



Appraisal Stage Integrated Safeguards Datasheet



BASIC INFORMATION

A. Basic Project Data

Country Brazil	Project ID P163868	Project Name Upper Secondary Reform Program	Parent Project ID (if any)
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 2-Nov-2017	Estimated Board Date	Practice Area (Lead) Education
Financing Instrument Hybrid Program for Results and Investment Project Financing	Borrower(s) Government of Brazil	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

To strengthen the capacity of the state secretariats of education to implement the upper secondary reform, including in disadvantaged schools, and to increase the Index of Basic Education Development in targeted full-time upper secondary schools.

Components

Component 1: Supporting the New Upper Secondary Education - P4R

Result Area 1. Support the implementation of the new curriculum.

Result Area 2. Promoting the expansion of full-time schools.

Component 2. Technical Assistance – IPF

Financing (in USD Million)

Financing Source	Amount
Borrower	1.327.00
International Bank for Reconstruction and Development	250.00
Total Project Cost	1.577.00

Environmental Assessment Category

C – Project it is likely to have minimal or no adverse environmental impacts. Beyond screening, no further EA action is required for a Category C project

Have the Safeguards oversight and clearance functions been transferred to the Practice Manager? (Will not be disclosed)

Yes



Decision

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

This is a nationwide Program for Results operation with the Ministry of Education to provide support for the ongoing Upper Secondary Education Reform, which includes a Technical Assistance Component. An Environmental and Social System Assessment (ESSA) has been carried out by the Bank Team to assess the client’s capacity to manage the potential social and environmental impacts of the Program for Results component. This PID/ISDS addresses exclusively the potential social and environmental impacts of the Technical Assistance Component.

The Technical Assistance component will contribute to strengthening the institutional capacity of the Ministry of Education and the State Secretariats of Education with the objective of ensuring a proper implementation of the reform, including: (i) technical cooperation between MEC and SEEs; (ii) monitor and evaluate periodically the implementation and results of the reform; (iii) optimize existing resources and establish accountability between MEC and SEEs in the implementation of the reform, while ensuring proper implementation standards. For this purpose, the TA would provide highly specialized consulting services, including support to: (i) build capacity at SEEs to improve planning, management and monitoring of the reform; (ii) strengthen the technical and operational capacity of MEC for the design and management of the implementation of the reform; (iii) develop instruments, models and studies to support MEC, and the States to implement and monitor the reform and make changes accordingly; (iv) develop a Staff Development Program for MEC and SEEs responsible for the design and implementation of the reform; (v) communication campaigns and integration work among the various organs of the MEC and federative entities to facilitate the implementation of the new high school; and (vi) establish a Management Unit to strengthen the institutional capacity of SEB (Secretariat of Basic Education) and for the management of the project.

G. Environmental and Social Safeguards Specialists on the Team

Alberto Coelho Gomes Costa, Marcio Cerqueira Batitucci

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This is a hybrid operation that includes a Program for Results (PforR) component and a Technical Assistance (TA) component. The general principles of OP 4.01 apply for the TA component. The PforR component of the operation may support the execution of civil works that are localized and site specific, with impacts that are small in scale and reversible. For this component, an Environmental and Social System Assessment (ESSA) has been carried out by the Bank Team as part of Program preparation. The ESSA addresses the institutional capacity of the Client to deal with issues related with the management of environmental and social risks that can be



associated with the operation in a manner acceptable to the Bank. Any measure needed to generate the desired environmental and social effects were incorporated into the overall Program Action Plan that will be agreed with the Client.

The Technical Assistance component of the operation is focused on straight forward institutional capacity building activities for the Ministry of Education (MEC) and the State Secretariats of Education (SSE) without a physical footprint. These activities focus on (i) the hiring of consultants to provide support for the Program's Management Unit, (ii) the training of MEC and SSE regular staff, (iii) the carrying out of diagnostics on the available infrastructure and qualification of teachers and education managers to implement the Upper Secondary Education Reform (Novo Ensino Medio, NEM), (iv) a study on the costs of the implementation of NEM, (v) a study on the demand for evening secondary education classrooms, (vi) the development of a digital platform to assist the SSEs to assess and implement NEM, (vii) the development of methodologies for monitoring and evaluate NEM and (viii) data collection for baseline and impact analysis.

In addition, the Technical Assistance component includes activities that will help the Borrower to strengthen its capacity and the capacity of the state implementing agencies for managing social and environmental effects of the Program. These agreed activities are:

- (i) The hiring of a dedicated specialist on the management of social and environmental impacts and risks as part of the Program's Management Unit.
- (ii) Elaboration of an Environmental and Social Management Guide, assembling in a user-friendly format all the Guidelines and Manuals required by the Brazilian legislation for each of the following themes: a) Preservation of archaeological, paleontological, historical, cultural or religious patrimony, following the applicable legislation; b) preservation of the vegetation of legally protected areas, following the applicable legislation; c) environmental impact assessment; d) use of toxic chemicals to control pests; e) management of environmental, health and safety risks; f) environmental management of works and buildings; g) best practices in projects of reform and expansion of schools (considering the sustainability of buildings); h) assessment and mitigation of risks of natural disasters; i) the necessary elements to ensure the accessibility of the reformed and/or expanded school buildings.
- (iii) Based on these Guidelines and Manuals, the design and implementation of a capacity building program for engineering, environmental management and health and safety teams of State Secretariats of Education (which are the implementing agencies of civil works) with lower institutional capacity.
- (iv) The designing specific procedures for assessment and response to natural disasters.



- (v) The design a Manual for sustainable buildings, aiming to incentivize energy efficiency and the rational use of water. (Solid waste recycling programs can also be implemented.)
- (vi) A consultancy to develop the diagnostic of the determining factors of gender inequalities in education, which are particularly pronounced among Afro-descendant youth aimed at promoting equal opportunities of access to Upper Secondary Education, considering gender and race balance.

These activities will be developed through one or more consultancies, which are expected to have potentially positive direct impacts and downstream implications because they will enhance the institutional capacity of the Borrower and implementing agencies. Following the World Bank’s “Interim Guidelines on the Application of Safeguard Policies to Technical Assistance (TA) Activities in Bank-Financed Projects and Trust Funds Administered by the Bank,” the team classifies these TA activities as Type 1 TA activities, for which it is assigned the indicative environmental Category C.

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Natural Habitats OP/BP 4.04	No	Not applicable. Activities under TA component would not involve conversion or degradation of critical or other natural habitats. Thus, this policy is not triggered.
Forests OP/BP 4.36	No	Not applicable. This policy is not triggered because the TA component is not expected to have negative impacts on forest resources.
Pest Management OP 4.09	No	Not applicable. This policy is not triggered because the TA component will not support the purchase or increased use of pesticides and other agrochemicals as defined under the policy. The Project will not include any support for forest plantations or other agricultural land use that would promote pest management.
Physical Cultural Resources OP/BP 4.11	No	Not applicable. This policy is not triggered because the TA component will not have negative impacts on physical cultural resources.
Indigenous Peoples OP/BP 4.10	No	<p>Not applicable. Activities under the TA component will not have any physical footprint. None of them interfere with Indigenous Peoples.</p> <p>As analyzed and presented in the Environmental and Social System Assessment prepared for the operation, the Brazilian legal framework ruling the education sector defines indigenous school education as a specific modality of the national education system. This framework was constituted with broad participation of indigenous peoples and was consolidated through the establishment of a mandatory National Curricular Guidelines for Indigenous School Education (National Education Council Resolution No. 5/2012).</p> <p>These guidelines require the free, prior and informed consultation of indigenous peoples in the definition of the political and pedagogical plan, curriculum content and curriculum, school schedule and timetable, school management and ethno-educational territories.</p>



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The same applies to quilombola communities, as provided for in the National Education Council Resolution No. 8/2012.

The principles and procedures established in these guidelines are still in force and must be fulfilled by all federated entities.

The Upper Secondary Education Reform does not alter the National Curricular Guidelines of special modalities of education, which include the school education of indigenous peoples, quilombola communities and itinerant groups.

With regards to upper secondary education, the Brazilian legal framework requires that educational systems promote, through collaborative actions, the free, prior and informed consultation of indigenous peoples about the type of Secondary Education that is appropriate for the various indigenous communities. It also guarantees indigenous students who enroll in non-indigenous schools outside of their communities the right to express their ethnic-cultural differences, to appreciate their traditional modes of knowledge, beliefs, memories and other forms of expression of their differences. Therefore, non-indigenous schools must develop pedagogical strategies with the objective of promoting and valuing cultural diversity.

Therefore, neither the TA Component, nor the Program for Results component interfere with indigenous peoples' school education.

Involuntary Resettlement OP/BP 4.12	No	Not applicable. The Involuntary Resettlement Policy is not triggered because the TA component will not require land acquisition and will not cause involuntary physical resettlement, adverse impacts on livelihoods, or restriction on the access to/use of natural resources.
Safety of Dams OP/BP 4.37	No	Not applicable. The TA component will not support the construction or rehabilitation of dams, nor will it support other investments related to the services of existing dams.
Projects on International Waterways OP/BP 7.50	No	Not applicable. None of the activities of the TA Component are expected to have any impacts on international waterways.
Projects in Disputed Areas OP/BP 7.60	No	Not applicable. Activities of the TA component will not be implemented in disputed areas.



KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

No potential large scale, significant and/or irreversible adverse impact is associated with the Technical Assistance component of this operation, because it focuses on straight forward institutional capacity building activities that will enhance the institutional capacity of the Borrower to manage social and environmental effects. There are social and environmental benefits that are associated with the whole operation. They include the increased access of young people from socially vulnerable groups or communities to full-time high school that can help reduce dropout rates and improve school achievements (the Program will double the number of students in the country attending the full-time secondary education schools) Environmentally, the project will improve sanitary conditions, ventilation conditions, lighting, safety and accessibility in schools.

The Technical Assistance component helps to address the main risk identified by the Environmental and Social System assessment that may hamper the operation's proper management of environmental and social impacts – namely: the great heterogeneity between the units of the Brazilian federation in terms of its capacity to manage social and environmental impacts despite of a very robust political and legal framework. As previously mentioned, the TA component includes consultancies that will consolidate – in a user-friendly platform – the Guidelines and Manuals that the implementing agencies have to follow to comply with legal requirements related with the management of social and environmental effects as well as to promote the social and environmental sustainability of Program supported activities. These consultancies comprise (i) the elaboration of Environmental and Social Management Guide, (ii) the design and implementation of a capacity building program, (iii) the designing of specific procedures for assessment and response to natural disasters, (iv) the design of a Manual for sustainable buildings, aiming to incentivize energy efficiency and the rational use of water, and (v) a study on barriers hampering equal opportunities in secondary education to socially vulnerable groups.

During the preparation of this hybrid operation and the required Environmental and Social System Assessment, the team assessed if Technical Assistance component would interfere with Indigenous Peoples. This assessment concluded that Technical Assistance activities – by their nature and scope – and the operation in general will not have direct and/or downstream effects on indigenous peoples' school education because it is object of specific legislation and rules in Brazil that will remain in force after the Upper Secondary Education Reform.

The findings of this assessment emphasize that consultation and participation of Indigenous Peoples in the planning of educational policies is guaranteed in several consultative and deliberative forums. Indigenous peoples are represented in the National Education Council and in the National Education Forum. In addition, a National Commission for Indigenous School Education (CNEEI) was established by Ordinance MEC 734/2010. The CNEEI is a collegiate body, of an advisory nature as well as an instance of social control of the Ministry of Education, having the attribution of advising the Ministry of Education in the formulation of policies for Indigenous School Education. It is composed of indigenous representatives, government representatives and civil society organizations.

They also point out that the number of schools and enrollments in indigenous schools have grown significantly since the beginning of the century. The Brazilian school network has 3,115 indigenous schools of basic education. A 123.7% increase since the first specific census of indigenous school education in 1999, which identified 1,392 indigenous schools and 10% since 2010. In 2016, there were 233,711 students enrolled, representing a 20% increase over 2010. In



2010, 53.2% of indigenous schools were municipal and 46.3% state. The distribution of indigenous students by levels and modalities of education shows that there is a great imbalance in the progression of the years of study. Thus, there is a strong concentration of indigenous students in the first grades of Elementary School. In 2010, 77.7% of indigenous students were enrolled in elementary school, almost 75% of them in the initial grades. Infant Education accounted for only 10.1% of enrollments, Education for Young People and Adults accounted for 7.9% of them and High School for only 5.1%. The offer of secondary education in indigenous schools is a recent experience. In 2010, only 80 indigenous schools offered secondary education.

Finally, the findings of this assessment have particularly shown that indigenous school education is ruled by a set of special legislation. The indigenous school education system is organized around ethno-educational territories (Decree 6.861 / 2009), which contemplate the attachment of indigenous peoples to geographical areas (territories) and their traditional network of social relationships (common social and historical roots, political and economic relations, linguistic affiliations, shared values and cultural practices). These territorial units do not follow the political-administrative division of the country in states and municipalities. The policy of ethno-educational territories is a demand of the indigenous peoples of Brazil. Of the 40 ethno-educational territories already identified and proposed by indigenous peoples, 25 are in place.

In addition, the National Curricular Guidelines for Indigenous School Education are of a mandatory nature. They ensure that the principles of specificity, bilingualism and multilingualism, community organization and interculturality underpin the educational projects of indigenous schools, valuing the traditional languages and knowledge of indigenous communities as well as that the model of organization and management of indigenous schools takes into account the socio-cultural and economic practices of the respective communities, their forms of knowledge production, their own teaching and learning processes and corporate projects. Furthermore, and in relation to upper secondary education, these guidelines require that educational systems promote the free, prior and informed consultation of indigenous peoples about the type of Secondary Education that is appropriate for the various indigenous communities. It is necessary to carry out a diagnosis of the demands related to this stage of Basic Education in each indigenous sociocultural reality (Resolution CNE / CEB No. 5/2012, Article 10, paragraph 3) and it is ruled that, through its projects of school education, indigenous communities have the prerogative to decide the type of secondary education appropriate to their lifestyles and corporate organization (Resolution CNE / CEB No. 2/2012, § 5). The Brazilian normative framework also guarantees indigenous students who are enrolled in non-indigenous schools the right to express their ethnic-cultural differences, to appreciate their traditional modes of knowledge, beliefs, memories and other forms of expression of their differences. Therefore, non-indigenous schools must develop pedagogical strategies with the objective of promoting and valuing cultural diversity.

These National Curricular Guidelines for Indigenous School Education will not be affected by the changes introduced by the reform of the upper secondary education in Brazil. The principles and procedures established in CNE Resolution No. 5/2012 require the free, prior and informed consultation of indigenous peoples in the definition of the political and pedagogical plan, curriculum content and curriculum, school schedule and timetable, school management and ethno-educational territories. They are and they will remain in force and mandatory to all federated entities. The same is true for quilombola communities, as provided for in CNE Resolution No. 8/2012.

Considering all these points and the nature of the activities supported under the operation's Technical Assistance component, OP/BP 4.10 is not triggered.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

Not applicable

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.



Not applicable

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

Not applicable

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The Ministry of Education is responsible for the overall orientation of Program. The Nacional Education Council – which includes representatives of civil society, Indigenous Peoples and quilombola communities – is in charge of the overall consultation process related with the new national common curriculum basis. State Secretariats of Education (SSEs) also play a key role in selecting schools that will participate in the expansion of the full-time schools. School communities will be consulted and will need to provide their consent to participation in the Full-Time Secondary Education Fostering Program. Statewide new curriculum will be approved by State Education Councils, who also count with the participation of key stakeholders (students, parents, representative organizations of teachers and education workers). The financial management of PFEMTI (Full-Time Secondary Education Fostering Program) is a responsibility of the National Fund for the Development of Education (FNDE), which is a federal authority created by Law 5,537 / 1968. FNDE is responsible for executing the educational policies of the Ministry of Education and is in charge of establishing the financing procedures, making the annual transfer of funds to the SEEs and their accounting.

The elaboration of the National Common Curriculum Basis was highly participatory, including an on-line consultation platform that received about 12 million manifestations, statewide public audiences and regional seminars. This process was managed by the National Education Council and is ongoing. The first stages of the consultations were attended by entities representing Indigenous Peoples, quilombola communities, traditional communities, rural communities, people with disabilities, social movements affirming gender diversity and sexual orientation. The MEC published a comprehensive study comparing the second and third versions of the BNCC document, which demonstrates the suggestions stemming from that consultation process that were incorporated and the changes that were made. As part of the review of BNCC's third version of Elementary School, two technical commissions were created by the National Board of Education to deal specifically with aspects related to the interaction between the BNCC and the National Curriculum Guidelines for indigenous school education and quilombola education. Consultation and participation of school communities are at the heart of the Full-Time Secondary Education Fostering Program.

The Ministry of Education is setting standalone mechanisms for (i) providing public access to information about the Program's implementation (ii) grievance redressing and (iii) monitoring and evaluation.

B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)

Environmental Assessment/Audit/Management Plan/Other		
Date of receipt by the Bank	Date of submission to InfoShop	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors

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Not applicable

Not applicable

"In country" Disclosure

Not applicable

Resettlement Action Plan/Framework/Policy Process

Date of receipt by the Bank

Date of submission to InfoShop

Not applicable

Not applicable

"In country" Disclosure

Not applicable

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C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

NO

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

OP/BP 4.04 - Natural Habitats

Would the project result in any significant conversion or degradation of critical natural habitats?

No

If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?

OP/BP 4.12 - Involuntary Resettlement

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

NO

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Is physical displacement/relocation expected?

NO

Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other



means of livelihoods)

No
Yes

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank's Infoshop?

Not applicable

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Not applicable Yes

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Not applicable

Have costs related to safeguard policy measures been included in the project cost?

Not applicable

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Not applicable

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Not applicable

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APPROVAL

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