e) who will be charged/responsible with this engagement; (f) timeline for this engagement, and so on. The process of stakeholder engagement has begun during preparation and will continue into implementation. Prior to appraisal, the following measures will be implemented: (i) stakeholder identification and analysis and (ii) planning how the engagement with stakeholders will happen, (iii) disclosure of information and (iv) consultation with the stakeholders noted above, and other groups not listed that might be relevant to reach out to.

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

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

### **ESS2 Labor and Working Conditions**



The standard is relevant given the potential of having “Direct workers” - in the form of Environmental & Social consultants and supervising consultants. Contracted workers employed through the third party are also expected to be engaged in the construction of schools. For contracted workers, they might be migrant workers. Here, some unskilled workers may be hired to perform small, repetitive, and unskilled tasks for the construction of schools. The project is expected to have government civil servants working in connection with the project. However, they will remain subject to the terms and conditions of their existing public-sector employment agreement or arrangement, unless there has been an effective legal transfer of their employment or engagement to the project. ESS2 will not apply to such government civil servants, except for the provisions of Protecting the Work Force, and Occupational Health and Safety). The project does not intend to be engaged with primary supplier workers and community workers. TORs for workers to be hired as well as the expected amount that will be employed will be defined at a later date and prior to project effectiveness. Before project effectiveness, the WBG team will review the specific HR processes and practices of the client in line with due requirements, taking into account parties finally responsible for the construction (e.g. firms). The contracts will need to include specific requirements related to third party employers, as well as the process for a grievance mechanism, occupational health and safety considerations and Labor Management Procedures. These will be developed by the borrower, where the Grievance Mechanism for Workers (GMW) will be developed prior to engaging Project workers.

The ESMF includes an Occupational Health and Safety Plan (OHSP) in line with the World Bank Group’s EHS Guidelines and a Code of Conduct applicable to all workers involved in construction activities. Both will be used as guidelines to ensure health and safety of workers during the construction activities and will be incorporated into the specific ESMPs and bid documents for all investments. The LMP will be developed by the borrower, no later than two (2) weeks after project effectiveness, or before the hiring of workers, whichever comes first, and implemented throughout Project execution.

The employment of project workers will be based on the principle of equal opportunity and fair treatment, and there will be no discrimination with respect to any aspects of the employment relationship. In addition to the terms of employment and working conditions, the labor-management procedures for the project will set out measures to prevent and address harassment, intimidation and/or exploitation. The borrower will need to develop, socialize and implement a code of conduct.

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

The standard is relevant given that rehabilitation and construction of preschool classrooms may generate impacts in the form of waste and air emissions, among others. Appropriate mitigation measures have been developed as part of the ESMF following the mitigation hierarchy and include the following:

**Vegetation and soil loss:** Some soil removal and clearance of vegetation could be expected from construction activities for new preschool classrooms (in existing schools) and recreational spaces. Construction material needed for the rehabilitation and construction activities (sand, stones, timber, etc.) will be obtained from licensed quarries and certified timber suppliers.



Waste management: Construction waste will include mostly waste from excavated soil, debris and hazardous waste such as hydrocarbon oils from construction machinery and vehicles. Any waste generated by the construction activities will be disposed according to national regulations and international best practices. The ESMPs (as an annex to Construction Contracts) will include specific measures and requirements for the management of construction waste during the rehabilitation of existing infrastructure and/or the construction of new classrooms in existing schools. The ESMPs will also include specific considerations for waste management that could potentially contain asbestos or any other dangerous materials.

Air emissions and noise: These may be generated during the construction phase from the use of heavy vehicles, machinery, and construction activities. The ESMF considers specific mitigation measures which include dust suppression and vehicle maintenance to minimize the impact of air emissions.

Water: Some of the project activities may include the installation of bathroom connections to the water supply and sanitation system, while others may include the construction of latrine facilities. The ESMF includes specific mitigation measures to ensure their proper installation.

Energy efficiency measures such as efficient lighting, cooling, heating, and other energy efficiency equipment, as well as water efficiency equipment will also be considered during the construction and operational phase of the project. The ESMPs will include specific considerations to address both energy and water efficiency considerations.

Additionally, current and future impacts of identified climate and geophysical hazards on the physical learning infrastructure and assets will be considered, to make schools safer and improve the quality, resilience, and sustainability of their infrastructure. Therefore, resilience and sustainability considerations need to be observed (safety, health & environment, water access, supply & sanitation, clean energy access & efficiency, natural disasters, climate change, and land degradation), in line with the WBG EHS Guidelines.

#### **ESS4 Community Health and Safety**

The Standard is relevant because the construction of schools may imply community exposure to noise, traffic, and road safety – if there is unusual movement of transport of material for the construction of schools in communities.

Potential community health and safety risks, particularly road safety risks associated with traffic diversions for civil works activities will be assessed at a site-specific level, and site-specific Traffic Management Plans will be developed as necessary as part of subproject’s ESMPs. Occupational health and safety considerations for infrastructure work will be developed in the subprojects’ ESMPs, and will be consistent with the OHSP developed as part of the ESMF. Emergency Preparedness Plans will also be developed as part of subprojects’ ESMPs. The ESMF also includes specific considerations for the installation of a security system around each construction site and equipment (fences) as well as, a Temporary Relocation Plan for temporary relocation activities of classrooms rehabilitation works during the construction period to protect the health and safety of children, school staff, vendors, visitors and nearby communities as needed.



As part of the project activities to be financed, there will be requirements for provision of proper sanitary facilities, as well as clean and assured water supply in schools. Where technically and financially feasible, the Borrower will also apply the concept of universal access to the design and construction of schools. Because Honduras is a Climate Vulnerable Country, it is also imperative that the schools' structures are sound and resilient to climate change. While some of the infrastructure works will take place in an existing footprint, the Borrower will consider the incremental risks of the public's potential exposure to operational accidents or natural hazards, including extreme weather events. Borrower will carry out school-based risk education technical assistance and simulation exercises targeted to children, teachers and school directors to encourage appropriate behavior.

The Environmental and Social Management Plans will address measures related to security personal, when contractors will retain direct or contracted workers to provide security to safeguard its personnel and property. it will assess risks posed by these security arrangements to those within and outside the project site. The borrower will not sanction any use of force by direct or contracted workers in providing security except when used for preventive and defensive purposes in proportion to the nature and extent of the threat. The contractor will: (i) make reasonable inquiries to verify that the direct or contracted workers to provide security are not implicated in past abuses; (ii) train them adequately (or determine that they are properly trained) in the use of force (and where applicable, firearms), and appropriate conduct toward workers and affected communities; and (iii) require them to act within the applicable law and any requirements set out in the ESCP. The borrower will review all allegations of unlawful or abusive acts of security personnel, act (or urge appropriate parties to act) to prevent recurrence and, where necessary, report unlawful and abusive acts to the relevant authorities.

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

The standard is relevant. The project is intended to primarily intervene in schools that are already within SE's property, and the sub-project screening (there are a set of criteria that will lead to the selection of subprojects) will also include criteria to prevent cases of involuntary resettlement. However, some of the existing schools that may be selected may be located in land that is owned under a regime of community property by indigenous communities, and some civil works such as classroom rehabilitation and/or construction of new classrooms in these existing schools may require some additional land in small amounts (a couple of square meters). In these cases, the borrower will make sure that proper arrangements are made with the respective indigenous communities for the use of these lands, and will have their consent.

According to the property law, decree No. 82-2004, Honduras recognizes the collective rights of indigenous communities to the land they have traditionally occupied. The law enables communities to enter into agreements related to their lands in activities that benefit community development. .

The stakeholder consultation process with indigenous communities in Honduras developed for the formulation and implementation of the Project, showed that the indigenous communities have a high demand for the project, and see this as part of their efforts to promote their local human development. Their specific views and recommendations are reflected in the Stakeholder Engagement Plan and in the Indigenous Peoples Planning Framework developed for this project.



Any agreement for the use of land for the purpose of rehabilitating classrooms or building new classroom in existing schools, between the Borrower and the indigenous communities will be subject to prior Bank approval, These agreements may be acceptable providing the Borrower demonstrates that: (a) the indigenous communities have been appropriately informed and consulted about the project and the choices available to them; (b) the communities are aware that refusal is an option, and have confirmed in writing their willingness to proceed with the agreement; (c) the amount of land that will be used to expand existing schools is minor and will not reduce the communities' remaining land area below that required to maintain their livelihood at current levels; (d) no household relocation is involved; (e) the communities are expected to benefit directly from the project; and; (f) It occurs with their consent. The Borrower will maintain a transparent record of all consultations and agreements reached. This record will include minutes of all consultations, and a written agreement co-signed by the appropriate representative of SE, and the community representative or representatives in line with the customs of the indigenous community.

Additionally, these agreements will be registered in the respective ESMPs and Indigenous Peoples Plans (IPPs) prepared in accordance with the ESMF and IPPF respectively. If the borrower is unable to obtain an agreement with the indigenous communities, the respective civil works will not be carried out.

The project does not intend to cause any involuntary taking of land, and exclusion criteria will be reflected in the ESMF and ESMPs, to prevent this from happening.

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

The Standard is relevant in that, project construction activities -even though minor- may take place in a buffer and/or core zones of natural reserves. Specific measures will be considered to ensure that all infrastructure works do not take place near biodiversity and natural resources sensitive areas. These measures will aim to avoid, minimize, or mitigate potential impacts that may have some significant negative impact on the biodiversity and on the sustainable management of living natural resources and will be included in subproject's ESMPs as needed.

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

The Standard is relevant in that, indigenous and afro-descendant communities will be present in the project area. These communities meet the four criteria to be considered indigenous, as stated in multiple secondary sources of information. The Borrower will design and implement the project in a manner that provides affected Indigenous Peoples with equitable access to project benefits. The concerns or preferences of Indigenous Peoples will be addressed through meaningful consultation and project design, and documentation will summarize the consultation results and describe how Indigenous Peoples issues have been addressed in project design. Arrangements for ongoing consultations during implementation and monitoring will also be described. The Stakeholder Engagement Plan (SEP) will describe the overall approach to engaging with indigenous communities. The Borrower has prepared an Indigenous Peoples Planning Framework (IPPF) to guide the identification, planning, and design of project activities that will be identified during implementation. As appropriate, sub-project specific Indigenous Peoples Plan (IPP) will be developed. The IPPF will also set out the circumstances under which Free, Prior and Informed Consent (FPIC) may need to be obtained and that could be the case for agreements between the borrower, and the



indigenous communities, to use the land of these communities for the purpose of conducting a minor expansion of existing schools through classroom rehabilitation and/or construction of new classrooms in these existing schools. If the borrower is unable to obtain an agreement with the indigenous communities, the respective civil works will not be carried out.

**ESS8 Cultural Heritage**

The standard is relevant in that construction of preschool classrooms may incur in excavations that could be profound enough to dig up/or uncover archaeological artefacts hidden from view. The Borrower will develop and implement a chance finds procedure as part of the subproject’s ESMPs for all activities which may involve any excavation of soil and as part of construction contracts to be awarded under the project.

**ESS9 Financial Intermediaries**

The standard is not relevant. FI's are not part of this project.

**B.3 Other Relevant Project Risks**

We don't envisage other relevant project risks

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways**

No

The project does not include activities which would involve the use or potential pollution of any international waterway.

**OP 7.60 Projects in Disputed Areas**

No

No disputed areas are part of the intended project area of influence.

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

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
<b>ESS 1 Assessment and Management of Environmental and Social Risks and Impacts</b>	
Environmental and Social Assessment	09/2019
Environmental and Social Management Framework.	09/2019
Environmental and Social Management Plans.	11/2020
<b>ESS 10 Stakeholder Engagement and Information Disclosure</b>	
Stakeholder Engagement Plan (SEP)	09/2019

Public Disclosure



Grievance Redress Mechanism	09/2019
<b>ESS 2 Labor and Working Conditions</b>	
Labour Management Procedures.	04/2020
Grievance Redress Mechanism as part of the LMP.	04/2020
OHSP as part of the ESMF.	09/2019
Emergency Preparedness and Response considerations, as part of the ESMF.	09/2019
Project workers training.	05/2020
<b>ESS 3 Resource Efficiency and Pollution Prevention and Management</b>	
Waste management, energy, and water efficiency considerations as part of the ESMF.	09/2019
Implementation of measures to appropriately manage hazardous and other wastes associated with project activities will be developed as part of ESMPs.	03/2021
<b>ESS 4 Community Health and Safety</b>	
Measures for community safety will be reflected in the ESMF	09/2019
Implementation of Occupational Health and Safety Plans, Traffic Management Plans and Emergency Preparedness Plans included as part of ESMPs.	03/2021
<b>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</b>	
The project will exclude financing any civil works that would require involuntary land taking, as per indicated in the ESMF. Any land donations will follow ESS5 requirements -that will be reflected in the ESMF and ESMPs.	09/2019
<b>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</b>	
Measures to avoid or address negative impacts on biodiversity and natural resources as a result of infrastructure activities will be included in subproject's ESMPs.	09/2019
<b>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</b>	
Indigenous Peoples Planning Framework (IPPF)	09/2019
Grievance Redress Mechanism	09/2019
Indigenous Peoples Plan (IPP)	09/2020
<b>ESS 8 Cultural Heritage</b>	

Public Disclosure



Ensure chance find procedure are included as part of subproject’s ESMPs and in all bid documents.	11/2020
<b>ESS 9 Financial Intermediaries</b>	
Not applicable	

**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:**

None. The borrower will rely on the Banks’s E&S framework. This is because, technical, management and operational capacities are limited; there is little experience in implementing World Bank Projects, and there are difficulties of coordination between technical and administrative branches of the Ministry of Education.

**IV. CONTACT POINTS**

**World Bank**

Contact:	Alonso Sanchez	Title:	Senior Economist
Telephone No:	473-1734	Email:	asanchez1@worldbank.org

**Borrower/Client/Recipient**

Borrower: Ministry of Finance (Secretaría de Finanzas, SEFIN)

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education (Secretaría de Educación - SE)

**V. FOR MORE INFORMATION CONTACT**

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

**VI. APPROVAL**

Task Team Leader(s): Alonso Sanchez

Public Disclosure



Practice Manager (ENR/Social)

Maria Gonzalez de Asis Cleared on 09-Oct-2019 at 08:55:4 EDT

Public Disclosure