



Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 04/01/2019 | Report No: ESRSC00320



BASIC INFORMATION

A. Basic Project Data

| | | | |
|--|---|--------------------------|----------------------------|
| Country | Region | Project ID | Parent Project ID (if any) |
| Honduras | LATIN AMERICA AND CARIBBEAN | P169161 | |
| Project Name | Honduras Early Childhood Education Improvement Project | | |
| Practice Area (Lead) | Financing Instrument | Estimated Appraisal Date | Estimated Board Date |
| Governance | Investment Project Financing | 4/1/2019 | 5/28/2019 |
| Borrower(s) | Implementing Agency(ies) | | |
| Minister of Finance (Secretaría de Finanzas-SEFIN) | Ministry of Education (Secretaría de Educación - SEDUC) | | |

Proposed Development Objective(s)

The PDO is to strengthen the enabling conditions for delivering quality preschool education services to disadvantaged children through improving: (a) SEDUC’s institutional capacity for preschool management; (b) teaching practices of preschool educators nationwide; and (c) physical learning environments in selected preschools in targeted regions.

| Financing (in USD Million) | Amount |
|----------------------------|--------------|
| Total Project Cost | 40.00 |

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, which is focused on the preschool education subsector, aims to strengthen the enabling conditions for delivering quality preschool education services to disadvantaged children. It has three main sub-objectives, which are to improve: i) SEDUC's capacities for preschool education management; ii) teaching practices of preschool educators nationwide; and iii) physical learning environments in selected preschools in targeted regions. The proposed 5-year



Project will have funding from both IDA (US\$30 million) and the Global Partnership for Education (US\$10 million donation).

D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social] The project will support the Honduran government to improve preschool learning outcomes and holistic development of children’s potential. At this stage of planning, detailed location of interventions is not identified, however the project will be implemented at national level and will also address children in disadvantaged regions and population groups, including indigenous and afro-descendant communities. The context in which the project will be implemented is characterized by: i) Having one of the highest poverty rates in Latin America; ii) Having the lowest gross enrollment rate (54% in 2015) in preschool education (in the Central American region), specially affecting the children pertaining to the indigenous and afro descendants’ population, where 85% of them are living in poverty (UNICEF, 2012); iii) Having a large proportion of the population at severe risk from hydro-meteorological and associated extreme climatic events (floods, droughts and landslides); iv) Political and ongoing violence that poses threat to the country’s stability; v) Low adaptive capacity at national, regional and local levels despite recurrent impacts of tropical storms and hurricanes in a changing climate. As part of the environmental and social assessment (ESA), the project counterparts will further assess the current and future exposure of the project location(s) to relevant environmental, geophysical and natural hazards; Impacts on their physical infrastructure and assets in line with screened climatic and disaster risks; and, how the project components can consider these concerns to address the needs of vulnerable groups (e.g. children, women, indigenous peoples and afro-descendants). Further analysis will be carried out on the characteristics that are most relevant to the known nature, magnitude, and significance of the main potential temporary and permanent social impacts and risks of this project to affected people, including people with disabilities.

D. 2. Borrower’s Institutional Capacity

The implementing agency of the project will be the Ministry of Education (Secretaría de Educación - SEDUC.) SEDUC has limited technical, management, and operational capacity overall, with little institutional experience since it had a lending operation several years ago. This lack of recent experience creates risks in the preparation and implementation of relevant E&S instruments, in accordance with the new Environmental and Social Framework. The technical and administrative branches of the Ministry have difficulties coordinating with each other.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

Among other key results, the project aims at enhancing physical learning environments in preschools, in particular for children in disadvantaged regions and groups. This includes new and/or improved preschool school infrastructure, furniture, and equipment.

The environmental risk classification is moderate subject to further specification of the project location. The project involves the revision of infrastructure regulation code and standards, rehabilitation of existing classrooms and construction of new classrooms. Honduras has experienced natural, climate and geophysical hazards in the past, and is expected to experience these in the future with high intensity, frequency, or duration. However, the project

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activities, particularly related to school infrastructure are expected to take place in existing schools. Following the ESA, Proper measurement will be taken to avoid, minimize, or mitigate potential impacts, through the formulation of an Environment and Social Management Plan (ESMP). All contractors would be expected to include a site-specific management plan that would guide the management of E&S risks.

Social Risk Rating

Moderate

The Social Risk is rated as moderate because the project context has some sensitive cultural and environmental elements such as working with indigenous and afro-descendant communities, where institutionalized marginalization exists toward them. Hence, the actual context may pose a degree of risk and in terms of inclusiveness and cultural appropriateness. The project will also include some civil works such as classroom rehabilitation and/or new school construction. The risks and impacts associated with these works are expected to be moderate as they may involve small-scale land acquisition.

If not designed and implemented properly, the project may further disadvantage people in vulnerable or marginal situations, such as afro Honduran and indigenous peoples. For them, it may be essential that children at preschool level receive their education in their mother tongue, since when doing so, they are simultaneously fostering a whole host of other essential skills, such as critical thinking and literacy skills. This is also critical for the development of their self-identity and self-esteem.

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

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B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

This project will support the Honduran government to improve preschool child development and learning outcomes through three components: Component 1: Promoting pertinent and inclusive teaching practices and content nationwide Component 2: Enhancing access to quality and inclusive physical learning environments among disadvantaged regions and population groups and Component 3: Strengthening SEDUC’s institutional capacity to improve preschool child development and learning outcomes. Honduras is susceptible to earthquakes, hurricanes, droughts and floods along the Caribbean coast that are increasing over time since Hurricane Mitch 1998, which could affect the physical learning environments supported by the project. Potential risks and impacts for all three components of the projects are: i) Risks that project design may impact negatively some individual and groups because of their circumstances. E.g. a) Indigenous and afro descendant peoples whom may not always have the possibility of receiving pre-basic education in their mother tongues or because they live in far isolated geographical areas; b) Any prejudice or discrimination toward individuals or groups in providing access to development resources



and project benefit c) National institutions may attempt to override institutions, rules and customs of Indigenous Peoples, affecting their rights. For component 2, the main risks and impacts are: a) Negative economic and social impacts relating to the involuntary taking of land or restrictions on land use - even though this risk probability is low; ii) Impacts on the health safety and wellbeing of workers (during the rehabilitation or construction of school rooms) and project affected communities and iii) Risk to cultural heritage. Component 2 also involves the revision of infrastructure regulation code and standards, rehabilitation of existing classrooms and construction of new classrooms. These activities will require the application of environmental health and safety guidelines to manage and monitor E&S risks. An Environmental and Social Assessment (ESA) for the project will be carried out by the client before appraisal and to further study the degree of potential environmental and social impacts of the project, evaluate project design alternatives and formulate appropriate mitigation, management, and monitoring measures. The project will require an Environmental and Social Management Framework (ESMF) before appraisal and the development of Environmental and Social Management Plan (ESMP) during implementation to address specific measures needed for infrastructure that is to be built. These ESMPs will be developed prior to the beginning of subprojects' implementation. The ESA will feed the ESMF and The ESMF will include the standards and provisions to consider elements to be reflected in the Environmental and Social Management Plans The ESA, ESMF and the ESMPs will -among other elements: i) Address considerations in relation to safety of schools, accessibility, disaster risk, and community safety during construction (traffic, dust, etc.); ii) Address potential impacts of schools 'constructions on buffer zones of natural reserves, iii) Further analyze the socio-cultural, institutional, historical and political context; variations in country conditions and project context; legislative and regulatory considerations; iv) Address considerations of needs of vulnerable groups (including the need for use of local languages in the pre-basic level of education) and people with disabilities; v) Consider coordination and consultation with affected people and other interested parties, particularly at an early stage, to ensure that all potentially significant environmental and social risks and impacts are identified and addressed; vi) Consider key social issues and recommendations for project design and implementation arrangements, among others; vii) Consider the implementation of technically and financially feasible measures for improving efficient consumption of energy, water and raw materials, as well as other resources during construction of schools; viii) Proper measurement will be taken to avoid, minimize, or mitigate potential negative impact on the biodiversity and on the sustainably management of living natural resources; ix) Consider potential for existing school buildings to include cultural heritage. Site selection for new schools should also consider cultural values for locating and screening; x) Measures to strengthen client capacity for management and oversight of E&S issues consistent with the narrative presented in the PCN on this issue and findings of the ESA. In terms of Indigenous and afro – Honduran communities -they will be part of the project stakeholders and beneficiaries- they have been facing historical institutionalized marginalization. The context is of violence and impunity, where indigenous people lack access to justice (UN, 2016). IACHR 2016, reported that the high levels of violence faced by Honduran society have an impact on human rights defenders and indigenous peoples, among others. IACHR 2016, also reported that the violation of rights of the people of Honduras is a situation that results from high rates of violence, citizen insecurity, and high levels of impunity. From this perspective, the project will implement a genuine intercultural approach toward inclusive development, positive peace and sustainability.

Areas where reliance on the Borrower’s E&S Framework may be considered:

In further assessment and before appraisal, the Borrower and the Bank will consider whether to use all, or part, of the Borrower’s ES Framework in addressing the risks and impacts of the project consistent with the ESSs. However it is expected that the borrower may rely heavily on the Banks’s E&S framework. This is because, technical, management, and operational capacities are limited; There is little experience in implementing World Bank Projects; and there are difficulties of coordination between technical and administrative branches of the Ministry of Education.



ESS10 Stakeholder Engagement and Information Disclosure

The main stake holders of the project are: 1) Ministry of Education (SEDUC) that has the mandate to rector all levels of the formal education system (pre-primary to secondary education); 2) Vice-ministry of Pedagogical and Technical Affairs and the Vice ministry of Administrative and Financial Affairs, 3) Departmental, municipal, district and school level; 4) Indigenous and afro-Honduran communities, its leaders and organizations; 5) ONGs; 6) Public Government Agencies and 7) Teachers; 8 and) parents (potentially through direct engagement or representative groups/ associations) The project will formulate and implement a stake holder engagement plan. As part of the Stakeholder Engagement Plan (SEP,) the Borrower will proactively engage with the communities to ensure their ownership and participation in project design, implementation, monitoring and evaluation. The SEP will outline: a) Who the key stakeholders are; b) How they are to be engaged; c) How often the engagement will occur throughout the project; d) How feedback will be solicited, recorded and monitored over the project; e) Who will be charged/responsible with this engagement; f) Timeline for this engagement, and so on. The process of stakeholder engagement will begin during preparation and continue into implementation. Prior to appraisal, the following measures will be implemented: i) Stakeholder identification and analysis; ii) Planning how the engagement with stakeholders will happen; iii) Disclosure of information and iv) Consultation with the stakeholders noted above, and other groups not listed that might be relevant to reach out to.

B.2. Specific Risks and Impacts

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

ESS2 Labor and Working Conditions

The standard is relevant given the potential of having “Direct workers” - in the form of Environmental & Social consultants and supervising consultants. Contracted workers employed through third party are also expected to be engaged in the construction of schools. For contracted workers, they might be migrant workers. Here, some unskilled workers may be hired to perform small, repetitive, and unskilled tasks for the construction of schools. The project is expected to have government civil servants working in connection with the project. However, they will remain subject to the terms and conditions of their existing public-sector employment agreement or arrangement, unless there has been an effective legal transfer of their employment or engagement to the project. ESS2 will not apply to such government civil servants, except for the provisions of Protecting the Work Force, and Occupational Health & Safety). The project does not intend to be engaged with primary supplier workers and community workers. TORs for workers to be hired as well as expected amount that will be employed will be defined later and post project appraisal, and before the hiring of workers. Before the start of project implementation, the client will Develop a labor management procedure and a grievance mechanism for Project workers. Before the initiation of the rehabilitation and/or construction of school rooms, the client will provide Occupational, health and safety (OHS) measures as well as a plan of training of Project Workers designed to heighten awareness of risks (during construction of schools) and to mitigate impacts on local communities. The WBG team will review the specific HR processes and practices of the client in line with due requirements, considering parties finally responsible for the construction (e.g. firms). The contracts will need to include specific requirements related to third party employers, as well as the process for a grievance mechanism and occupational health and safety and labor practices. The employment of project workers will be based on the principle of equal opportunity and fair treatment, and there will be no discrimination with respect to any aspects of the employment relationship. In addition to the terms of employment and working



conditions, the labor management procedures for the project will set out measures to prevent and address harassment, intimidation and/or exploitation.

ESS3 Resource Efficiency and Pollution Prevention and Management

The standard is relevant in that the construction of schools may generate pollution in the form of waste. The project will be promoting proper waste management practices as part of the Environmental and Social Management Plan (ESMP). These measures will help avoid the generation of hazardous and nonhazardous waste. Where waste generation cannot be avoided, minimize its generation, and reuse, recycle and recover waste in a manner that is safe for human health and the environment. Where waste cannot be reused, recycled or recovered, the Borrower will treat, destroy, or dispose of it in an environmentally sound and safe manner that includes the appropriate control of emissions and residues resulting from the handling and processing of the waste material. The Environmental and Social Management Plan and Construction Contracts will include measures and requirements to manage waste from construction operations, including end location of the waste removed, existence of asbestos in the pre-existing school facilities, and assessment of structures to be rehabilitated in consultation with the client. The Environmental and Social Management Plan Will address the implementation of technically and financially feasible measures for improving efficient consumption of energy (efficient lighting, cooling, heating and other energy efficient equipment);, water and raw materials (efficient water use equipment and sustainable use of building materials), energy and water as well as other resources during construction of schools. The Borrower will seek to reduce or eliminate the use of toxic or hazardous raw materials.

ESS4 Community Health and Safety

The Standard is relevant because the construction of schools may imply community exposure to noise, traffic and road safety – if there are unusual movement of transport of material for the construction of schools in communities. Because Honduras is a Climate Vulnerable Country, it is also imperative that the schools structures are sound and resilient to climate change. While the infrastructure works will take place in an existing footprint, the Borrower will consider the incremental risks of the public’s potential exposure to operational accidents or natural hazards, including extreme weather events. There will be requirements for provision of proper toilet facilities, as well as clean and assured water supply in schools. The Borrower will also apply the concept of universal access to the design and construction of such new buildings. Measures will be reflected in an ESMP and further assessment of the safety of the beneficiaries (e.g. kids, parents, neighbours) will inform further recommendations by project appraisal. As part of this assessment, the WBG will check whether the project is causing added exposure per se, as wel as seek for opportunities to reduce pre-existing E&S risks.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The standard is relevant in that the construction of schools may imply involuntary resettlement. School construction may require minor land acquisition and economic displacement such as loss of lands, loss of income source or other means of livelihood. The project will seek to avoid involuntary resettlement or, when unavoidable, minimize involuntary resettlement by exploring project alternative sites, where schools can be built. For this given context, and because the location and scope of future sub-projects is not yet known and there is a likelihood of land acquisition and resettlement, the Borrower will prepare a Resettlement Policy Framework (RPF) – to be applied to subprojects or



project components to be prepared during project implementation and before construction work begins. The RPF will establish eligibility criteria for affected persons, set out procedures and standards for compensation, and incorporate arrangements for consultations, monitoring and addressing grievances. The RPF will include a grievance redress mechanism. The GRM should consider the availability of judicial recourse and community and traditional dispute settlement mechanisms. As needed, individual sub-projects will develop a resettlement plan appropriate to the nature and scale of land acquisition and resettlement impacts. For sub-projects requiring land acquisition and resettlement, all resettlement will be completed prior to the commencement of construction.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The Standard is relevant in that, project construction activities -even though minor- may take place in buffer and/or core zones of natural reserves. The proposed school locations will be confirmed by appraisal, in order to ensure that infrastructure works do not take place near sensitive areas. The application of the standard considers Honduras' mountainous and dense forest (82% of Honduras), large land area exposed to hazards (75% of which with slopes greater than 25 percent), and its coastal lowlands. Proper measurement will be taken to avoid, minimize, or mitigate potential impacts thus may have some significant negative impact on the biodiversity and on the sustainably management of living natural resources. Measures to avoid or address such impacts will be included in the ESMP.

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

The Standard is relevant in that, indigenous and afro Honduran communities will be present in the project area, as determined in initial screening. These communities meet the four criteria to be considered indigenous, as stated in multiple secondary sources of information. As for ESS7, existing indigenous and Afro-Honduran groups in Honduras are: Miskito, Lenca, Tolupan, Nahua, Chorti, Pech, Tawahka, Garifuna and Creoles. indigenous languages that are important -living languages- for the context of the project are Miskito and Garifuna. Potential risks and impacts for indigenous peoples are: i) Risks that project design may impact them negatively and because of their circumstances. They may not always have the possibility of receiving pre-basic education in their mother tongue and due to how the education curricula is designed at the national level. ii) They live in far isolated geographical areas; thus, the projects benefit might not reach them and because of the traditional way of how central institutions analyses the cost/benefit of their interventions. iii) Prejudice or discrimination toward indigenous groups in providing access to development resources and project benefit. iv) National institutions may attempt to override institutions, rules and customs of Indigenous Peoples, affecting their rights. The Borrower will design and implement the project in a manner that provides affected Indigenous Peoples with equitable access to project benefits. The concerns or preferences of Indigenous Peoples will be addressed through meaningful consultation and project design, and documentation will summarize the consultation results and describe how Indigenous Peoples issues have been addressed in project design. Arrangements for ongoing consultations during implementation and monitoring will also be described. The Stakeholder Engagement Plan (SEP) will describe the overall approach to engaging with indigenous communities. Prior to appraisal, the Borrower will prepare an Indigenous Peoples Planning Framework (IPPF) to guide the identification, planning and design of project activities that will be identified during implementation. As appropriate, sub-project specific Indigenous Peoples Plan (IPP) or a broader Integrated Community Development Plan (ICDP) - setting out the measures or actions proposed to minimize, avoid or manage risks (or enhance benefits) – will be developed for specific sub-projects. The nature of the plan/s will depend on the amount of communities that will be covered by it, as well as the ethnic composition of the communities. Even though, the project doesn't contemplate



activities meeting the requirements for Free, Prior and Informed Consent (FPIC), possible decisions surrounding use of IP lands for school construction may need to apply this standard of consultation and consent.

ESS8 Cultural Heritage

The standard is relevant in that construction of schools will involve superficial movement of earth that could be profound enough to dig up/ or uncover archaeological artefacts hidden from view. A more deeper understanding of the context and for the application of this ESS will be established during the environmental and social assessment described. The Borrower will develop and implement a chance finds procedure as part of the project’s ESMP and as part of construction contracts to be awarded under the project.

ESS9 Financial Intermediaries

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

B.3 Other Relevant Project Risks

We don't envisage other relevant project risks

C. Legal Operational Policies that Apply

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

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III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered? No

Financing Partners

Not applicable

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

Actions to be completed prior to Bank Board Approval:

ENVIRONMENTAL AND SOCIAL ASSESSMENT: Carry out environmental and social assessment to identify and assess the environmental and social risks and impacts of the Project, and appropriate mitigation measures to be reflected in the project Environmental and Social Management Plan (ESMP).

ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN.

SEP PREPARATION: Prepare and disclose a Stakeholder Engagement Plan (SEP).

RESETTLEMENT PLANNING FRAMEWORK (RPF) and/or RESETTLEMENT PLAN (RP)



INDIGENOUS PEOPLES PLANNING FRAMEWORK and/or INDEGNOUS PEOPLES PLANS: Develop and implement a [name of the plan] consistent with the requirements of ESS7.

GRIEVANCE MECHANISM: Develop and implement the arrangements for the grievance mechanism for indigenous people (if established separately for the grievance mechanism under ESS10).

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

LABOR MANAGEMENT PROCEDURES: Develop labor management procedures applicable to Project Workers, including those contracted by third-party firms.

GRIEVANCE MECHANISM FOR PROJECT WORKERS: Develop and maintain a grievance mechanism for Project workers.

OHS MEASURES: Develop and implement occupational, health and safety (OHS) measures.

EMERGENCY PREPAREDNESS AND RESPONSE

PROJECT WORKERS TRAINING:

MANAGEMENT OF WASTE AND HAZARDOUS MATERIALS: Develop and implement measures and actions to manage waste and hazardous materials

RESETTLEMENT PLANS: Develop and implement resettlement plans [RAPs] consistent with the requirements of the [RPF and] and ESS5.

CHANCE FINDS: Develop and implement a chance finds procedure.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

09-Apr-2019

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IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: Minister of Finance (Secretaría de Finanzas-SEFIN)

Implementing Agency(ies)



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

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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|-------------------------|--|
| Task Team Leader(s): | Enrique O. Alasino Massetti, Alonso Sanchez |
| Safeguards Advisor ESSA | Noreen Beg (SAESSA) Cleared on 26-Mar-2019 at 10:01:47 |
| Practice Manager | Yves Jantzem (PMGR) Concurred on 01-Apr-2019 at 11:25:23 |