



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 10/27/2020 | Report No: ESRSA01112



BASIC INFORMATION

A. Basic Project Data

| | | | |
|--------------------------------------|--|--------------------------|----------------------------|
| Country | Region | Project ID | Parent Project ID (if any) |
| Marshall Islands | EAST ASIA AND PACIFIC | P171924 | |
| Project Name | RMI Education and Skills Strengthening Project | | |
| Practice Area (Lead) | Financing Instrument | Estimated Appraisal Date | Estimated Board Date |
| Education | Investment Project Financing | 10/19/2020 | 12/2/2020 |
| Borrower(s) | Implementing Agency(ies) | | |
| The Republic of the Marshall Islands | Ministry of Education | | |

Proposed Development Objective

To increase equitable access to quality secondary and post-secondary education and training programs and employment intermediation services.

| Financing (in USD Million) | Amount |
|----------------------------|--------------|
| Total Project Cost | 10.00 |

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 consists of four components. The first and second components will focus on the accessibility and quality of selected education and training programs offered in public secondary schools, public post-secondary institutions (CMI and USP), and private training providers. The third component will focus on academic and career counselling as well as labor market intermediation services. The fourth component will support Project implementation and monitoring and evaluation (M&E). Within MOEST, the first component will be managed by PSS, the second and third by NTC, and the fourth jointly by NTC and PSS.



All supported education and training programs will be embedded in clear education and career pathways while counselling and labor market intermediation services will maximize the flow of information so that the designs of courses are aligned with labor market needs and individuals can reap the created opportunities. The Project aims to increase individuals' educational and skills attainment and improve their education, training, and employment opportunities while meeting the needs of local employers and growing sectors and industries. Education and career pathways are defined as clear sequences (at different levels) of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. This system approach, offering more flexible and diverse avenues and opportunities for relevant education and training, will make it easier for beneficiaries to earn industry-recognized credentials, acquire marketable skills, find work, and continue their education and training.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The Republic of the Marshall Islands (RMI) is one of the world's smallest, most isolated, and vulnerable nations. The country consists of 29 atolls and five isolated islands (24 of which are inhabited) and has a total land mass of just 181 km² set in an area of over 1.9 million km² in the Pacific Ocean. The population of the RMI was estimated at 53,0661 in 2016. The two largest urban centers, Majuro (the location of the nation's capital) and Ebeye, have populations of 28,000 and 9,614, respectively. Migration from outer islands to the urban centers has intensified over the past 30 years for employment, access to public services and imported goods; now over 50% of the population live in Majuro. The fishing sector remains the main source of revenue, representing 18 percent of GDP in 2017. Infrastructure development, public administration and education were the main drivers of GDP growth in 2017. The Project beneficiaries are the Marshallese youth, the employees of the education sector and civil service more broadly and private sector employers in Majuro and abroad (mainly in the US).

Education facility upgrades will be carried out in Majuro (College of the Marshall Islands Arak Campus and Ebeye (NTC campus). New dormitories or dormitory upgrades will be carried out in Majuro (Laura High School), Ebeye (Kwajalien High School, Gugeegue), Wotje (Northern High School) and Jaluit (Jaluit High School). All works will be on education campuses on Government-leased land.

Component 1 - Access and quality of foundational skills and support to students from outer islands will support remedial instruction and specific support for outer island students to enroll and complete courses. This component will finance the following: 1.1- development of assessment, pedagogical strategies, guidelines, and training material; the use/maintenance of adaptive learning software and cloud servers; printing of teaching and learning material including textbooks, manuals, and guidelines; stipends for teachers delivering after-school tutoring and summer school classes; the delivery of teacher and head teacher training and coaching; and computers; 1.2- curriculum development/revisions; printing of teaching and learning material including textbooks, manuals, and guidelines; tools and equipment; new and upgraded facilities and classrooms; and the delivery of teacher and head teacher training and coaching; 1.3- construction and/or rehabilitation of secondary school dormitories and improvements in the services (food, supervision, support) offered to boarding students. Only students from outer islands with no relatives where the school is located will be eligible to live in the dormitories. Construction activities may involve foreign workers and will require waste and materials management and good construction practices. The outer island students are vulnerable due to a lack of quality education on-island, low incomes to pay for travel and



accommodation, and risks from privately boarding in the urban centers to attend school. Outer island students stay with relatives in conditions that are relatively precarious and not adequate for studying (poor nutrition and sleep, little space to study, need to continuously relocate to not overstay their welcome, and potential for domestic violence, etc.).

Component 2 - Strengthening and expanding access to technical and vocational skills development will fund the expansion of demand drive TVET college level programs and short skills development programs courses targeting secondary school graduates and out-of-school job seekers. This may fund the construction or renovation of educational facilities and the procurement and maintenance of equipment, which may have waste or hazardous materials to manage. Sub component 2.2 may include stipends to ensure all interested individuals are able to enroll and complete the TVET and skills development programs supported under this project. The project may also support the supply of childcare services to encourage female participation.

Component 3 - Strengthening the institutions for workforce development aims to strengthen workforce planning, skills recognition and employment services, with a view to improving labor market outcomes for Marshallese at home and abroad. The support is organized around four subcomponents: 3.1- improved labor market information will include technical assistance aimed at facilitating and supporting the training of NTC staff to undertake the work, along with software, computers, and stakeholder relationship building such as MOUs on data sharing; 3.2- career counselling and job matching services will include development/adaptation of relevant tools to provide academic and career guidance and job coaching; upgrades to employment center facilities; the use and maintenance of software and servers; printing of training manuals and guidelines; computers and furniture; the delivery of training to counsellors and coaching visits, career fairs, communication and awareness raising campaigns; 3.3 recognition of prior learning which will include examination fees for Recognition of Prior Learning of selected individuals; and 3.4- work placement and internship program which will support a subsidized work placement program that gives job seekers remunerated industry-relevant work experience while at the same time providing employers with incentives to trial employment of job seekers who are without experience. The project will finance stipends to employers taking on jobseekers under the program.

Component 4 - Project implementation support will include recruiting staff to manage and implement the project. Other aspects of project administration, including environmental and social risk management support provided by the Central Implementation Unit.

D. 2. Borrower's Institutional Capacity

The implementation agency is the Ministry of Education, Sport and Training (MOEST). The day-to-day management of the implementation will be delegated to the Public School System (PSS) and the National Training Council (NTC), two of the eight departments/agencies within MOEST. PSS manages pre-primary, elementary, and secondary education delivered through public schools and transfers subsidies to private schools. NTC is the agency responsible for technical and vocational education and training (TVET) policy, planning and research, coordination, and regulation. The NTC and PSS will each nominate a Project director at the Deputy Commissioner/Manager level to lead the work and be supported by four Project administration staff: one Project manager, two Project coordinator, and one administration assistant. These six people will form the Project team. Day to day Project management and implementation will be carried out the Project team within PSS and NTC with support from the Central Implementation Unit (CIU).

At the national level, the Government of RMI Division of International Development and Assistance (DIDA) is familiar with Bank policies and ESF from the preparation and implementation of previous projects. DIDA has set up a Central



Implementation Unit (CIU) for World Bank projects. This Unit has a part time international Environmental Safeguards Specialist, full time international Social Safeguard specialist and a full time local Environmental Safeguards Advisor. This Unit is providing support across the portfolio and will also support the PIU for this project including the preparation of E&S documentation to support project approval and implementation. This capacity and capability is considered adequate to support the integration of environmental and social risk management into the RMI Education and Skills Strengthening Project.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The environmental risks are moderate and relate primarily to managing construction impacts during renovations and construction of new buildings, and managing the water use, waste water and solid waste from the upgraded facilities. Risks also relate to resource use and waste that may come from vocational training. The environmental risks relating to non physical works is considered low. A project ESMP has been prepared and includes tools to identify and manage these risks using Good International Industry Practice. A moderate risk rating is proposed primarily because the project is not complex and/or large, does not involve activities that have a high potential for harming people or the environment, and is located away from environmentally or socially sensitive areas.

Social Risk Rating

Moderate

The Project will have overwhelming social and economic benefits, lifting the educational outcomes of young Marshallese to effectively engage and contribute to the workforce in RMI and abroad. Secondary benefits may be the reduction in the need to import skilled and semi-skilled workers. Vulnerable outer island communities and gender gaps in participation and outcomes will be a specific focus of Project design. The risks to the community and workers during construction relate to health and safety, though works will be confined to holiday/non teaching periods. These types of risks can be managed through effective codes of practice, training of workers and good supervision and oversight of mitigation measures. The Project will support internships for students who will be placed in local businesses to gain training and experience. The labor, H&S and SEA/SH risks associated with this activity will be managed through clear communication of roles and responsibilities (for NCT, employer and intern), transparent contract conditions, presence of a GRM and active monitoring by NCT.

Stakeholder engagement will ensure that the beneficiaries are engaged in the identification of issues and associated project benefits. Institutional and specialist technical stakeholders will be involved in the design of TVET updates; NCT, PSS and school staff are key stakeholders for information dissemination and ensure students have access to the opportunities associated with the Project. This is addressed in the SEP.

The risk of sexual exploitation and abuse/sexual harassment (SEA/SH) is assessed as low as physical works will not take place during school hours thus limiting contact between students and construction workers. Worker behavior however, can be informed by appropriate training and code of conduct and good oversight/supervision. SEA/SH service providers are available in RMI and have been consulted during project preparation. Measures to manage the risk of violence against children include training for school counsellors and introduction of worker code of conduct. The ESMP includes mitigation to address the risks associated with OHS and working conditions.

Public Disclosure



The Project has evolved during the preparation phase and no longer includes changes to the public services/education sector. This does not affect the overall risk rating which remains moderate.

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:

ESS1 is relevant to the Project. The environmental risks are moderate and relate primarily to renovating educational facilities or new dormitory buildings. The key risks are managing the source of sustainable building materials such as aggregates, implementation of construction activities, and managing the safe removal and disposal of waste. Standard construction mitigation measures are readily identifiable and are likely to be similar across all sites. The risks to the community and workers during construction relate to health and safety of active construction sites and the potential for a small number of foreign temporary work forces residing in small communities. The ESMP concludes that risks can be managed through controls on the Contractor (via ESHS clauses in the bid documents) and requiring a Contractor's ESMP (at a scale commensurate with risk), timing of works during holidays or non-teaching periods to avoid impacts on teachers and students, training of workers by CIU environmental and social team and good supervision and oversight of mitigation measures by the Ministry of Works, Infrastructure and Utilities Project Management Unit and the CIU environmental and social team.

The Project is anticipated to produce social and economic benefits through strengthening of TVET opportunities and teacher capacity. The project will improve educational opportunities for vulnerable outer island youth by providing additional housing options, reduction in gender discrimination through improved access and facilities, and bring improvements in education attendance and outcomes. Furthermore, the outcomes are anticipated to be a more skilled workforce and more opportunities for people to lift themselves out of poverty, either working in RMI or abroad. In addition to the ESMP, an Environment and Social Commitment Plan (ESCP), stakeholder engagement plan (SEP) and labor management procedures (LMP) have been prepared.

The CIU will retain at least two specialists with responsibility for implementation, supervision, training, monitoring and reporting for relevant social and environmental aspects for the duration of the project. Monitoring reports will be produced every 6 months and will include progress against all mitigation measures included in the ESMP include those relating to SEA/SH.

ESS10 Stakeholder Engagement and Information Disclosure

ESS10 is relevant to the Project. The key stakeholders are Marshallese youth and their families, the education sector, civil service more broadly and the private sector employers in RMI. Stakeholder engagement is critical in the development of the Project to understand the opportunities and risks relating to the proposed components. Stakeholders were consulted during Project preparation including relevant Government departments such as PSS and NCT, education providers (College of Marshall Island), key RMI employers (Ace hardware, Majuro sewer company, national telecommunications authority) and youth representatives (Yout2Youth). A SEP (including GRM) has been developed to guide ongoing engagement activities throughout the life of the Project. The draft ESMP, SEP and LMP will be disclosed on the DDO website prior to appraisal, and final documentations which take into account



lender and community feedback, will be disclosed once the Project is in implementation. Consultations will be carried out in English and Marshallese and in culturally appropriate formats. Where necessary, consultations may be gendered to identify specific education issues relating to gender and SEA/SH. Face to face consultation has been difficult recently due to domestic travel restrictions to prevent the spread of dengue fever and corona virus disease, though engagement has still been possible via phone and video conferencing. Alternative consultation, feedback and disclosure methods using social media and other technology will be used as necessary through implementation, targeted at the communication needs of beneficiaries and stakeholders and using existing communication methods used by the Ministry of Education as much as possible.

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

ESS2 is relevant to several aspects of the Project. The Project will require works for a range of activities including construction or renovation of buildings (contracted workers); engagement of a number of consultant individuals and firms (direct and contracted workers respectively) to update curriculum, deliver training and prepare labor market information; and provision of childcare (contracted workers). The workforce may be Marshallese or foreign, though no information is currently available in design or workforce details and will only be known once a contractor is appointed. The LMP will be provided as part of the procurement process. The project will not involved community or supply chain workers. The project will be implemented by MOEST, with support from departments of National Training Council (NTC) and Public School System (PSS). Workers for these departments are considered civil servants. The Project includes the option of teachers providing additional tutoring outside regular school hours. This will be paid for using project funds. This service would be voluntary and will be based on a proposal developed and implemented by the school. Teachers would receive payment based on their existing terms and conditions. Finally, trainees/interns will be provided with a wage top up while undertaking a work placement after completing vocational training. This wage will be provided by NTC in additional to wages paid by the employer. Clear contract terms and conditions will be provided to all parties in line with local requirements but will also include a code of conduct and provisions on SEA/SH. Trainees/interns will have access to a project worker grievance process and NCT will be responsible for monitoring during the term of the work experience (generally 12 weeks) as outlined in the LMP. A LMP has been prepared which includes an assessment of labor rights and laws as well as occupational health and safety legislation and implementation arrangements. The LMP excludes forced labor and anyone under 18 from working on the Project; provides workers with access to a GRM; requires the signing of a code of conduct by all workers (including appropriate training); and outlines the pay and working conditions as required by RMI law. Relevant OHS measures for workers are included in the Project ESMP. This will be mandated for building contractors through the project ESMP, bid documents, contracts, and supervised by the CIU Safeguards Team. The Contractor will be required to perform site specific risk assessments and prepare and implement occupational health and safety risk registers and management plans and provide all relevant personal protective equipment and other equipment to maintain a safe work place.

ESS3 Resource Efficiency and Pollution Prevention and Management



ESS3 is relevant to the project. Aggregates will be required for construction purposes. There are no identified sustainable local sources of aggregates in RMI; sand and rock are mined from foreshore areas. The ESMP requires all aggregates to be imported. Building waste (including the potential for hazardous waste) will be produced during renovations on Majuro, Ebeye, Wotje and Jaluit. Due to a lack of sanitary landfills in RMI, will be recycled or reused locally or exported for recycling or sanitary disposal. Waste may need to be transported to Majuro first, prior to export. During operation the TVET facilities may create waste on an ongoing basis and some of this may require specific management (e.g. hazardous waste).

Lead-based paint and asbestos are unlikely, but the ESMP requires screening at the design phase, and specific removal, handling and safe disposal procedures will be prepared by the CIU environmental specialist and inserted into the bid documents if they are detected or suspected. The volumes will be low and only relate to minor dismantling of buildings as part of renovations.

The ESMP contains requirements to consider sustainable aggregates, rainwater capture and minimisation of use, wastewater treatment, and waste management in design, to maximise resource efficiency and minimise pollution during construction and operation. The scale of construction works is small; the Contractor may be international or national. If national, the capacity to prepare and implement Construction ESMP may be low. The ESMP provides specific mitigation measures that will need to be implemented during the construction phase and specific guidance for bid documents and for Contractors to follow, commensurate to the scale of impacts.

Resource efficiency in building design and operation is a requirement of the ESMP for the design phase.

ESS4 Community Health and Safety

ESS4 is relevant to the Project. The risks to community health and safety from construction activities are considered to be minor and manageable. Works will be contained within school precincts and the public can easily be excluded; and specific mitigation are included in the ESMP to ensure student safety though no works will take place during term time/teaching hours.

Contractors may bring in workers from overseas though use of local contractors is preferred by the Project where possible. As a result, there may be a small number of external workers (international or from other islands) residing on islands where works will take place, living and working within the local community. The numbers are not expected to be significant and no worker camp will be established. The ESMP includes the use of a code of conduct for workers, including training on acceptable and unacceptable behaviour.

There ESMP includes mitigation measure to address gender, disability, community health and safety risks associated with the Project. These include measures that need to be integrated into design, procurement, provision of safety equipment, teacher training and the curricula. Health and safety aspects of building and renovation design will include structural integrity and safety, life and fire safety and traffic safety in accordance with World Bank Group EHS Guidelines.

Lead-based paint and asbestos are unlikely, but the ESMP requires screening at the design phase, and specific removal, handling and safe disposal procedures will be prepared by the CIU environmental specialist and inserted into the bid documents if they are detected or suspected. They will include measures to avoid and minimise occupational and community health risks.



ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS5 is not currently relevant for the project. Land will be required to construct new accommodation and TVET facilities, and construction of dormitory for students. However, the ESMP includes screening of the land access and confirms that there will be no need for any involuntary land acquisition or use of land that is outside existing school leased or owned land. No new lease arrangements are required and as a result, no land access instrument has been prepared. Management of works, including timing, segregation from non work sites and any temporary displacement will be managed under ESS1 and appropriate mitigation is included in the ESMP, which also includes a process for confirm acceptable lease arrangements are in place.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

ESS6 is not currently relevant for the project. No biodiversity risks or impacts have been identified through screening. Buildings or renovations will be within school or tertiary education precincts on Government-leased land; no works will take place which will have an impact on coastal processes or vegetation. The ESMP confirms that construction activities will take place highly modified which do not have any natural values. Technical advisory relates to improving the education sector and TVET outcomes, with no specific relevance to biodiversity conservation and sustainable management of living natural resources.

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

ESS7 is not currently relevant for the project. The majority of people in RMI are Marshallese and will be the overwhelming beneficiaries of the project. The preparation of the ESMP and project consultations will be conducted in accordance with ESS7 and the cultural needs of the people. An IP plan has not been prepared.

ESS8 Cultural Heritage

ESS8 is not currently relevant for the project. ESS8 risks were assessed during the preparation of the ESMP and confirmed not to be relevant. There are no physical cultural resources on sites proposed for construction works as these are all within existing schools or education facilities which have previously been disturbed. A chance finds procedure has been included in the ESMP as a precautionary measure.

ESS9 Financial Intermediaries

This standard is not relevant to the project, as no financial intermediaries will be involved in the operations.

C. Legal Operational Policies that Apply

| | |
|--|----|
| OP 7.50 Projects on International Waterways | No |
| OP 7.60 Projects in Disputed Areas | No |

Public Disclosure



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:

Although the anticipated impacts are moderate, the Borrower’s E&S Framework will not be relied upon because of a number of gaps in the legislation and capacity to meet World Bank Standards.

IV. CONTACT POINTS

World Bank

| | | | |
|---------------|-----------------------|--------|-------------------------|
| Contact: | Marie-Helene Cloutier | Title: | Senior Economist |
| Telephone No: | 5220+32589 | Email: | mcloutier@worldbank.org |

| | | | |
|---------------|-----------------------|--------|-----------------------|
| Contact: | Matthew Selwyn Dornan | Title: | Senior Economist |
| Telephone No: | | Email: | mdornan@worldbank.org |

Borrower/Client/Recipient

Borrower: The Republic of the Marshall Islands

Implementing Agency(ies)

Implementing Agency: Ministry of Education

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

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|-------------------------------|---|
| Task Team Leader(s): | Marie-Helene Cloutier, Matthew Selwyn Dornan |
| Practice Manager (ENR/Social) | Susan S. Shen Cleared on 25-Oct-2020 at 21:31:5 GMT-04:00 |
| Safeguards Advisor ESSA | Ann Jeannette Glauber (SAESSA) Concurred on 27-Oct-2020 at 01:37:35 GMT-04:00 |

Public Disclosure

