



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 04/15/2020 | Report No: ESRSA00444



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Sao Tome and Principe	AFRICA	P169222	
Project Name	Girls Empowerment and Quality Education for All Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	4/17/2020	7/31/2020
Borrower(s)	Implementing Agency(ies)		
Democratic Republic of Sao Tome and Principe	Ministerio da Educacao e Ensino Superior		

Proposed Development Objective(s)

The Project Development Objective (PDO) is to equip girls with life skills and improve student learning outcomes for all.

Financing (in USD Million)	Amount
Total Project Cost	17.10

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 Girls Empowerment and Quality Education for All (P169222) would be financed through a proposed IDA grant in the amount of US\$15 million and a proposed GPE grant in the amount of US\$2.1 million, using an Investment Project Financing (IPF) lending instrument. The Project aims to address the challenges of supporting a more conducive learning environment for girls' empowerment, system-wide activities to tackle the learning poverty and reaching the most vulnerable. 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.



D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
The project will have a national coverage with a specific focus on rural areas where, compared to urban zones, poverty rate is higher, students perform poorer, qualified teachers are rarer, and access to secondary schools is scarcer; thus, the environmental and social contexts will differ among the specific project locations and subprojects. Through its specific interventions, the project is expected to contribute to increase access and quality of education, promoting an efficient education sector and reducing gender inequality. The project will support also cross-cutting activities to promote girls' empowerment by reducing their dropout and by strengthening their ability of making meaningful life and labor choices.

The proposed project will invest in the rehabilitation and/or construction of WASH (water, sanitation, and hygiene) small infrastructures (i.e., water points and sanitary facilities) in selected schools throughout the country. At this stage of preparation, the schools which will benefit from the WASH program have not yet been identified. Nonetheless, the physical activities will entail small civil works interventions within existing schools' compound on confined public land and it is thus highly unlikely they will cause involuntary resettlement, land acquisition, labor influx issues, and adverse impacts to natural habitat or cultural heritage. During preparation and implementation, the Bank will conduct its due diligence to continue assessing potential risks related to WASH infrastructures rehabilitation/construction. While labor influx issues are not expected, they will be appropriately assessed once the specific investments in rehabilitation/construction of small infrastructures are known.

D. 2. Borrower's Institutional Capacity

São Tomé and Príncipe has a general legal and institutional framework to manage and respond to the challenges on environmental issues. The National Environmental Law (LEI N. º 10/1999) provides statutory provisions on environmental protection; principles, measures, duties and obligations of key stakeholders who are tasked with the environmental protection task and instruments for the purpose of environmental protection and sustainable natural resources management, in São Tomé and Príncipe.

On the social side, currently, there is no national legal and institutional framework to identify, manage and supervise social risks. The Ministry of Education (MoE) is responsible for the overall project's preparation and implementation. At the current stage, the Directorate of Planning and Educational Innovation (Direcção de Planeamento e Inovação Educativa) within the MoE is responsible of the project's preparation phase. There has been previous engagement between the Bank and the education sector in São Tomé and Príncipe, with the Quality Education for All Project. However, the Borrower is not familiar with the requirements of the new Environmental and Social Framework (ESF). In addition, this is the first Bank-funded project in São Tomé and Príncipe that applies the new ESF. At the project identification stage, an assessment of the Borrower's institutional capacity to supervise and implement the project's environmental and social aspects was carried out. The assessment determined weak institutional capacity in this regard. The MoE will establish a Project Implementation Unit (PIU) and appoint, and ensure the training of, an Environmental and Social Specialist (E&S) to manage the project's overall environmental and social risks. Additionally, once the project is under implementation, the PIU shall hire short term consultants to support project's implementation and supervision. This includes the need to engage at least on a punctual basis GBV experts as part of social assessment/evaluation teams to adequately assess and ensure continued monitoring of project-related GBV risks. Given the MoE's weak capacity on E&S matters, relevant PIU capacity building measures are proposed as part of the ESCP.



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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The environmental risk rating is moderate as the Project will invest in civil works related to the rehabilitation and/or construction of sanitary facilities and water points within the footprint of existing schools. The proposed activities are not expected to generate adverse environmental impacts or substantial risks to human health or the environment. The expected impacts are considered predictable, temporary, reversible, low in magnitude, and site specific. Minor environmental issues are expected related to: (i) nuisance from air and noise emissions; (ii) disposal and management of construction waste; and (iii) general health and safety of workers, students, and teaching staff during construction. These risks and impacts are expected to be limited to existing school compounds and can easily be managed through the implementation of established and cost-effective mitigation measures.

Social Risk Rating

Moderate

It is anticipated that the project will have positive social impacts both at the individual and community levels. Investing in children and adolescents' education not only places each child and his/her family on a path towards good health, empowerment and employment, but it also strengthens the country's workforce and prepares future generations to be competitive in the global economy. Reaching girls during adolescence is critical as decisions made and behaviors established during this period affect their horizons later in life, including the economic. During this formative period, it is indeed central to provide adolescent girls with the tools they need to become economically empowered young women.

At the current stage of the project's preparation, the project's social risks are deemed Moderate. There is an institutional contextual risk, given the Borrower's first exposure to the new ESF and its low capacity in managing E&S issues. Due to the recent change in government, the overall political economy framework has changed, with newly appointed actors that have little experience in their new institutional roles and in WB-financed projects. Some similar activities have already been carried out in previous Bank-financed education projects without inducing adverse social impacts. Nevertheless, the current Project will invest also in girls' empowerment and teenage pregnancy, a new area that the Borrower has not explored before which might lead to ownership, coordination and implementation challenges. A grievance redress mechanism (GRM) will be put in place to provide a reliable and efficient communication and feedback channel between the project and its beneficiaries. During appraisal, the WB will conduct due diligence regarding social risks. Where necessary, the social risk rating will be revised, taking into account risks and impacts related to land acquisition, involuntary resettlement, and labor influx.

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 shall invest in civil works mainly related to rehabilitation and construction of new water points and sanitary facilities in selected schools. No major constructions are envisaged such as the construction of new buildings. Key environmental and social issues will be related to: i) noise and dust; ii) disposal and management of construction waste; iii) general health and safety of workers, students, teaching staff. These impacts are not envisaged to be significant or irreversible. They are expected to be site specific, limited to existing school compounds and on confined public land, thus unlikely to lead to land acquisition and/or involuntary resettlement. All impacts shall be managed through the implementation of cost-effective mitigation measures.

During the project's preparation, a gender-sensitive social analysis was conducted to identify the project's social risks and potential impacts. As part of the social analysis, focus groups (FGs) have been established among students, teachers and students' parents in São Tomé and Príncipe to investigate school and family environments, gender dynamics and disability issues, as well as screening potential vulnerable groups. The social analysis surfaced the key project's social risks, which are mainly related to: i) institutional contextual risk, given the Borrower's first exposure to the new ESF and its low capacity in managing E&S issues; and ii) teenage pregnancy, gender-based violence, disability and the sensitiveness of working on these issues and on behavioral change aspects. Teenage pregnancy and financial constraints are among the main causes of low secondary rate among girls and boys, with girls dropping off when pregnant and boys when engage in remunerative activities to support families' financial constraints. Early sexual and co-living relations between girls and boys surfaced also as a risk that could hinder the project's achievement of increasing retention and reducing drop-off rates. In STP, early co-living is a generalized social phenomenon, with high negative impacts on girls' school attendance. Early unprotected sexual relations pose also major challenges to girls' education as it increases the likelihood of teenage pregnancy and girls' subsequent drop-off. Anecdotal evidence informs that GBV is also a risk, particularly for older teenage girls. There have been cases of male teachers sexually exploiting female students in exchange for good notes. GBV can also negatively impact girls' school attendance, as parents are concerned about physical safety and risks of GBV and are thus reluctant to let girls travel long distances to reach schools. Disability adds an additional layer to the complexity of children's life and education. In STP, one out of ten children are disabled and half of disabled children do not attend school due to shortage of ad hoc services, marginalization and discrimination. Based on the social analysis, four main vulnerable groups have been identified, specifically: i) students, including children and adolescents, from poorer families; ii) girls at risk of drop off, especially due to early childbearing; iii) boys at risk of dropping off to engage in income generating activities to support their vulnerable families; iv) children with disabilities and/or and at risk of development.

The Borrower has prepared an ESCP, which includes borrower's commitments to undertake the required assessments and prepare necessary instruments as well as capacity support activities. As the specific locations of the project are not yet known, an Environmental and Social Management Framework (ESMF) will be prepared after appraisal to provide the necessary environmental and social guidelines and measures to be taken by the small works contractors to ensure that social, health, safety and environmental norms are met. Once exact locations are known, site-specific ESMPs shall be prepared. The ESMF will include an assessment of girls' and boys' main social risks in the education system. This shall include at a minimum an assessment of the gender-based violence (GBV) risks, including school-related gender-based violence (SRGBV) and GBV risks related to the rehabilitation of small WASH infrastructures, and risk and preventive factors influencing girls' and boys' drop off and retention, such as teenage pregnancy. The ESMF shall also include identification of disadvantaged and vulnerable people in the context of the project and analysis of disability and inclusive education.



ESS10 Stakeholder Engagement and Information Disclosure

To ensure a participatory, inclusive, and culturally appropriate approach during the project’s life cycle, the Borrower has prepared a draft Stakeholder Engagement Plan (SEP) consistent with ESS10 requirements, which will be disclosed before appraisal. The SEP identified the project’s following main stakeholders: school administrations at national, regional and local level; the teachers and schools directors as a collective and as individuals; parents as a collective and individuals; students as a collective and individuals; civil society, including local communities, community leaders, local organizations working in the project’s same thematic area, and international donors. Regarding the institutional counterparts, the main stakeholders include: Presidency of the Republic, National Assembly, Prime Minister's Office, Ministry of Education, Ministry of Public Works, Infrastructure, Natural Resources and Environment, Ministry of Health, Ministry of Youth, Ministry of Labor, Family and Employment, District Administrations (area of education and health). Other Public Institutions entail the Faculty of Science and Technology, the Higher Institute of Education and Communication (ISEC), the Center for Counseling against Domestic Violence, and the National Institute for the Promotion of Gender Equality. Among the main stakeholders, specific vulnerable groups have been identified and this include: i) students, including children and adolescents, from poorer families; ii) girls at risk of drop off, especially due to early childbearing; iii) boys at risk of dropping off to engage in income generating activities to support their vulnerable families; iv) children with disabilities and/or and at risk of development school-age girls at risks of teenage pregnancy, adolescent boys and girls at risk of dropping out of school, boys and girls with disabilities. The SEP will be implemented to ensure that stakeholder engagement is conducted on the basis of timely, relevant, understandable and accessible information. Continuous stakeholders engagement will be granted along the project’s life cycle to ensure stakeholders are informed about the project’s status and can continue contributing and participating in its implementation. Specific outreach modalities will entail public consultations, monthly meetings, ad hoc focus groups and the development of reports to update the stakeholders on the project’s status.

B.2. Specific Risks and Impacts

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

ESS2 Labor and Working Conditions

The Project will include civil servants, direct workers, direct contracted, third-party contracted and community workers. The project will prepare Labor Management Procedures (LMP) to clarify that: a) civil servants are bound by their labor contracts, but the project will also ensure they meet ESS 2 requirements regarding child labor, forced labor and OHS; and b) all workers must meet the above requirements regarding child labor, forced labor and OHS, as well as measures to establish written labor management procedures and ensure clear proper working conditions, non-discrimination, equality of opportunity, and the right to form workers’ organizations. The project will include a GRM for labor-related complaints, based on national laws and procedures, as well as the requirements of ESS 2. OHS risks and impacts will continually be assessed following ESS2 requirements.

ESS3 Resource Efficiency and Pollution Prevention and Management

Project will cover rehabilitation and construction of water points and sanitary facilities, however it is not expected to use significant quantities of water, given that potential water use will be limited to drinking and supply for sanitary facilities. During civil works, energy sources will come mainly from the network. In addition, the upgrading of sanitary facilities will include provisions of universal access (i.e. access for disabled people). Anticipated sources of pollution



during rehabilitation/construction will be typical of small scale construction works which may include dust, noise (likely be generated from the use of construction machinery and vehicle movement), erosion and runoff, and handling and disposal of solid and liquid wastes. All measures required for mitigation risks of pollution through waste disposal, emissions, discharges and littering will be included in site-specific ESMPs.

ESS4 Community Health and Safety

Community health and safety issues are typically associated to construction sites' risks and impacts. The project will invest in the rehabilitation and/or construction of water points and sanitary facilities. Given that the project's civil works will mainly be undertaken in school's premises, while school year is on going, the health and safety of students, school staff, and nearby communities is critical throughout the construction phase. The ESMF will identify and assess potential Community Health and Safety risks of the project including sexual exploitation and abuses, sexual harassment, child labor, discrimination against vulnerable groups, occupational health and safety issues for workers, traffic safety, and restricted access to construction site among others. No adverse health and safety risks related to provisioning and regulating ecosystem services impacts are anticipated. The project will apply the universal access approach to the design and construct of potential small infrastructures where technically feasible to take in account the needs of disabled students, school personnel and visitors accessing the schools.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

At the current stage, ESS5 is currently not relevant. Although WASH investments are included in the project, they are unlikely to lead to land acquisition and/or restrictions on land use as they will be limited to small civil works interventions within the physical space of existing schools on confined public land. Nonetheless, the WB will continue to assess the potential involuntary resettlement, land acquisition and labor influx concerns during preparation and implementation.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

At the current stage, ESS6 is currently not relevant. Although the project will invest in civil works, such activities will take place within existing school compounds and will not be within critical habitats, sensitive areas, habitats or spawning ground for any threatened, rare or endangered species. Therefore there will be no impact on living natural resources.

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

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

ESS8 Cultural Heritage

Impacts on physical and cultural sites are not foreseen given that civil works (mostly rehabilitation) activities shall take place within existing school compounds. However, Borrower will determine through the ESMF the potential risks and impacts on cultural heritage and will screen out those subprojects entailing risks/impacts on Cultural



Heritage. The ESMF will include also a chance find procedure to be included in works’ contracts and followed during project implementation.

ESS9 Financial Intermediaries

This ESS is not relevant as the project does not involve FIs.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

This operation will not affect international waterways

OP 7.60 Projects in Disputed Areas No

This operation will not be implemented in Disputed areas.

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

Public Disclosure

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
ESS 1 Assessment and Management of Environmental and Social Risks and Impacts	
Establish a PIU under the MoE, including appoint and maintain an environmental and social specialist (E&S)	06/2020
Undertake environmental and social screening and assessment of all proposed subprojects following guidance of the ESMF.	07/2020
Prepare, disclose and implement the Environmental and Social Management Framework (ESMF)	08/2020
Once project locations are known, site-specific ESMPs will be prepared, disclose, discussed with stakeholders, and finalized to the World Bank’s satisfaction and prior to tendering of works, and cause implementation of site-specific ESMPs.	11/2020
Disclose the SEP	01/2020
ESS 10 Stakeholder Engagement and Information Disclosure	
Disclose the SEP	01/2020
ESS 2 Labor and Working Conditions	
Prepare, disclose and implement the Labor Management Procedures (LMPs)	09/2020
ESS 3 Resource Efficiency and Pollution Prevention and Management	



MoE shall ensure that Contractors/Subcontractors prepare and implement measures for improving efficiency in consumption of water, and other resources and material inputs; as well as pollution prevention and management measures in ESMPs.	12/2020
ESS 4 Community Health and Safety	
Identify and assess potential Community Health and Safety risks of the project through the ESMF and propose ad hoc measures to address them through the ESMPs.	12/2020
ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	
ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources	
ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	
ESS 8 Cultural Heritage	
ESS 9 Financial Intermediaries	

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework?

No

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

The project will not rely on the Borrower’s E&S Framework, in whole or in part.

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Democratic Republic of Sao Tome and Principe

Implementing Agency(ies)

Implementing Agency: Ministerio da Educacao e Ensino Superior

V. FOR MORE INFORMATION CONTACT

Public Disclosure



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VI. APPROVAL

Task Team Leader(s):	Leandro Oliveira Costa
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