



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 06/20/2022 | Report No: ESRSC02871



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Brazil	LATIN AMERICA AND CARIBBEAN	P178993	
Project Name	Mato Grosso Resilient, Inclusive, and Sustainable Learning Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	9/6/2022	12/15/2022
Borrower(s)	Implementing Agency(ies)		
STATE OF MATO GROSSO	SEDUC - Secretaria de Estado de Educação, SECRETARIAT OF EDUCATION - MATO GROSSO		

Proposed Development Objective

The objective of the project is to support the State of Mato Grosso to improve schools’ learning environments, pedagogical practices, and system management.

Financing (in USD Million)	Amount
Total Project Cost	100.00

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 proposed Project would be financed through a proposed IBRD loan in the amount of US\$100 million, using an Investment Project Financing (IPF) with Performance-Based Conditions (PBCs) lending instrument. The PDOs of the project are to recover learning loss with improved learning and resilient environment of schools. The Project aims at supporting system-wide activities to tackle the recovery of the learning loss because of the Covid-19 negative impact.



Also, the Project intends to support a more conducive learning environment and to narrow the digital divide to foster inclusion. The scope of the Project is general education (covering preschool throughout secondary education), but each component would focus on different levels of education to achieve the development objectives. Components 1 and 2 would focus on rehabilitating schools' infrastructure and transforming digital technology of state primary and secondary education, and Component 3 would focus on tackling the learning loss with interventions on municipal and state preschool and primary education.

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 operation will have statewide relevance and will focus on the state schools network. All Project activities will take place in existing school buildings and properties of the Secretariat of Education - Mato Grosso (MT) and will not be located in existing project areas under IUCN categories I, II, III and IV.

Located in the West-Central region of Brazil, MT has a territorial extension of 903,207.05 km² and a population of 3,526,220 inhabitants – 81.8% living in urban areas. Demographic density is low (3.4 inhabitants/km²) and state HDI equals 0.725.

MT occupies a prominent position on the national scene due to the natural wealth of three important Brazilian biomes: 53% of its territory is located in the Amazon biome, 40% in the Cerrado and 7% in the Pantanal. The climate – high degree of insolation, regularity of rainfall and high rainfall index – and the topographical relief – not very rugged – favor the development of agribusiness. The extensive environmental capital and the future profitability of the agriculture sector are threatened by growing deforestation, large forest fires and other phenomena related to climate change.

The average nominal monthly household per capita income (2020) is the 8th highest among Brazilian states (BRL1,401). However, in November 2021, about 30.5% of its population were making less than half the minimum wage (approximately US\$110/month or 3.67/day) and were registered in the Federal Unified Registry for Social Programs (CadÚnico). Extreme poverty increased 21.3% under the pandemic, reaching nearly 140,000 families (398,000 people) or 18.3% of the population. More 72.500 families live under poverty. The state population includes 43 groups of Indigenous Peoples, including one Isolated or Recently Contacted IPs (the Tupi Kawahiv) identified and seven under identification. The IP population in the state totals 42,538 people (13.7% living in urban areas) counting for 1.3% of MT population.

Education achievements in MT are stagnant. Among the municipalities, 49% did not reach their defined goals for the initial years of elementary education and 78% did not reach the expected goals for the final years. Small advance was reached in secondary education, but far below the state's target of 4.2 in 2019. In 2020, as a result of COVID-19, there is a significant evasion and even more significant losses in learning, especially for students from low-income families, without access to ICT.

The public school network enrolls 86.2% of the 880,884 the students in basic education. The state network offers 44%, which greater participation in secondary education (86.7%) and in the final years of elementary education (63.3%). To meet this demand in 2019, MT had 2,708 elementary schools (759 state schools) and 660 secondary schools (77.6% state schools). The distribution of state schools in the territory is concentrated in urban areas (72.2%). Only 28.7% of rural schools have internet access. The state network includes 83 Indigenous, 5 quilombola and 175



countryside schools (with 12.2, 20.4 and 17.6 students/class, respectively), which follow the specific guidelines and curricula set by federal and state policies.

MT has the worse index of secondary school failure rate in the country (29.9%). Learning problems start in early years of school education when more than half of children do not obtain reading and numbering skills at the appropriate age and cannot read and understand a simple text. The inefficiency of the public school network hurts the most disadvantaged and vulnerable social groups. Data shows that learning achievements of students enrolled in public schools in both the elementary and secondary education increase as their socioeconomic level grows.

MT is one of five states with the highest rate of threats to teachers and principals in the state's public schools. In 2019, 11% of students did not attend school due to lack of safety on the home-school-home route, which may affect girls disproportionately.

D. 2. Borrower's Institutional Capacity

Project implementation will be led by Mato Grosso's Secretariat of Education (Secretaria de Estado de Educação, SEDUC). A Project Management Unit (PMU) will be established within the State Education Secretariat (SEDUC) to execute this operation in SEDUC's Cabinet Office - NGER (Núcleo Estratégico de Captação de Recursos e Avaliação de Projetos). Other Sub-secretariats will implement and monitor specific components and subcomponents, reporting back to NGER/SEDUC. They are: i) The Sub-Secretariat for Educational Management (SAGE, Secretaria Adjunta de Gestão Educacional) will oversee all Pedagogical Development related activities, ii) the Sub-Secretariat of Regional Management (SAGR, Secretaria Adjunta de Gestão Regional) will be responsible for the regional management and monitoring the implementation of activities at the level of Regional Directorates, iii) the Sub-secretariat for Systemic Administration (SAAS, Secretaria Adjunta de Administração Sistêmica) will execute all fiduciary aspects of the operation (financial management and procurement), iv) the Sub-Secretariat of Infrastructure and Property (SAIP, Secretaria Adjunta De Infraestrutura E Patrimônio) will coordinate and execute all construction works and the Information Technology (IT) activities, and v) the Sub-Secretariat for People Management (SAGP, Secretaria Adjunta de Gestão de Pessoas) will coordinate and execute capacity building activities. Considering its attributions, the Diversity Superintendency under the Educational Management Deputy Secretariat will be instrumental for the development of activities related with Indigenous Peoples, as required under ESS 7, and other disadvantaged and vulnerable social groups (quilombola communities, students with disabilities, etc.) as per ESS1 and the Bank Directive on Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups.

The PMU hosted within SEDUC will be composed of technical staff from agencies in the state government and hired consultants (as needed), which will work on the management and implementation of the Project. The PMU will coordinate, supervise, control, and manage the project's environmental and social risks.

The State of Mato Grosso has recently completed the Mato Grosso Fiscal Adjustment DPL (P164588) aimed at to support the state to regain fiscal sustainability and increase institutional capacity for sustainable agriculture, forest conservation and climate change mitigation. This previous DPL operation has tackled issues related with the lack in transparency and efficient control mechanisms, as well as the implementation of the environmental regulatory framework, and the DPL contributes to improve further service delivery in this sector.

SEDUC/MT has no previous experience working with the World Bank's Environmental and Social Standards. The Government of Mato Grosso – as a whole - has only a limited experience with these standards, but throughout the preparation of the Progestão Mato Grosso: Public Sector Management Efficiency (P178339) – which preparation has been completed – its experience and capacity has progressively improved. Nevertheless, the implementing agency has no previous experience with the World Bank's Environmental and Social Standards.

In consequence, during project preparation the team will assess the capacity of the implementing agency to carry out environmental and social risks management and their capacity to coordinate environmental and social actions among different elements and actors/entities. Also, the risk of poor monitoring by the state in remote areas will be assessed



and, if necessary, the team will propose a capacity building plan and other relevant actions and will document this in the A-ESRS and set out said actions in the ESCP of the Project.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The proposed project is expected to provide an opportunity to increase the Borrower’s capacity for improving governance of environmental management as it will improve access to water supply and waste management systems, sanitary and hygienic infrastructure (WASH), and energy-efficient solutions, while also meeting other objectives, such as job creation and climate change mitigation. The project is expected to have a positive impact on the environment through: the development and implementation of natural resources consumption and energy efficiency practices, including paper consumption reduction, water and waste management in public schools; identifying opportunities to shift to electrify and improve energy efficiency; reductions in consumables, school travel time and energy consumption through the digitalization of public administration services; and improved geospatial database and electronic tools for education monitoring natural resources. Despite the reduction of living nature resources and positive climate benefits foreseen, some investments could potentially have adverse environmental impacts. Illustrative types of investments that might include some moderate adverse effects on the environment are: construction on new schools; rehabilitation of schools; implementation of digital equipment. Environmental impacts are expected to be localized and preventable through responsive and standard mitigation measures. The proposed activities do not present environmental complexity; project activities will be site-specific and implemented within existing limited footprints and, as such, are not expected to endanger living natural resources. The project is not expected to pose a risk of environmental pollution and degradation of natural resources (air, soil, water). It is not expected to affect biodiversity or habitats, either positively or negatively, directly or indirectly, or depend upon biodiversity for its success. The initial assessment of potential environmental risks and impacts indicates that the proposed activities will not have large-scale, significant, and irreversible adverse direct impacts and/or downstream implications on society and the environment in the state. The rehabilitation of the schools infrastructure could result in some limited negative environmental impacts; most of them localized short-term environmental impacts, which would be prevented or mitigated through the implementation of standard construction environmental mitigation measures. Given that the precise location of the schools to be rehabilitated has yet to be defined, the Borrower will develop an Environmental and Social Management Framework (ESMF). The draft ESMF will be available and disclosed prior to Appraisal, and the final version of the ESMF (incorporating the results of public consultations) will be adopted and disclosed within 30 days of Effectiveness of the Project. The ESMF will assess the most common types of intervention expected and will identify potential impacts, develop a methodology and standards construction environmental and social mitigation measures. The ESMF will also include protocols for construction workers; waste disposal measures; construction site management criteria for any school works; dust and noise control; and the institutional arrangement for supervision and oversight of environmental and social measures. The Environmental and Social Management Framework to be prepared should include screening criteria to ensure that adequate measures are in place to identify physical cultural resources and take appropriate action to minimize, avoid or mitigate potential adverse impacts. In addition, civil works contracts should include appropriate clauses defining steps to be taken in the event of chance-findings during excavation, as well as to deal with rehabilitation or repairs in historical buildings.

Public Disclosure



Social Risk Rating

Moderate

The social risk rating of the project is Moderate as:

- The Project is not expected to bring adverse impacts to Indigenous Peoples and other disadvantaged and vulnerable social groups and, per applicable local laws and ESS7 requirements, the Project will be required to consult with Indigenous Peoples on the works and pedagogical interventions to be carried out within indigenous schools. On the contrary, Indigenous Peoples and other disadvantaged and vulnerable social groups are expected to benefit from the prioritization of construction and rehabilitation of schools dedicated to Indigenous Peoples, quilombola and countryside education as well as the provision of internet access to schools and students.
- The Project is not expected to bring adverse impacts related with land acquisition, restrictions on land use and involuntary resettlement (per ESS 5) as all schools' construction and rehabilitation works would take place in lands already owned by the state.
- The Project is not expected to induce high volumes of labor influx to carry out the construction and rehabilitation works and, consequently, it is not expected to generate the social risks ordinarily associated with labor influx – such as: those caused by fraternization and the increased risk of communicable diseases and the pressure they put on local social and health services, increased demand for goods, services and accommodation leading to pricing hikes, increased risk of inappropriate and criminal behavior, sexual harassment and exploitation, and gender-based violence potentially leading to tension and conflict between local communities and construction workers.
- Construction and rehabilitation works would not rely on heavy machinery and are not expected to increase potential traffic and road safety risks to local communities.
- Per ESS 8 and the national and state law, the Borrower would need to identify whether construction and rehabilitation works would affect or not built heritage and follow preventative measures as well as a chance finds procedure if known or unknown cultural heritage is encountered in the workplaces during project activities.
- Per ESS 10 and the regulatory framework of the education sector in Brazil (that follow principles of non-discrimination, respect for cultural diversity and participatory governance), prior engagement and consultation with all beneficiary school communities (education professionals, students, and parents) is needed for carrying out the Project-supported activities. However, there are two main concerns:
 - Due to the size of the state of Mato Grosso, some of the schools to be supported by the Project may be located in far away rural communities and, consequently, some rehabilitation works may be hard to supervise.
 - The Borrower's lack of previous experience working with the ESSs, although the social inclusion agenda, the engagement with disadvantaged and vulnerable social groups and the management of social risks are part of its legal responsibilities to provide school education in a culturally appropriate and non-discriminatory manner and following participatory processes of decision-making and school management and align with the Bank's standards.

Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) Risk Rating

Low

The Project is designed to address challenges related to gender inclusion, and SEA/SH. The safe school program and the learning recovery strategies will tailor activities to support schools in approaching households, families, and students that dropped out due to gender-based violence, teenage pregnancy, SBGBV and other related drivers. Considering relevant features to assess the SEA/SH risk rating, it is relevant to highlight that the pool of school teachers is mostly female. Brazil has rules related to the recruitment of teachers and school staff (as well as public servants in general) that take into account that they do not have legal or police records/well-founded allegations that would indicate that they have used SEA/SH for either peers or students. For these workers, Brazil has also rules of engagement that include prohibitions against sexual harassment, sexual exploitation and sexual abuse. Indeed, the Brazilian legislation (Law 8,429/92 – the Administrative Misconduct Law) includes prohibitions against sexual harassment, sexual exploitation and sexual abuse in the workplace. The penalties in such situations involve the loss of the position, the dismissal and the loss of retirement benefits. Furthermore, Sexual harassment and sexual abuse



were also defined as felonies in the Penal Code (Art. 216-A and Art. 215-A). The penalty for the crime of sexual harassment is of imprisonment from 1 (one) to 2 (two) years and is increased by up to a third if the victim is under 18 (eighteen) years of age; whereas the penalty for sexual abuse is of imprisonment from 1 (one) to 5 (five) years, if the act does not constitute a more serious crime. Furthermore, in October 2020, the National Council of Justice (CNJ) published Resolution 351/2020 that established the Policy for Preventing and Combating Moral Harassment, Sexual Harassment and Discrimination. Additionally, there are several networks providing referral services to victims of GBV and SEA/SH in the country. They are operated by the executive and judiciary branches of both national and subnational governments. With the Covid-19 pandemic, all Brazilian states developed remote mechanisms to assist victims of domestic and family violence, complaints apps were launched, as well as WhatsApp channels dedicated to the topic of violence against women. In Mato Grosso, in 2021, the House of Representatives approved Bill No. 121/2020 that institutes, within the scope of public administration, the permanent training program to prevent and combat sexual harassment, aimed at public servants (including effective or commissioned servants, outsourced workers, interns and other interested parties). Furthermore and in compliance with CNJ Resolution 351/2020, the Commission for the Prevention and Confrontation of Moral Harassment and Sexual Harassment of the Jurisdiction of the Court of Justice of Mato Grosso recently released a Guide to Combat Moral, Sexual and Virtual Harassment at Work (August 2021). The application of the SEA/SH assessment tool rated the Project risk as low (score of 7 out of 25).

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 is designed to address challenges related to gender, SH/SEA, climate change, and social inclusion of vulnerable groups such as children with disabilities, indigenous peoples and quilombola. Considering that the underlying reasons for school drop-out vary according to gender, economic status, and the exposure to natural disasters, the Project will strengthen the school environment and local capacity to deal with these various factors. Complying with World Bank ESSs and the current applicable regulatory framework, the project will incorporate international knowledge in the field of disaster risk management, climate change adaptation, energy efficiency, health and sanitation and school design. It shall be highlighted that the Project is designed to address challenges to education that are exacerbated by natural disasters and climate change. Thus, it will support the implementation of a “dropout risk” questionnaire in the early warning system that maps the influence of “floods, droughts, tropical storms, and landslides” on the risk of dropping out of schools (all of which can be direct consequences of climate change that are projected to worsen).

SEDUC has estimated a number of 70 primary and secondary schools to be intervened under this project where large rehabilitation and retrofitting works are needed (such as improvement of WASH facilities, including connection to public water supply and wastewater pipelines to avoid water-borne and infectious diseases) and nearly 180 schools where small rehabilitation works (such as upgrading of roofs and walls deteriorated by high humidity) are needed. During the early stage of project implementation, through a diagnosis-analysis-planning process, the need of interventions in selected school facilities will be defined, detailed and consulted with the school communities, and the intervention strategies defined for the most vulnerable and fragile schools. These construction /rehabilitation works will be site-specific and will take place within already owned school building and properties. An Environmental



and Social Management Framework (ESMF) will be prepared, with specific measures to be adopted regarding civil works execution, noise, dust, wastes, and with regards to the protection of the work force and occupational health and safety, and with guidelines to prepare action plans for specific school supported, as necessary.

The project does not entail any potential large scale, significant and/or irreversible negative impacts. As already mentioned the Component 1 Project will support investments to rehabilitate school infrastructure, and to increase energy efficiency and water supply and waste management systems and, improvement of sanitary and hygienic infrastructure (WASH). Therefore, the Borrower will implement technically and financially feasible measures for improving efficient consumption of energy, water as well as other resources, as required under ESS3. The Borrower will avoid the generation of e-waste. Where e-waste generation cannot be avoided, the Borrower will minimize the generation of waste, and reuse, recycle and recover waste in a manner that is safe for human health and the environment.

Project activities will not take place inside protected areas under IUCN categories I, II, III and IV and are not expected to significantly modify or degrade natural habitats. This will be part of the negative list of the Project that will be set out in the ESCP. The civil works consist of rehabilitation of existing schools to be selected. Impacts from these works are expected to be minor, site specific and mostly limited to civil works' execution period. All new works (schools building or public facility construction) will be subject to specific environmental and social impact assessment (ESIA and licensing procedures) under the relevant World Bank ESSs and, where needed.

At the same time, the technology and information systems proposed under the Component 2 are well-established and understood and are expected to favor energy-efficient equipment. There is no indication that quantities of electronic waste (or e-waste) will experience an increase due to project activities. There is a potential for environmental gain and climate co-benefits arising from lower consumption of paper and energy benefits.

Under Component 3, technical assistance activities will be carried out to promote cooperation with municipal networks to implement a learning recovery strategy for all primary and secondary public schools in the state. All TORs for these activities will be consistent with the ESSs.

The Project's ESMF will include a Social Assessment that will pay special attention to potential SH/SEA risks as well as the distributive impacts and benefits of Project interventions on disadvantaged and vulnerable social groups, including a gender-sensitive lens. The main beneficiaries of Project interventions would be the students of the state school network and, particularly, those from schools located in more remote areas, which will have additional benefits from the access to digital technologies and access to the web. These students are mostly enrolled from the lower income groups, but they have different origins and backgrounds: poor urban families, small rural landholdings, Indigenous Peoples, Quilombola and other traditional communities, etc. Some of them are more likely than others to be disadvantaged and vulnerable, such as students with disabilities, poor young women with children, etc. The Project's ESMF would pay special attention to the impacts and benefits of Project interventions on these disadvantaged and vulnerable social groups in the Social Assessment and the Project's SEP would define special measures to engage, disseminate information and consult in a culturally adequate manner with these communities. It shall be highlighted that the Project is designed to address challenges related to social exclusion in the education sector. Thus, it will prioritize Indigenous and quilombola schools, support the design and adaptation of schools to students with disabilities and prepare a questionnaire in the early warning system that identifies causes of drop-out related to difficulties in transport and the risk of abuse or neglect for children with disabilities. To track the progress of these activities on reducing gender gaps in dropout rates, an intermediary result indicator would be proposed: gender gap in school dropout rates in third and sixth grade. The promotion of violence prevention and inclusion of students with disabilities and of Indigenous Peoples and Quilombolas schools will directly address access gaps in education. The Project will also address the digital gaps faced by vulnerable students.



The Project’s ESMF would also:

- Consider social factors that may hamper access to school education and may be related with gender, ethnicity, race, geographic location and customary cultural norms and patterns of social behavior. The SEP would propose measures to promote the engagement of different social groups in project activities and participation in Project benefits;
- identify potential risks and impacts on the occupational health, safety of project-workers and community health and safety, including of project-beneficiary communities, including aspects related with SEA/SH and GBV and management of hazardous materials;
- identify potential risks of labor and working conditions, such as child labor, forced labor, terms and conditions of employment, OHS;
- identify potential risks related with access to communication technologies and digital exclusion of remotely located beneficiary communities;
- Identify potential impact of construction and rehabilitation works on tangible and intangible cultural heritage.

Areas where “Use of Borrower Framework” is being considered:

The use of the Borrower Framework is not being considered.

ESS10 Stakeholder Engagement and Information Disclosure

This standard is relevant. The Project’s main stakeholders are the students and professionals of the state school networks and school communities. These stakeholders include an array of specific social groups that may be more vulnerable and more limited in their ability to participate, express their views and concerns and take advantage of Project benefits than others. These may include the school communities located in more remote rural areas, the IPs and quilombola school communities, and the students with disabilities. Other interested parties would comprise representative organizations of educational workers, students, people with disabilities, IPs, Quilombola and other traditional communities; municipal secretariats of education; the State Council of Education (CEE) and the State Council of Indigenous School Education (CEEI/MT).

It is worth noting that democratic governance is one of the guiding principles of the regulatory framework on public education in Brazil (Federal Constitution of 1988, art. 206, VI; Law of Guidelines and Bases of Education (LDB - Law 9,394/1996, art. 3, item VIII, and art. 14), which provides for the participation of education professionals in the preparation of the school's pedagogical project as well as of school and local communities in school’s deliberative meetings. Social participation and control mechanisms are equally foreseen in the regulatory framework which provides for the existence of the national, the state and the municipal education councils as well as for school councils with the participation of the school staff, students and their parents. Therefore, the Project will take advantage of these well-established consultative and participatory instances during Project preparation and implementation.

The Borrower would prepare, disclose for purposes of stakeholder consultations (with particular targeting of vulnerable stakeholders) a draft Stakeholder Engagement Plan (SEP) prior to Appraisal. The final version – updated with the feedback collected through the consultation process – would be publicly disclosed in a dedicated Project website of SEDUC/MT as well as in hard copies where appropriate within 30 days of Project effectiveness.

As required by ESS 10, the SEP would comprise: (a) an identification of different stakeholders, with particular attention to those who may be disadvantaged or vulnerable, more likely to be adversely affected by the project impacts, more limited than others in their ability to take advantage of Project benefits or more likely to be excluded



from or unable to participate in the Project’s consultation processes; (b) a description of the timing and methods of engagement with stakeholders (according to their needs) throughout the project life cycle; (c) a description of the range and timing of information to be communicated to these stakeholders and to be sought from them; (d) a description of how communication with stakeholders will be handled and the measures that will be used to remove obstacles to participation of the most disadvantaged and vulnerable social groups; and (e) a description of the grievance mechanism to be implemented to receive and facilitate resolution of concerns and grievances related to the environmental and social performance of the Project in a timely manner.

Aiming to avoid the unsustainable duplication of structures, the Borrower may rely on existing engagement structures and grievance redressing mechanism (GRM) within its system for carrying out meaningful consultations with stakeholders, engaging on a continued basis with stakeholders and responding to concerns and grievances raised by stakeholders. Additional mechanisms will be put in place to facilitate consultations. In this regard, three main instances would be evaluated: the CEE/MT, the CEEEI/MT and SEDUC/MT’s Sectoral Ombudsman Office.

- CEE/MT is a collegiate body of a normative, consultative, deliberative and superior advisory nature of the SEDUC/MT and the State Secretariat for Science, Technology and Innovation. It was created in 1963 and its current membership with equal participation between the Government and Civil Society Entities was established by Complementary Law 49/1998. It is made up of 24 councilors and their alternates, who are elected by the representative segments of their respective chambers. It is organized in two chambers: the Basic Education Chamber and the Professional and Graduate Education Chamber. Among the members of the former, there are representatives of the Basic Public Education Workers Union, the Municipal Secretariats of Education, the entities of students and parents of students and the State Council for the Promotion of Racial Equality (CEPIR/MT). Its main legal attributions are the participation in the elaboration of educational public policies at the levels of Basic Education and Higher Education and the monitoring and evaluation of the execution of the State Educational Policy and the State Education Plan.
- CEEEI/MT (Decree No. 265, of July 20, 1995, in accordance with Inter-ministerial Ordinance No. 559, of April 16, 1991 and the articles 6 and 7 of Convention 169/ILO) aims to guarantee the execution of a specific educational policy for indigenous peoples. It is an advisory, deliberative and technical advisory council composed by 35 members; 25 of which representing 43 ethnic groups from across the state, in addition to another 10 representatives from civil society and governmental agencies – including representatives of the Federal University of Mato Grosso and National Foundation of Indio.
- The organizational structure of the SEDUC includes a Sectoral Ombudsman Office. It is part of the State Ombudsman Network and is responsible for ensuring efficiency and effectiveness in meeting the demands of the citizenry. Its attributions are: (i) receiving complaints, suggestions, compliments, demands and requests for information and provide the appropriate referral; (ii) providing citizens with feedback on the measures taken and information on their completion within the legal term; (iii) maintaining the due discretion and confidentiality of what is transmitted by the citizens; (iv) suggesting to SEAF/MT measures to improve the provision of administrative services based on the citizens' opinions; (v) organizing and keeping an up-to-date file of documents issued and received; (vi) preparing in a periodical bases reports containing a summary of the citizen's manifestations, highlighting the referrals and, if possible, the results arising from the measures taken; (vii) exercising special measures as determined by the General Ombudsman of the State; (viii) receiving demands and providing information, as a Citizen Information Service (SIC), in compliance with the provisions of the Access to Information Law; and (ix) observe the guidelines, standards and techniques established by the State Comptroller General. During preparation, the existing engagement structures and GM would be assessed on their main features and functionalities and decisions will be taken with regards to their utilization, with or without the adoption of



supplementary project-specific arrangements, including the means to disaggregate and track project-related grievances. Particular attention will be paid to ensure that the GM will be available and inclusive and easily accessible to all stakeholders, including vulnerable ones, and that it keeps track and follows up on all Project-related grievances, in a prompt manner. The GM will have a policy of zero tolerance to retaliation and will allow for confidentiality and anonymity of stakeholders submitting grievances, if they so require.

Given the ongoing COVID19 restrictions, the consultation of the draft SEP would follow the WB recommendations on how to carry out consultations during the Covid-19 outbreak ("Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings").

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

This standard is relevant.

Project implementation will rely on direct workers (including civil servants from the implementing agencies) and contracted workers. All government civil servants - including teaching professionals at state and municipal schools – directly engaged to perform works related to the core functions of the project will remain subject to the terms and conditions of their existing public sector employment agreements. The Project would not involve primary supply workers and community workers.

Throughout project preparation, the Borrower will prepare Labor Management Procedures (LMP), which will address aspects related with: terms and conditions of employment, fair treatment, non-discrimination and equal opportunity; minimum working age and measures to prevent the use of all forms of child labor and forced labor; and worker’s organizations.

The LMP will also assess the potential risks faced by different groups of project workers (direct and contracted workers) and propose occupational health and safety measures.

The LMP will state the need to establish a standalone grievance redressing mechanism to raise workplace concerns and would define the features of this mechanism in line with the requirements of ESS 2. The workers grievance mechanism may utilize existing grievance mechanisms – providing that they are properly designed and implemented, address concerns promptly, and are readily accessible to such project workers – and would be put in place within 30 days of Project effectiveness and operated thereafter.

The LMP (and Workers Code of Conduct) will also include measures to prevent SEA/SH in the workplaces and in the relationships between project workers and beneficiary community populations.

The LMP will address potential risks related with labor influx and set a Workers’ Code of Conduct to which all project workers will abide in their relationships with the beneficiary community populations. Contractors and subcontractors will be requested to expressly abide to the Code of Conduct.

The Project may need to retain direct or contracted workers to provide security to safeguard its personnel and property. This need will be assessed in the ESMF, which will – as needed – set the measures to be adopted to ensure that this security personnel acts in a manner that is guided by applicable law and the GIIP in matters related with the hiring, training, equipping, monitoring and rules of conduct and without sanctioning any use of force, except when used for preventive and defensive purposes in proportion to the nature and extent of the threat (as considered under paragraphs 26 and 27 of ESS 4).



Finally, as there are allegations of forced labor risks associated with the polysilicon suppliers, the Borrower will require bidders to provide two declarations: a Forced Labor Performance Declaration (which covers past performance), and a Forced Labor Declaration (which covers future commitments to prevent, monitor and report on any forced labor, cascading the requirements to their own sub-contractors and suppliers). In addition, the Borrower will be required to include enhanced language on forced labor in the procurement contracts.

ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is relevant.

The Component 1 will include the implementation of activities focusing on changing the behavior of students and teachers and making schools green and resilient to mitigate climate change, and inclusive and safer to protect vulnerable students. Green environment will be achieved by supporting the construction of energy-efficient solutions, access to water supply and waste management systems and, improvement of sanitary and hygienic infrastructure (WASH). In addition, will support interventions for reducing the vulnerability of school facilities against floods, droughts, and wildfire hazards.

The project will also focus on identifying schools exposed to different natural hazards and integrating disaster risk mitigation solutions as part of the construction works to be conducted under this project. The Global Program for Safer Schools (GPSS) will provide guidance and technical support to identify scalable solutions that will increase the resilience of the school infrastructure at risk, based on global experience by supporting countries with similar contexts in strategically addressing challenges in school infrastructure at scale.

Energy efficiency and water, sanitation and hygiene considerations will be informed through a technical assessment providing the basis to identify sustainable and scalable energy efficiency solutions, following international best practices adequate to the local context to improve the quality of learning environment for children.

On the other hand, it is not expected that the activities supported by the proposed operation will pose a risk of environmental pollution and/or degradation of natural resources (air, soil, water), or generation of significant volumes of waste, including e-waste.

There will be some activities related to the procurement of some ICT software and hardware to increase the existing performance of the SEDUC services system. Still, it is not expected to generate significantly more e-waste than would be the case in the absence of the project.

During project preparation, the State Government will set detailed measures to promote efficient use of energy as well as avoid the generation of e-waste, including a focus, where relevant, on reuse, recycling, and recovering of e-waste in a manner that is safe for human health and the environment.

The project will consider the National Policy on Solid Waste established by Federal Law No. 12,305/2010 establishes that solid waste management (including e-waste) must be carried out in a sustainable manner that considers environmental and social dimensions involved in solid waste management at the national level. The designations under Federal Law No. 12,305/2010 are expanded within the scope of the federal decree no. 9,373 of May 11, 2018, which provides further instructions for the appropriate collection, transportation, recycling, and treatment of solid waste in the context of national and sub-national public administration. Further provisions on the handling of e-waste are made through Federal Decree No. 10.240 of Feb 12, 2020, which requires sub-national governments to apply the principle of "reverse logistics" to promote the management of e-waste by putting in place processes that enable planning, implementation and controlling of the backward flow of e-waste and raw materials to manufacturing and distributing companies. At the national level, the Brazilian Ministry of Environment (MMA) is responsible for monitoring the implementation of the National Policy on Solid Waste, and information on progress and compliance



on implementation is available publicly through the National Information System on Solid Waste Management (SINIR).

The Project will also consider that, in November 2017, the Brazilian Supreme Court banned the extraction, industrialization and commercialization of chrysotile asbestos all over Brazil, and will be implemented in accordance to the National Council of Environment (CONAMA) regulation on the disposal of products containing asbestos.

According to CONAMA, products containing asbestos must be allocated to landfills licensed for this purpose according to specific technical requirements, ensuring non-dispersion of asbestos fiber.

Therefore, the project ESMF will include principles of sustainability as energy efficiency, reuse, recycle and recovery of e-waste, waste management, and transparency that are compliant with this ESS.

ESS4 Community Health and Safety

This standard is relevant. Infrastructure rehabilitation works envisaged under Component 1.1 and Component 1.2 may bring temporary adverse health and safety risks to beneficiary local communities during the construction stage. These risks are related with: i) the use of heavy vehicles and machineries potentially leading to traffic and road safety risks; and ii) the influx of laborers that can potentially lead to adverse impacts associated with fraternization, SEA/SH, community exposure to communicable diseases, social conflicts between workers and local people. The ESMF will address these potential risks and propose mitigating measures to be taken during the implementation of the Project to eliminate or reduce adverse environmental and social impacts to acceptable levels. In addition, the Borrower will be required to include enhanced language on adequate conduct in the procurement contracts.

These works are not expected to have direct impact on ecosystem services that may result in adverse health and safety risks to and impacts on community health, but this risk will be further assessed in the Project's ESMF. Project activities are not expected to expose communities to hazardous materials or substances and they will not rely on the performance of existing dams or dams under construction.

The design of the school buildings will incorporate all measures that are technically and financially feasible to ensure that the rehabilitation works apply the concept of universal access and, indeed, the Project has the core objective of promoting inclusive environments and learning opportunities for students with disabilities. Additionally, the construction and rehabilitation projects will be designed and constructed by competent professionals, and certified or approved by competent authorities or professionals, and shall include life and fire safety measures.

The ESMF will assess the need of retaining direct or contracted workers to provide security to safeguard project workers and school buildings and equipment as well as the risks posed by these security arrangements to the population of the beneficiary communities. In the case they are needed (and as mentioned under ESS 2), the ESMF will set the measures to be adopted to ensure that this security personnel acts in a manner that is guided by applicable law and the GIIP in matters related with the hiring, training, equipping, monitoring and rules of conduct and the Borrower will not sanction any use of force, except when used for preventive and defensive purposes in proportion to the nature and extent of the threat.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

This standard is not relevant.

The construction and rehabilitation of schools with the support of the proposed Project would be carried out only on land plots in which the school units are already located and there will be no need for involuntary resettlement (including physical and economic displacement of informal users), land acquisition or restrictions on land uses. The



ESCP will include these criteria in the negative list of Project explicitly stating that no Project investment will be eligible under the Loan where ESS5 impacts occur.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

This standard is relevant.

The IPF operation will not potentially affect Living natural resources including native or non-native species, either positively or negatively, directly or indirectly, or depend upon biodiversity for its success. The project does not intend to invest in the forest sector, will not support any forest related activities, or purchasing natural resources commodities, including food, timber, and fiber that are known to originate from areas where there is a risk of significant conversion or significant degradation of natural or critical habitats. Project activities will not take place in protected areas and are not expected to significantly modify or degrade natural habitats.

The expected establishment of digital government systems and a comprehensive procurement system by the Borrower would help reduce paper consumption.

On the other hand, the project aims to establish a framework for scaling up infrastructure interventions in the medium-long term through school infrastructure. Activities under Subcomponent 1.1 would include: (i) development of a School Infrastructure Maintenance Management System (MMS) to strengthen State's school infrastructure operation and maintenance (O&M) capacity, (ii) architectural and engineering designs and civil works for the rehabilitation of existing schools and construction of new ones in line with green, resilient, and inclusive principles; (iii) acquisition of equipment such as power stations, solar panels, and air conditioning equipment to improve energy efficiency in selected school facilities; (iv) civil works to improve WASH facilities, including connection to public water supply and wastewater pipelines. The design of schools' architectural projects would promote a resilient environment to address: (i) natural disaster events, such as floods, droughts and fires, (ii) the needs of students with disabilities, (iii) the improvement of WASH conditions to cope with the hygiene protocols posed by the Covid-19 pandemic. These activities would bring positive results on the sustainable management of living natural resources. The ESMF will include screening criteria to ensure that any potential habitat impacts are identified and mitigated during the project implementation. The Borrower will adopt a precautionary approach and apply adaptive management practices in which the implementation of mitigation and management measures are responsive to changing conditions and the results of project monitoring.

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

This standard is relevant.

There are 43 Indigenous Peoples in the State of Mato Grosso, including one Isolated or Recently Contacted Indigenous Peoples (the Tupi Kawahiv) already identified and seven under identification. The indigenous Peoples population reaches 42,538 people (13.7% living in urban areas). According to the Brazilian Indigenous Peoples Encyclopedia, they comprise the Apiaká, Apurinã, Arara do Rio Branco, Aweti, Bakairi, Bororo, Chiquitano, Cinta Larga, Enawenê-nawê, Guatólcpeng, Iny Karajá, Iranxe Manoki, Kalapalo, Kamaiurá, Kawaiwete, Kisêdjê, Krenak, Kuikuro, Matipu, Mebêngôkre Kayapó, Mehinako, Menky Manoki, Nahukuá, Nambikwara, Naruvotu, Panará, Paresí, Rikbaktsa, Surui Paiter, Tapayuna, Tapirapé, Terena, Trumai, Umutina, Wauja, Xavante and Yawalapiti Peoples. According to FUNAI, There are 78 Indigenous lands in the state territory, holding an area of 20.2 million hectares. Most of these lands (56) are regularized, two have their boundaries ratified, 6 have obtained the authorization for demarcation, 4 have their studies concluded and published and are under analysis by the Ministry of Justice and 9 are



in the preliminary stage of anthropological, historical, land, cartographic and environmental studies that support the delimitation of Indigenous Lands. They are found in 55 of the 141 municipalities of the state. Indigenous Peoples in the state are organized, since 2017, in the Federation of Indigenous Peoples and Organizations of Mato Grosso (FEPOIMT).

The current federal legislation points out that Indigenous School Education (ISE) must have its own system, career and management. The national coordination of the ISE policy is the responsibility of the Ministry of Education (MEC) and its execution is carried out by the States and Municipalities. ISE is a special modality of education governed by specific national curriculum guidelines. They aim to ensure that: (i) the respect of Indigenous Peoples' right to differentiated school education, (ii) the respect for the principles of diversity, bilingualism or multilingualism, community organization and interculturality and (iii) the sociocultural and economic practices of the respective communities, as well as their forms of knowledge production, their own teaching and learning processes are considered in the organization and management model of indigenous schools. ISE guidelines also aim to provide Indigenous peoples and communities with the recovery of their historical memories, the reaffirmation of their ethnic identities, the appreciation of their languages and sciences, while guaranteeing access to information, technical and scientific knowledge of the national society and other indigenous and non-Indian societies. Finally, ISE guidelines intend to implement the provisions contained in ILO's Convention 169 with regard to education and media as well as the mechanisms for free, prior and informed consultation.

ISE is organized around ethno-educational territories (EET) – i.e., geographically distinct habitats traditionally occupied by different Indigenous Peoples, who have linguistic affiliation, share cultural values and practices and historically built social, political and economic trade networks regardless of the political-administrative division of the country. EETs are defined in consultation with Indigenous Peoples, who participate in the decision of public policies aimed at them, regarding the budget and definition of institutional roles in the management. This organization was a demand and historical conquest of the Indigenous Peoples of Brazil. Five out of 40 ethno-educational territories already organized in the country are in the State of Mato Grosso: the Xavante, Cinta Larga, Tupi Monde, Xingu and Araguaia ethno-educational territories.

Hence, ISE schools must follow a culturally adequate pedagogy and require special teaching training. The basic elements for the organization, structure and functioning of indigenous schools are: (i) location in lands inhabited by indigenous communities, even if they extend across territories in several contiguous States or Municipalities; (ii) exclusive service to indigenous communities; (iii) teaching in the mother tongues of the communities served, as one of the ways of preserving the sociolinguistic reality of each people; (iv) community participation in the definition of the schools' organization and management model; (v) the organization of school activities regardless of the calendar year and respecting the flow of economic, social, cultural and religious activities; and (vi) the diversified duration of school periods, adjusted to the conditions and specificities of each community.

In Mato Grosso, indigenous school education is under the Indigenous School Education Coordination of the State Secretariat of Education. The mission of the Coordination is to strengthen the indigenous school education policy in line with educational policies as well as to monitor and evaluate the Pedagogical Policy and Curriculum Guidelines for Indigenous School Education. In 2019 (the last date official census data from the Ministry of Education is available), Indigenous school education counted with 189 schools (71 state schools and 118 municipal) within Indigenous Lands spread over 26 municipalities in Mato Grosso. Pre-school education is available in 104 indigenous schools, elementary education and secondary education are offered in 184 and 62 indigenous schools respectively. State data from 2020 refer to 83 state schools offering indigenous education, offering 1,070 classes and serving 13,226 students (3.55% of the enrollments in state schools).



Mato Grosso was the first state in the country to create the State Council for Indigenous School Education CEEI/MT (Decree No. 265, of July 20, 1995, in accordance with Inter-ministerial Ordinance No. 559, of April 16, 1991 and the articles 6 and 7 of Convention 169/ILO) aims to guarantee the execution of a specific educational policy for indigenous peoples. CEEI/MT is an advisory, deliberative and technical advisory council composed by 35 members; 25 of which representing the 43 ethnic groups from across the state, in addition to another 10 representatives from civil society and governmental agencies – including representatives of the Federal University of Mato Grosso and National Foundation of Indio (Funai).

The Project aims to support the construction and rehabilitation of Indigenous Schools (not selected yet) and the Borrower would prepare an Indigenous Peoples Planning Framework (IPPF) prior to Appraisal following the requirements of this Standard. The IPPF would comprise the following elements: (a) the types of activities and subprojects likely to be proposed for financing under the Project; (b) the potential positive and adverse effects of such activities or subprojects on Indigenous Peoples; (c) a plan for carrying out the social assessment for such activities or subprojects. (d) a framework for ensuring free, prior, and informed consultation with the beneficiary Indigenous Peoples' communities; (e) a description of the institutional arrangements (roles and responsibilities), budget, and commitment for funding for project supported activities, evaluating their effects on Indigenous Peoples, consulting them in a culturally appropriate manner, and addressing any grievances; (f) monitoring and reporting arrangements; (g) disclosure arrangements for Indigenous Peoples Plans to be prepared under the IPPF; and (h) the timing for completion of any specific plans. The draft version of this IPPF would be consulted in a culturally appropriate manner with the Indigenous Peoples representatives in CEEI/MT as well as FEPOIMT. The final version of the IPPF (revised to incorporate the outcome of consultations with IPOs and IP communities and other relevant stakeholders) would be adopted and disclosed in the Project's dedicated website within 30 days of Project Effectiveness.

ESS8 Cultural Heritage

This standard is considered relevant at this stage. As the school buildings to be rehabilitate under Subcomponent 1.1 have not been selected yet, there is a small chance they may be carried out within historical buildings and the PMU will identify public schools buildings of cultural and historical value. Following this screening, the Government of Mato Grosso will implement documentation and protection of these historical and architectural assets in compliance with the requirements of this standard and in compliance with the guidelines defined by the National Institute for Historical and Cultural Heritage (IPHAN), which are consistent with this ESS.

As the construction works may require excavation, there is also a very slight chance they may encounter previously unknown cultural heritage. The potential for chance finds is minimal as the construction works would take place on sites where old, deteriorated and unrecoverable structures would be dismantled.

As part of the ESMF, the Borrower would identify the presence of historical buildings among the schools to be rehabilitated. In such cases, the Borrower would take measures to maintain the authenticity of form, construction materials and techniques of the structures in compliance with applicable national laws and in accordance with Good International Industry Practice (GIIP).

The Borrower would define a chance finds procedure to be followed and this will be included in the ESMF. This procedure would also be included in all contracts relating to construction works leading to changes in the physical environment, set out how chance finds associated with the project will be managed and include a requirement to: (i) notify relevant authorities of found objects or sites by cultural heritage experts; (ii) fence-off the area of finds or sites to avoid further disturbance; (iii) conduct an assessment of found objects or sites by cultural heritage experts; (iv)



identify and implement actions consistent with the requirements of this ESS and national law; and (v) train project personnel and project workers on the chance finds procedure.

The works to be carried out in indigenous and quilombola schools as well as the support for pedagogical and management interventions are not expected to significantly impact cultural heritage that is material to the identity and cultural, ceremonial or spiritual aspects of the traditional communities and will not use their cultural heritage for commercial purposes. However, the ESMF will identify potential impact of activities on tangible and intangible cultural heritage in a manner to allow the Project to recognize and incorporate adaptations on schools and on tailored pedagogical material that could lead to a significant improvement on the learning processes for these communities moving forward.

ESS9 Financial Intermediaries

The standard is not currently relevant.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered? No

Financing Partners

No financing partners.

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

Actions to be completed prior to Bank Board Approval:

Considering the nature of the proposed project activities, the team recommends the following actions to be considered:

- Given that the precise location of the project activities are not defined, the Borrower will develop and disclose a draft Environmental and Social Management Framework (ESMF) that will include a negative list for Project Investment prior to Appraisal.
- The Borrower will be required to prepare and disclose a draft Stakeholder Engagement Plan (SEP) including a GM prior to Appraisal.
- The Borrower will prepare and disclose a draft IPPF prior to Appraisal.
- The Borrower will prepare and disclose the LMP prior to Board approval.
- The Borrower will disclose the draft Environmental and Social Commitment Plan (ESCP) prior to Appraisal.

Public Disclosure



- The operational manual of the Project will contain the details of roles and lines of approving and reporting of E&S documents.

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

The team recommends that the ESCP of this operation addresses the following issues:

- Establish and maintain a Project Management Unit with qualified staff and resources to support management of E&S risks and impacts of the Project.
- Define clear roles, responsibilities and authority as well as designate specific personnel to be responsible for the implementation and monitoring of the Stakeholder Engagement Plan.
- Prepare and submit to the World Bank regular monitoring reports on the environmental, social, health and safety (ESHS) performance of the Project, including stakeholder engagement activities, and functioning of the grievance mechanism.
- Include the negative list for Project investment.
- Consider the consistency of the Terms of Reference for technical assistance activities with the ESSs.
- Consider best practices of recycle and recovery of E-Waste according to the requirements of the national legislation and ESS 3, as appropriate.
- Include the applicable requirements of ESS8, as relevant.
- Final ESMF, SEP, and IPPF within 30 days after Effectiveness.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

06-Sept-2022

IV. CONTACT POINTS

World Bank

Contact:	Leandro Oliveira Costa	Title:	Senior Economist
Telephone No:	5761+3021 / 244-222-393021	Email:	lcosta@worldbank.org
Contact:	Marina Bassi	Title:	Senior Economist
Telephone No:	+1-202-473-3959	Email:	mbassi@worldbank.org

Borrower/Client/Recipient

Borrower: STATE OF MATO GROSSO

Implementing Agency(ies)

Implementing Agency: SEDUC - Secretaria de Estado de Educação

Implementing Agency: SECRETARIAT OF EDUCATION - MATO GROSSO

V. FOR MORE INFORMATION CONTACT

Public Disclosure



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): Leandro Oliveira Costa, Marina Bassi

Safeguards Advisor ESSA Maria Luisa Duran Fargas (SAESSA) Cleared on 22-Jun-2022 at 12:57:47 GMT-04:00