



# Appraisal Environmental and Social Review Summary

## Appraisal Stage

### **(ESRS Appraisal Stage)**

Date Prepared/Updated: 02/23/2021 | Report No: ESRSA01308



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Angola	AFRICA EAST	P168699	
Project Name	Girls Empowerment and Learning for All Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	2/17/2021	4/29/2021
Borrower(s)	Implementing Agency(ies)		
Republic of Angola	Ministry of Education and Development		

Proposed Development Objective

To empower Angolan youth, especially girls, and to improve learning quality for all.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>250.00</b>

**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’s conceptual framework seeks to empower and educate Angolan youth (especially girls), and foster local level resilience to respond to COVID-19. Component 1 aims to empower Angolan adolescents, with a particular focus on girls, by equipping them with skills, promoting greater take-up of health services (e.g. family planning, nutrition, sexual & reproductive health), and connecting those outside the school system to second chance education opportunities. As part of the COVID-19 response, the component also seeks to minimize disruptions to girls’ education through providing scholarships to keep girls (and boys) in school. Component 2 works to better educate children and adolescents already in the system, by improving teaching and measuring learning, including through distance learning programs where relevant. The component would also strengthen the resilience of local communities to the economic effects of COVID-19 through performance-based grants aimed at expanding school infrastructure. It



also seeks to keep more girls in school by building classrooms, refurbishing bathrooms, and improving the school climate of existing schools. Assuring the transition to lower secondary education for girls and offering them a better chance at skills acquisition through better learning would result in future cohorts of labor market entrants that are more productive, and broadly contributing to growth. More importantly, they would be generating better incomes for themselves and their families, starting to have children later, and better able to invest in the health and education of their children, hence sparking a virtuous cycle at the household and national level.

#### 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 Project will be implemented nationwide, including both rural and urban areas prioritizing those municipalities where there is greater coverage gap and where Bank operations are already active. The Project will use a multi-sectoral approach that builds on existing initiatives in other sectors (e.g. health, social protection, governance, water, agriculture) and those supported by partner organizations (e.g. UNICEF). This includes the Health System Performance Strengthening Project (HSPSP) (P160948), and the Strengthening the National Social Protection System Project (P169779). Links with other sectors, such as water, or transport, will be important to reach the Project's objectives. Finally, the Project would establish linkages with other initiatives, such as those implemented by UNICEF around parenting education. Given its national coverage, environmental and social (E&S) contexts will differ among the specific project locations and subprojects. Although at this stage of preparation the specific project locations have not yet been identified, a mapping of interventions has been already conducted considering a prioritization exercise to identify, under the Project, areas covered with main programs, facilities, and actors involved in training programs for youth in Angola. In parallel, this information was complemented by analyzing the strengths and weaknesses of other youth-related programs, including those offering access to sexual and reproductive health services to adolescents carried out by non-governmental organizations (NGOs). About 550,000 girls and 220,000 boys from ages 10 to 18 would benefit from the empowerment activities supported under Components 1.1 and 1.2. In addition, more than 500,000 students vulnerable to dropping out would receive scholarships under Component 1.3. With regards to learning, approximately 600,000 students would have improved learning outcomes under Component 2, thanks to 50,000 teachers having improved their performance in the classroom. Finally, the activities would result in 160,000 students per year benefitting from rehabilitated or newly constructed spaces. Given its national coverage, the Project could be developed in area, such as Cunene, Namibe, Huíla and Cuando-Cubango, which will entail the presence of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities (IP).

Sub-component 2.1 will support more complex construction, expansion, rehabilitation, and refurbishing of schools of medium magnitude, and other interventions that would support the expansion of education supply at nearly all levels of schooling. The project shall also support Hygiene Education, which will include small scale maintenance of sanitation facilities (Sub-component 1.3). Works related to rehabilitation and expansion of classrooms and to maintenance of sanitation facilities are likely to happen within the compounds of existing school facilities and are thus unlikely to lead to land acquisition. School users are expected to include persons with disabilities, including students, teachers and staff. Activities will be carried out with an important gender lens, especially relating to gender-based violence (GBV), sexual exploitation and abuse and sexual harassment (SEA/SH), sexual and reproductive health (SRH), and school sanitation and hygiene (WASH) (e.g. separate latrines for girls and boys). The WASH activities will be planned in coordination with the Minister of Energy and Water and Ministry of Health. The Project shall seek to establish an overall framework to scale up infrastructure interventions, based on medium-long term school infrastructure plan.



#### D. 2. Borrower's Institutional Capacity

A Steering Committee (SC) will provide overall guidance and coordination for the Project. Chaired by the State Minister for Social Affairs, the SC will be responsible for assuring the overall direction and progress of the Project. The SC will consist of the Minister of Finance, the Minister of Education, the Minister of Health, and the Minister of Youth and Sports. The Ministry of Education (MED, Ministério da Educação) has the overall project coordination, preparation and implementation responsibilities, and will be using the current Learning for All (P122700) Project Implementation Unit (PIU). For all Sub-components of the project, except Sub-component 1.1., which is under Ministry of Health (MINSA, Ministério da Saúde) coordination, MED/ Office of Research, Planning and Statistics (GEPE, Gabinete de Estudos, Planeamento e Estatística) PIU will be responsible for the execution and coordination. Project Director's role will be, among others, to oversee the implementation of the Project, supporting environmental and social activities and ensure coordination with the other agencies involved in the Project and to provide reporting to the Government of Angola (GoA) and the Bank. The GoA has a legal and regulatory framework in place for environmental and social issues. The environmental impact assessment legislation recently changed and now includes requirements more in line with the Bank's ESF. However, there is no track record yet on the implementation of such requirements. For Sub-component 2.1 where civil work will occur, the MED Department of Infrastructure, and Learning Materials will be the main responsible for its implementation. The Project's Coordinator will support GEPE Director and will be responsible, among others, to coordinate the implementation of the project components including safeguards activities. Although there has been previous engagement between the Bank and the education sector with the Learning For All Project (PAT I - P122700), the Borrower has no experience implementing projects under the old safeguards OPs and the new Environmental and Social Framework (ESF). PAT I didn't trigger any safeguards policy and its last ISR was rated as MS. Specifically, the Borrower has no experience in implementing mitigation measures to manage SEA/SH risks and to address impacts related to resettlement and labor influx. WB labor standards and protection of cultural heritage are also new area for the Borrower. In addition, in the past decades, in Angola, there has been little attention to IP issues, and the Borrower has never implemented actions under the WB standards to address IP concerns and improve their benefits through project's interventions. Finally, coordination among central, provincial, and municipal levels can pose an additional challenge in the implementation and supervision of E&S measures given the extensive coverage area and the lack of human resources familiar with the WB E&S standards. As such, the Borrower's institutional capacity can be considered weak. During the identification phase, one environmental and one social focal points (civil servants of the MOE) were identified to support the team in the preparation of the Environmental & Social (E&S) instruments. While the focal points are expected to provide temporary TA during the Project's preparation, ninety (90) days after Project effectiveness, the Project will recruit and retain the following specialists to strengthen the PIU's capacity: one (1) Environmental Specialist (ES); one (1) Social Development Specialist (SDS); and one (1) Gender-Based Violence Specialist (GBVS). These three specialists will be responsible to coordinate and supervise the project's environmental and social aspects, including GBV/SEA/SH. As the project scope is nationwide and proposes several civil work activities (construction and rehabilitation), six provincial E&S Specialists and municipal E&S focal points (civil servants) will be designated within 60 days from Project's Effectiveness and before initiating any site-specific E&S screening and assessment and prior to call of bids, to closely monitor and supervise the implementation of the E&S measures with various stakeholders at the local level, including future contracted companies, as well as periodic reporting to the central PIU Specialists. E&S Specialists at the provincial level should have at least a basic background in and understanding of gender issues and GBV prevention and response mechanisms, they will be responsible to monitor the implementation of the E&S instruments at the provincial level as well as the proposed local mitigation measures and to supervise the municipal focal points performance in monitoring site-specific monitoring related to the implementation of sub-projects. These will be responsible to monitor the implementation of basic construction codes (environment, OHS), simple land acquisition



arrangements (simple RAPs or other agreements site-specific tasks regarding E&S aspects and mitigation measures implementation at local level). Where needed, GBV services providers will be contracted to support the provision of GBV/SEA/SH services. Once on board, both the PIU and the provincial E&S specialists and the municipal E&S focal points will receive ESF training and continuous technical and advisory assistance from the World Bank on the identification and management of E&S risks and impacts. Groups and stakeholders playing an important role in managing and supervising the project’s E&S aspects (for example, E&S specialists and focal points at the provincial and municipal levels, contractors, and civil servants from Ministry of Education involved in the project, among others) will benefit from E&S training as well.

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

**A. Environmental and Social Risk Classification (ESRC)**

Substantial

**Environmental Risk Rating**

Substantial

The project risk is classified as Substantial. The scale of investments of the project in the construction of new schools, expansion, rehabilitation and refurbishing of schools, and other interventions ranges from small (scale maintenance of sanitation facilities, refurbishing of schools,) to medium scale (complex construction, expansion, rehabilitation). The substantial rating is further substantiated by the national coverage of the project, capacity constraints of the Borrower and lack of experience in preparing and implementing environmental instruments and standards under the Environmental and Social Framework (ESF). Constraints in construction standards enforcement as well as school building safety is another factor in consideration. The proposed activities are not expected to generate irreversible environmental impacts or substantial risks to human health or the environment. Under component 2, the project proposes to create a safe school environment, to support civil works activities and shall implement water collection and/or supply to schools and implementation of basic sanitation infrastructure, focused on the reform of sanitary facilities. The anticipated environmental risks are mainly linked to activities to be funded under its subcomponent 2.1. The civil works associated with these activities may generate adverse impacts related to: (i) risks inherent to the small-to-medium scale civil works, including (waste generation, soil erosion and runoff, fugitive dust and air emissions, noise from construction, traffic safety risks, potential for hazardous materials and oil spills associated with heavy equipment operation and fueling activities, and occupational health and safety); (ii) risks related to the COVID-19 pandemic are expected mainly during civil works; and iii) community exposure to diseases (COVID19, waterborne disease), hazardous materials and emergency preparedness. Potential adverse risks and impacts are expected to be medium scale, reversible, of limited duration (construction) and site-specific. Environmental, health and safety risks and impacts are expected to be addressed through adoption of mitigation measures under the E&S instruments, as well as future ESIA (when applicable), ESMP, WMP and OHSP (these instruments shall be submitted for Bank approval and disclosed prior to call for bids for the respective works, or signature of contracts). Once approved, the ESIA/ESMPs, WMP and OHSP are implemented throughout project implementation. The PIU ES will coordinate and supervise the implementation of the mitigation measures along with SD and GBV Specialists. They will also supervise and guide E&S Specialists and FP at the provincial and municipal levels in the implementation of mitigation measures. During the operation phase, potential environmental risks and impacts will likely be related to: disposal and management of solid waste; and wastewater management. These risks/impacts are expected to be managed through application of mitigation measures specified in the ESMF. The full scope of sub-project activities and its anticipated risks and impacts have yet to be identified and Borrower’s capacity to manage them are a factor in consideration of environmental risks, as it has no experience in preparing and implementing ESF. The capacity of municipal FP is also

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considered weak due to the constraints in finding available resources with environmental background at this level. In addition, the environmental compliance of many small/medium constructions in different places in country at the same time will be challenging. The ESMF provides mitigation and monitoring measures and a screening tool for assessing and classifying impacts for subprojects; and guidance for the preparation of site-specific environmental and social assessments and management plans that will address potential adverse impacts related to water protection, air quality, noise, hazardous and non-hazardous waste management, and soils protection.

**Social Risk Rating**

Substantial

Social risk is deemed substantial given: i) the MED’s shortage of knowledge and expertise of the new ESF, including on specific Project’s topics, such as GBV/SEA/SH prevention and response, addressing and preventing teenage pregnancy, disability inclusion, IP, and labor standards; ii) the investment in multiple infrastructure activities, which might result in land, involuntary resettlement and labor influx issues; iii) high risks of SEA/SH, including risks related to school-related GBV (SRGBV); iv) workers and community health and safety; and v) social inclusion aspects, such as issues related to disability and IP. A first screening of the SEA/SH risks has been conducted through the SEA/SH risk screening tool and resulted in “Substantial” risks. Given the amount of the construction works, the proximity to school environments, the presence of SRGBV, the high rates of teenage pregnancy (fifth worldwide) and early marriage, the existing practice of transactional sex among adolescent girls and young women (AGYW), and the acceptability of pervasive restrictive gender-roles and norms, the overall GBV/SEA/SH risk is more likely to be “High”. Based on the project’s investments in new constructions, refurbishing and expansion of classrooms, involuntary resettlement, land acquisition and labor influx issues might result from these interventions. Finally, given its national scope, the Project will be implemented in area where IP are present. Substantial SRR rating is not based upon residual risks after the application mitigation and other management measures.

**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 small/medium civil works mainly related to the expansion of education services at pre-primary, primary, and secondary levels of schooling. To bridge the shortfall in education services, subcomponent 2.1 will support the creation of additional physical schooling infrastructure following norms of universal access for a total of approximately 4,000 classrooms. The subcomponent will support the construction, rehabilitation, and equipment of schools, using two modalities: (i) a centralized approach for carrying out new construction and large-scale expansion/rehabilitation of existing infrastructure; and (ii) a decentralized approach for small-scale rehabilitation and/or expansion of existing infrastructure. WASH interventions are related to the expansion and rehabilitation of school facilities. Priority areas would be those classrooms currently functioning in the open air and municipalities where there is a greater coverage gap. The project will also devote specific attention to address sensible social issues, such as GBV/SEA/SH, teenage pregnancy, disabled-people, SOGI, IP, IDPs, refugees and ethnic minorities inclusion, following the Bank Directive on Addressing Impacts on Disadvantaged and Vulnerable Groups, sexual and reproductive rights (SRR) and discriminatory gender-based norms and roles.

Anticipated environmental impacts include: localized environmental risks, and community and worker’s health and safety risks associated with construction/rehabilitation work. These risks include the normal impacts of civil works

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(i.e. dust and air pollution, noise, erosion, traffic interruptions, pollution from construction wastes), and the potential risk to biodiversity which is unlikely to occur considering that the work will take place in existing schools or in areas already intervened or modified (new schools sites). These short-term impacts can be prevented or mitigated with standard operating procedures and good construction management practices.

Anticipated social risks and impacts will be likely related to: i) the relevant construction investments that are likely to result in labor influx, land/resettlement issues, health and safety of workers, students, teaching staff and communities; iii) high risks of GBV/SEA/SH, including issues related to worker-community-education community interactions; and iv) the inclusion and participation of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities (IP). Anecdotal evidence informs that SRGBV is also a risk, particularly for teenage girls. There have been cases of male teachers sexually exploiting female students in exchange of good notes. GBV can also negatively affect girls' school attendance, as girls are exposed to GBV risks along the way to school. Labor influx related to the constructions investments might also add an additional layer to the GBV risks given the proximity of female students to male workers and the already existing practice of transactional sex. A large portion of children with disabilities in Angola are not enrolled in school due to limited accessibility, lack of services as well as stigma and marginalization. UN estimated that in 2007 just half of the children and adolescents in need of special education were enrolled in school. These risks and impacts are envisaged to be medium scale, reversible, of limited duration (construction phase) and site specific and are expected to be managed through the application of the mitigation measures established under the ESMF prepared for the project.

The Borrower prepared the following E&S instruments to prevent and address the identified risks and impacts: Environmental and Social Commitment Plan (ESCP), Stakeholders Engagement Plan (SEP), Environmental and Social Management Framework (ESMF), Labor Management Procedures (LMP), Resettlement Policy Framework (RPF) and Indigenous People Planning Framework (IPPF). Instruments were prepared and will be consulted upon and publicly disclosed in-country and on the WB website before appraisal. The ESCP, includes Borrower's commitments to undertake the required E&S assessments and prepare necessary tools and instruments as well as E&S capacity support activities. The ESMF: i) includes general environmental and social baseline information relevant to the project, including provision to screen for the presence of IP; ii) assesses anticipated E&S risks and impacts based on the relevant ESSs; iii) describes how subprojects will be reviewed and screened, including the type and timing of any subproject E&S assessment instruments; and iv) details the institutional arrangements for E&S assessment, management, supervision and reporting. The ESMF provides also guidelines for developing site-specific Environment and Social Management Plans (ESMP) to be prepared by the contractor when exact Project's locations are known and guidance for the preparation of Environmental Social Impact Assessment (ESIA) for new constructions if considered necessary after screening. The ESIA shall be prepared by the PIU and updated by the contractor as soon as more project specific details are defined. The ESMF includes a social assessment section as well, which assesses the key social risks to girls and boys in the education system, including related to GBV/SEA/SH, teenage pregnancy, and disability issues. A GBV/SEA/SH action plan (GBV-AP) is integrated in the ESMP proposing mitigation measures to address GBV/SEA/SH risks, including the recruitment of a third-party monitors. The GBV-AP will be further refined during project's implementation when investment sites will be identified, and it will be integrated in future ESMPs. The ESMF includes also the identification of disadvantaged and vulnerable people/groups in the context of the Project, including the presence of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities as per ESS7 and persons with disabilities vis-à-vis the Angolan education system. Contractors and sub-contractors will be required to comply with the ESHS specifications as per their contracts. Contractors will be



responsible of preparing and implementing: i) C-ESMP, including SEA/SH risk assessment and associated mitigation and response measures; and ii) OHSMP including COVID-19 risk specific mitigation measures. Permits and approvals to be issued under the project will be: i) environmental license (existing licenses are for installation, operation and decommissioning); ii) construction license and iii) waste management plan (if applicable) certificate. These permits/approvals shall be obtained (in place) prior initiating construction activities, if required by the national legislation, will be issued by the environmental authority for new constructions. A project-level grievance mechanism (GM) will be put in place to provide a transparent, inclusive, accessible, responsive and efficient communication and feedback channel between the project and its beneficiaries. A GBV/SEA/SH-specific GM will be also developed to safely and confidentially manage GBV/SEA/SH cases using a human-centered approach, including confidential reporting with safe and ethical documenting of GBV cases as well as a referral pathway to appropriate support services for GBV survivors. Both the generic project-level GM and the GBV/SEA/SH-specific GM are described in the SEP. The PIU will have the overall responsibility to prepare and submit to the Bank regular monitoring reports on the environmental, social, health and safety (ESHS) performance of the Project, including, but not limited to, the implementation of the ESCP, the status of preparation and implementation of E&S documents required under the ESCP, the stakeholder engagement activities, and the functioning of the grievance mechanism(s). In addition, the outcomes/recommendations of E&S screening for site selection will be included as part of subproject design for e.g. as basic construction codes (environment, OHS), or as a simple management plan for the project. The Borrower shall monitor impacts of subprojects, build E&S capacity of key stakeholders to ensure that relevant standards are maintained.

### ESS10 Stakeholder Engagement and Information Disclosure

To ensure a participatory, inclusive, and culturally appropriate approach during the project's life cycle, the Borrower prepared a Stakeholder Engagement Plan (SEP) in line with ESS10 requirements. The SEP will be consulted upon and disclosed in-country and on the WB web site before Appraisal. The SEP includes other interested parties (OIPs), various beneficiaries and directly impacted project affected persons (PAPs), including disadvantaged and vulnerable groups. At the current stage of project's development, key project's stakeholders include: i) the MED; ii) school administrations at national, regional and local level; iii) the teachers and school directors as a collective and as individuals; parents as a collective and individuals; students as a collective and individuals; iv) civil society, including local organizations working in the project's same thematic area; and v) international donors. During the consultative process, the Borrower provided information to stakeholders on the potential environmental and social risks and impacts to integrate stakeholders' inputs into project's design and subsequent mitigation measures. Specifically, the Borrower shared information on equal educational opportunities for girls and boys, risks to and rates of teenage pregnancy, GBV/SEA/SH and SRGBV risks, challenges faced by disabled-children in accessing and progressing education, IP inclusion, information on occupational health and safety of workers, students and school staff and on disposal and management of waste generated from the civil works activities. The consulted entities unanimously expressed their support for the development of the Project and their willingness to collaborate in its preparation and implementation in the areas for which they are qualified. The activities proposed within the scope of the project were very well accepted. The entities consulted, in particular government entities with competences in the area of education and social protection, and CSOs that work with vulnerable groups affected by the project, have validated the challenges that the project intends to address, namely: discriminatory social norms and gender expectations; gender gaps in school access and attendance; reduced offer of safe (high frequency of GBV cases) and inclusive





schools (existence of physical, behavioral and cultural barriers that induce discrimination against various vulnerable groups, in particular indigenous peoples); lack of second quality education opportunities for adolescents and young adults outside the educational system; low quality of education in general; lack of learning assessment; disruptions in education caused by COVID-19. As per the SEP, the project will include a project-level GM for handling complaints. The PIU, and specifically the PIU SDS and the PIU GBV Specialist, with the support of GM focal points at the community, municipal and provincial levels, will be responsible for updating, logging, and addressing grievances and information requests. The GM will have multiple uptake channels, including physical mailboxes, dedicated phone number, and an email address. Response and resolution timing has been specified in the SEP and might be updated during project's preparation. A separate GBV/SEA/SH-specific GM will be also developed to address potential GBV/SEA/SH cases. A log table will be developed for registering every complaints received and documenting resolution steps. The PIU SDS, with the support of the PIU GBV Specialist, will be responsible for coordinating, managing and supervising the overall grievance redress system. The specificities of both GMs are described in the SEP.

## **B.2. Specific Risks and Impacts**

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

### **ESS2 Labor and Working Conditions**

ESS2 is relevant. The project includes civil servants, direct workers, direct contracted and primary supply workers. Quantification of the labor force to be employed by the Project is not possible at the moment as the type and number of investments have still to be defined. Labor force quantification will be assessed later when investments will be better specified. Although the project will prioritize local labour force, external labor force might be needed to provide appropriate TA for the civil infrastructures investments. The Borrower prepared Labor Management Procedures (LMP), which have been consulted upon and will be disclosed in-country and on the WB website before Appraisal. The LMP clarifies that: a) civil servants are bound by their labor contracts, but the project will also ensure they meet ESS2 requirements regarding principles on child labor, forced labor, nondiscrimination, equal opportunity, establishment of workers' organizations, 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 GM for labor-related complaints, based on national laws and procedures, as well as the requirements of ESS2. The Borrower will incorporate the requirements of ESS2 into contractual agreements with contractors together with appropriate noncompliance remedies. Once on board, contractors will prepare labor management plans to set out the way project workers will be managed in accordance with the requirements of national laws and ESS2. OHS risks and impacts will continually be assessed following ESS2 requirements. Under the ESMPs, procedures to mitigate COVID-19 spread to workers, including on investigation and reporting of incidences and non-conformances, emergency preparedness and response procedures and continuous training and awareness to workers, will be included.

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

ESS3 is relevant. Although the Project shall cover the new constructions (new schools and extension of existing schools with the construction of new classrooms), expansion, rehabilitation, and refurbishing of schools, 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. Sources of pollution during construction, expansion, rehabilitation, and refurbishing of schools may include dust, noise (likely be generated from the use of generators supporting civil works, construction machinery and vehicle movement), erosion and runoff, and handling and disposal of solid and liquid wastes. Those most likely to be affected by the above mentioned activities are the students, teachers, workers and communities living in the proximity of the schools to be constructed/rehabilitated. The ESMF prepared by the Borrower includes mitigation measures such as dust suppression, and equipment, vehicle and truck maintenance to minimize the impact of air emissions during civil works. With the implementation of these measures, residual impacts will be limited in scope and duration. Noise will be generated from the use of construction machinery and truck movements, as well as the use of generators to support civil works, but these levels are not expected to be excessive or cause long-term nuisance, given the relatively short-term and small-scale nature of civil works. Site-specific ESMPs shall include mitigation measures identified under the ESMF to minimize and manage dust and noise, such as by applying standard restrictions to working hours, as well as measures to manage wastes generation. These ESMPs will have to be prepared prior bidding and contract signature and contractors shall update prior to initiating construction. The project is expected to have positive effects in terms of environmental health by supporting training sessions of municipal-level health technicians, school administrators, teachers, and peer educators to strengthen their skill-set to deliver education and awareness sessions. The training sessions would include hygiene and sanitation measures, including proper handwashing and maintenance of sanitation facilities, to ensure schools provide an inviting setting for adolescent girls to remain in schools. The projects through its component 2.1 is considering to use eco-friendly school construction materials, including non-toxic building materials, as well as refurbish the education facilities in order to be more energy efficient, such as using solar panels; use of energy-efficient equipment.

#### ESS4 Community Health and Safety

ESS4 is relevant. Community health and safety issues are typically associated with construction sites' risks and impacts. The project will invest in new constructions of schools and classrooms, rehabilitation and expansion of the schools system, including classrooms and sanitation facilities.

The Project is required to assess risks and impacts on the health and safety of project-affected communities in all phases of the project cycle. Such risks and impacts could relate to the design and safety of infrastructure; traffic and road safety (particularly during construction and rehabilitation works); or community exposure to nuisance and public health issues.

The ESMF has identified and assessed potential Community Health and Safety risks of the project including occupational health and safety issues for workers, traffic and road safety (particularly during construction and rehabilitation works), construction/rehabilitation work community exposure to diseases (COVID19, waterborne disease), hazardous materials and emergency preparedness, sexual exploitation and abuse (SEA), sexual harassment (SH), child labor, discrimination against vulnerable groups and exposure to nuisance and public health issues. The mitigation measures of any expected civil works' impacts will be clearly specified in the future ESIA, C-ESMP prepare by PIU and contractors, respectively, and based on the project's ESMF. The ESMP will include mitigation measures against SEA/SH. 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 construction of infrastructures where technically feasible to take into account the needs of disabled student, schools personnel and visitors accessing the schools. Additionally, per the ESMF specification, the Borrower will have to put in place measures to



prevent or minimize the spread of the infectious disease/COVID-19 in line with the guidelines of the World Health Organization.

#### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

ESS5 is relevant. The project will invest in new construction, rehabilitation and expansion of schools, classrooms and sanitation facilities. Rehabilitation and expansion works are likely to happen within the compounds of existing school facilities. Nonetheless, new constructions might result in land acquisition and/or restriction on land use, which might lead to involuntary physical and/or economic displacement. As at this stage, the project sites are not defined yet, the Borrower has prepared a Resettlement Policy Framework (RPF). The RPF will be consulted up on and disclosed in-country and on the World Bank web site prior to Appraisal. RAPs will be developed in line with the RPF in the event that resettlement impacts are identified.

#### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

ESS6 is relevant. The project is not anticipated to have activities with impact on biodiversity or living natural resources. Project rehabilitation and new construction activities will be potentially located in already modified landscape or within existing school compounds. Nonetheless, the ESMF provides guidance on screening and mitigation measures to ensure that project activities avoid impacts to critical habitats. Relevant threats to biodiversity and ecosystem services, especially focusing on habitat loss, degradation and fragmentation, invasive alien species, nutrient loading, pollution, bushmeat hunting by contractors, encroachment and illegal logging/settlement, etc. will be considered in the screening process. The ESMF includes measures to mitigate potential impacts on natural habitats and requires that subsequent instruments include measures and actions to ensure that project activities do not cause any harm to or alter natural habitats.

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

ESS7 is relevant. At the current stage, specific locations where project investments will occur have not yet been identified. Nonetheless, given the project's nationwide scope, it will be implemented in areas where IP/SSAHUTLCs are present, such as in southern Angola. As such, the project will impact IP/SSAHUTLCs. The Borrower has prepared an Indigenous People Planning Framework (IPPF), which will be consulted up on and disclosed in-country and on the World Bank web site prior to Appraisal. During implementation, once the project's specific investments locations are identified, Vulnerable Groups Plan/s (VGP) will be prepared, consulted upon and disclosed. Where IPs are not the only project beneficiary, the Borrower will design and implement the Project in a manner that provides affected IP/SSAHUTLCs with project's equitable benefits. IP/SSAHUTLCs' concerns and/or preferences will be addressed through meaningful consultations and project design, and documentation will summarize the consultation results and describe how IP/SSAHUTLCs' issues have been addressed in project design.

#### **ESS8 Cultural Heritage**

ESS8 is relevant. Current identified constructions investments are unlikely to affect built heritage, intangible heritage, or natural heritage. However, Borrower will determine later the project-specific potential risks and impacts on cultural heritage through the environmental and social screenings. To manage and mitigate the identified risks



related to ESS8, the project has integrated into ESMF chance find procedures, which will also be included in the relevant ESMPs and contractors’ contracts. Project activities will be carried out in full respect of the cultural norms of the communities, including of IP/SSAHUTLCs.

**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

**OP 7.60 Projects in Disputed Areas** No

**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: Republic of Angola

**Implementing Agency(ies)**

Public Disclosure



Implementing Agency: Ministry of Education and Development

**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

Task Team Leader(s):	Peter Anthony Holland, Leandro Oliveira Costa, Carmen Carpio
Practice Manager (ENR/Social)	David Seth Warren Cleared on 23-Feb-2021 at 13:27:5 GMT-05:00
Safeguards Advisor ESSA	Maria Do Socorro Alves Da Cunha (SAESSA) Concurred on 23-Feb-2021 at 15:19:22 GMT-05:00