Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 06/14/2019 | Report No: ESRSA00202
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>
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<tbody>
<tr>
<td>Guinea</td>
<td>AFRICA</td>
<td>P167478</td>
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</table>

Project Name: Guinea Project for Results in Early Childhood and Basic Education

Practice Area (Lead) Financing Instrument Estimated Appraisal Date Estimated Board Date
Education Investment Project Financing 3/25/2019 7/2/2019

Borrower(s) Implementing Agency(ies)
Ministry of Economy and Finance Ministry of Education MEN-A

Proposed Development Objective(s)
The Project Development Objectives (PDO) are to improve access to, and the quality of early childhood and basic education in the Project Areas and to strengthen the capacity of the education system to deliver better results.

Financing (in USD Million) Amount
Total Project Cost 50.00

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 Project would be implemented over a four-year period and would be the first results-based project in Guinea. The Project components would be the following: (i) Component 1: Improving equitable access to pre-school education; (ii) Component 2: Improving pre-school and basic education quality using technological innovation; (iii) Component 3: Strengthening education sector management capacity; (iv) Component 4: Project Management and Monitoring and Evaluation. The results used to measure the achievement of the project's development objective would be the following: (i) Number of children attending public ECE classes (of which percentage of female); (ii) Early learning quality and outcomes as measured through the Monitoring Early Learning Quality and Outcomes (MELQO); (iii) Percentage of stakeholders who use net-accessible dashboards for decision-making, advocacy or informational
purposes, as measured by an end-line sample survey of decision-makers; (iv) Teachers recruited or trained (of which percentage of female) – Corporate Results Indicator (Core Result Indicator (CRI)); and (v) Students benefitting from direct interventions to enhance learning (of which percentage of female) (CRI).

**D. Environmental and Social Overview**

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]

The project aims to increase equitable access to pre-school education through the construction of fully equipped classrooms that meet minimum quality standards for construction, age-appropriate learning materials and water points and latrines.

This project will be implemented nationally in both urban and rural areas. The exact locations for the new classrooms, latrines and waterpoints will be identified during implementation. No land acquisition or economic displacement is expected as the investments to be financed will take place within existing school boundaries on land already managed by the Ministry of Education.

**D. 2. Borrower’s Institutional Capacity**

The environmental policy framework is rooted in the provisions of the Constitution Art19 (3). The Environment Code was published on May 28, 1987 and is under the responsibility of the Ministry of the Environment through the Guinean Bureau of Studies and Environmental Assessment (BGEEE). Human and logistical resources within the Ministry of Environment remain limited. The capacity of BGEEE to ensure an effective ESMPs monitoring remains very limited.

The project proponent, the Ministry of Education, will host the PIU for this project. It is the same PIU as the FoCEB project and therefore the staff have some experience with the implementation and monitoring of World Bank safeguard instruments. An institutional capacity assessment of this PIU was carried out during preparation and various recommendations made. These recommendations include an agreement that the PIU will hire both a full time qualified environmental safeguard specialist and a social development specialist within three months of project approval. These specialists will be provided with the necessary resources such as transportation and IT as well as administrative support in order to assist them with carrying out their work. Other institutional strengthening recommendations have been included in the ESCP.

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

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

**Environmental Risk Rating**  
Moderate

The risk classification is moderate because the Project which entails the construction of fully equipped classrooms and water points and latrines will likely generate minimal adverse impacts that are site-specific, limited in number, and can be mitigated with measures that are readily identifiable. The key environmental issues that can be anticipated at this stage are related to: (i) nuisances related to air and noise emissions; (ii) impact on water quality; (iii) disposal and management of waste during the construction phase; (iv) traffic management during the
construction phase; (v) occupational health and safety of workers; and (vi) community health and safety. Guidance regarding how to manage these impacts and measures for how to mitigate them are included in the ESMF and reflected in the ESCP.

**Social Risk Rating**

Moderate

Investments financed by the project will not require any land acquisition, involuntary resettlement or economic displacement. There may be minor labor influx but this will be minimized by the focus on hiring local labor for the small civil works (construction of classrooms, latrines and water points). Nuisance concerns such as noise, dust and traffic restrictions are also expected to be minor and temporary. Long term social risks such as GBV/SEA are being addressed with a comprehensive sensitization campaign that is outlined in the SEP.

**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 project will finance the construction of classrooms, water points and latrines for existing schools. These will be built on land already owned or managed by MEN-A or the municipality and it is expected that any negative impacts on usufructuary rights and private third party owners will be minimal and temporary in nature. The Project will make use of this standard to assess and manage risks and impacts. As the exact location of the civil works are not known at this stage, an Environmental and Social Management Framework (ESMF) was prepared to provide guidance on screening for potential risks and on managing unavoidable environmental and social impacts. The Environmental and Social Commitment Plan (ESCP) will outline the client’s commitments to prepare and implement safeguard instruments throughout the lifecycle of the project. During implementation, potential sites will be screened by MEN-A’s E&S specialists to ensure that negative impacts are minimized or avoided. Screening criteria has been included in the ESMF and will be properly documented. The ESMP will include clearly defined mitigation measures for construction and operational phases, roles and responsibilities, time plans, costs and implementation arrangements for each mitigation measures recommended. Construction Contractors will be required, as a condition of their contracts with the Project, to implement and comply with the ESMP, including Labor Management Procedures and Occupational Health and Safety measures. The ESMF will make use of the general and sector-specific EHSGs for the identified activities in relation to occupational and community health and safety.

**ESS10 Stakeholder Engagement and Information Disclosure**

A draft SEP has been prepared that outlines the key stakeholders and the approaches that will be used to consult with them and ensure their participation. It contains a summary of the consultations held during preparation and a comprehensive list of the direct and indirect stakeholders. It is cross referenced in the ESMF and the ESCP.

**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 project footprint is relatively discrete and will not require a significant amount of outside labor. In the PIU, the staff that will be directly supporting the implementation of the project are a combination of government civil servants (3) and contractors (4) that are full time and assigned for the duration of the project. The majority of labor for project activities will be locally hired with the exception of skilled workers who cannot be found in the project location. Labor camps are not anticipated. Experience indicates that the influx of workers and followers into a project area can lead to adverse social impacts such as gender-based violence (GBV), sexual exploitation and communicable diseases for local communities, especially if the communities are rural, remote or small as they may be for some of the project sites. The project ESIA will determine whether a specific labor management plan is required (in the case of significant impacts) and whether (in a low risk scenario) the ESMP can include labor related clauses and preventive health measures.

Civil works contracts will incorporate social and environmental mitigation measures (ESMP; the Environmental Health and Safety Guidelines; Codes of Conduct.) as well as specific language referencing the prioritization of the hiring of unskilled local labor. All civil works contracts will include industry standard Codes of Conduct that include measures to prevent GBV/SEA.

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

The environmental impact of the construction activities is considered minimal, site-specific and reversible. The required building material will potentially include stones, sand, concrete blocks and timber and will be obtained from licensed quarries and certified timber suppliers when possible. During the construction phase, air emissions will include exhaust from heavy vehicles and machinery and dust generated by construction activities. Those most likely to be affected are people living within the near proximity of the construction sites. The implementation of mitigation measures such as dust suppression and vehicle maintenance will be used to minimize the impact of air emissions during construction and residual impacts are expected to be limited in scope and duration. During the construction phase, noise might likely be generated from the use of construction machinery and vehicle movement. 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 public and to owners adjacent to some of the project sites. The Environmental and Social Management Plan to be prepared by MEN-A will include mitigation measures to minimize and manage the noise levels such by applying standard restrictions to hours of site work. Construction activities will generate solid waste which will primarily include excavated soil and debris and hazardous waste such as hydrocarbon oils from construction machinery and vehicles. The waste generated by the construction works will largely be disposed of at approved sites according with the national laws and regulations.

**ESS4 Community Health and Safety**

Experience indicates that the influx of workers and followers into a project area can lead to adverse social impacts such as gender-based violence, sexual exploitation and communicable diseases for local communities, especially if the communities are rural, remote or small as they are in the case of this project. In a high HIV prevalence context, there may also be a need to minimize the inflow of external workers. The Borrower will evaluate the risks and impacts of the project on the health and safety of the affected communities during the project life cycle, including those who may be most vulnerable. The ESIA will provide a more complete analysis of the current security situation.
and the impact on access to schools and GBV risks for teachers and students. For all the construction work, it will be stipulated in the ESMP that the contractor should install a security system around the project sites and equipment (fences and security guards if necessary) during the entire construction period. If the construction works are carried out on land owned by MEN-A, the contractor will use the existing security system if possible. When works take place on open roads, equipment and vehicles will be brought together to one single protected area during the night to ensure both community and worker’s safety. The ESMF makes use of the general and sector-specific EHSGs for the identified subprojects in relation to the community health and safety.

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

The project does not involve land acquisition leading to physical or economic displacement. The project will finance the construction of classrooms, water points and latrines for existing schools. These will be built on land already managed by MEN-A or the municipality and it is expected that any negative impacts on usufructuary rights and private third party owners will be minimal and temporary in nature. During implementation, potential sites will be screened by MEN-A's E&S specialists to ensure that negative impacts are minimized or avoided. Screening criteria has been included in the ESMF and will be properly documented.

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

The proposed project is not expected to involve primary production and/or harvesting of living natural resources. Hence, potential environmental risks and impacts associated with this ESS will be limited. The clearance and loss of areas of vegetation and fauna habitat will be minimal. The ESMF provides guidance on screening and mitigation measures to ensure that project activities do not alter or cause destruction of any critical or sensitive natural habitats including wetlands. As the sites for the classrooms, water points and latrines are likely to be already in use, it is not expected that they will have a negative impact on these kinds of habitats. The environmental risk for ESS6 is therefore minimal and if any wetlands are encountered during the excavation works, the risk will be managed by applying known mitigation measures to be included in the site ESMPs.

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

There are no Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities living in the project area.

**ESS8 Cultural Heritage**

The ESMF includes guidance regarding how to manage any negative impacts on cultural heritage at project sites. Since the project will be financing some civil works, some of excavation, movement of earth and impounding can be expected. These types of activities pose the possibility of encountering both known and unknown physical and cultural resources. Though the possibility is not considered significant, the borrower will avoid impacts on cultural heritage and where such avoidance is not possible, will identify and implement measures to address these impacts in accordance with the mitigation hierarchy. The treatment of PCR including archaeological relics, fossils, human graves,
shrines, sacred trees or groves that may be encountered will follow a Chance Finds Procedure outlined in the ESMF and that will be elaborated in the Environmental and Social Management Plans. Construction is limited to small civil works at existing schools. There will not be any major or new construction. However, the ESMF includes "Chance find procedures" and all specific construction contracts will include a “Chance Find” clause which will require contractors to stop construction in the event that cultural property sites are encountered during construction. This will also be monitored as part of the GRM and the SEP.

ESS9 Financial Intermediaries
This standard is not currently relevant

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways
No
This policy is not triggered as the project does not anticipating to finance new or rehabilitate irrigation schemes that could impact international waterways.

OP 7.60 Projects in Disputed Areas
No
This policy is not triggered as the project does not anticipate any disputes in the targeted area.

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>12/2019</td>
</tr>
<tr>
<td>Covered under the ESMF</td>
<td></td>
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<tr>
<td>Mitigation measures will be detailed under the ESMP during implementation</td>
<td></td>
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<tr>
<td>ESS 10 Stakeholder Engagement and Information Disclosure</td>
<td>12/2019</td>
</tr>
<tr>
<td>Covered in the SEP</td>
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<tr>
<td>ESS 2 Labor and Working Conditions</td>
<td>12/2019</td>
</tr>
<tr>
<td>Labor Management Procedures outlined in the ESMF and will be further detailed under the ESMP</td>
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<tr>
<td>ESS 3 Resource Efficiency and Pollution Prevention and Management</td>
<td>12/2019</td>
</tr>
<tr>
<td>Covered under the ESMF</td>
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<td>ESS 4 Community Health and Safety</td>
<td>12/2019</td>
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<tr>
<td>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</td>
<td>Covered under the ESMF</td>
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<tr>
<td>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</td>
<td>Covered under the ESMF</td>
</tr>
<tr>
<td>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</td>
<td>Not relevant</td>
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<tr>
<td>ESS 8 Cultural Heritage</td>
<td>Covered under the ESMF and will be further detailed under the ESMP</td>
</tr>
<tr>
<td>ESS 9 Financial Intermediaries</td>
<td>Not relevant</td>
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### 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?**

*In Part*

**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 project activities. The project will comply with relevant national legal requirements.

### IV. CONTACT POINTS

**World Bank**

<table>
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<th>Karine M. Pezzani</th>
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<thead>
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<th>Title: Lead Education Specialist</th>
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**Borrower/Client/Recipient**

| Borrower: | Ministry of Economy and Finance |
Implementing Agency(ies)
Implementing Agency: Ministry of Education MEN-A

V. FOR MORE INFORMATION CONTACT
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VI. APPROVAL
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