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# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 28-Feb-2017 | Report No: PIDISDSA20467



**BASIC INFORMATION**

**A. Basic Project Data**

Country Nicaragua	Project ID P161029	Project Name Alliance for Education Quality – ACE	Parent Project ID (if any)
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 17-Feb-2017	Estimated Board Date 13-Apr-2017	Practice Area (Lead) Education
Lending Instrument Investment Project Financing	Borrower(s) Republic of Nicaragua	Implementing Agency Ministry of Education (MINED)	

Proposed Development Objective(s)

The objective of the Project is to improve teacher practices in preschool and basic education nationwide, and physical learning conditions in targeted rural schools.

Components

- Component 1. Improving teacher practices in preschool and basic education nationwide.
- Component 2. Improving physical learning conditions in targeted rural schools.
- Component 3. Supporting Project management and monitoring.

**Financing (in USD Million)**

Financing Source	Amount
International Development Association (IDA)	55.00
<b>Total Project Cost</b>	<b>55.00</b>

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue

**Note to Task Teams:** End of system generated content, document is editable from here.

Other Decision (as needed)



## **B. Introduction and Context**

### Country Context

Nicaragua remains one of the Latin American and the Caribbean (LAC) region's poorest countries, but recent strong economic growth has contributed to notable poverty reduction. With per capital gross national income of US\$1,800, Nicaragua's annual economic growth has averaged 4.8 percent in the last six years. This growth, together with an increase in expenditures in Government priority areas, has resulted in a significant reduction in overall poverty (defined as people living under US\$ 1.6 per day), dropping to 42.5 percent by 2009 and further to 26.9 percent by 2014, according to the 2014 Living Standards Measurement Study. Meanwhile, in the same period, extreme poverty dropped 6 percent, from 14.6 percent in 2009 to 8.3 percent in 2014. Despite progress made, about 1.7 million Nicaraguans (a third of the population) still lived below the overall official poverty line in 2014, with the majority concentrated in rural areas and remote communities with constrained access to basic services.

Despite this, poor social outcomes and inequality remain key policy challenges for the Government of Nicaragua (GoN) to ensure continued improvements in human development. While Nicaragua has made progress in reducing poverty, inequality and unemployment increased between 2009 and 2014. Moreover, the current deterioration of fiscal accounts may lead to cuts in public social spending in the coming years, potentially slowing progress made on key human development indicators. To respond to these challenges and mitigate their impact on the poorest, the GoN has committed to important reforms to raise productivity and boost growth. In particular, the National Human Development Plan 2012-2016 lays out a strategy for reducing poverty and improving shared prosperity with education, employment and innovation at its core. A key pillar focuses on fostering well-being and equity through the expansion of education services and social programs, and promoting a more coordinated multi-sectoral human development approach to early childhood development, youth employment and teenage pregnancy.

As in many Central American countries, Nicaragua is extremely susceptible to hurricanes and storm surges in coastal areas, as well as extreme precipitations and earthquakes. The country's poor ability to withstand these climate and disaster risks can lead to a variety of other unintended consequences. Extreme flooding, for example, can trigger mudslides and landslides, especially near the volcanic regions, putting many communities and buildings at risk.

### Sectoral and Institutional Context

The public education system in Nicaragua has five subsystems, with different governing bodies and the largest is the basic and middle sub-education system, with 1.3 million students and 54,000 teachers. This sub-system includes preschool, basic education (grades 1 to 9) and upper secondary (grades 10 and 11), education for youth and adults, education for special-need children, and teacher training (Escuelas Normales), which are all under the Ministry of Education (Ministerio de Educación, MINED). Preschools are divided into formal and non-formal/community schools, primary schools are divided into regular and multi-grade schools, and secondary schools into regular/"day-shift" and "countryside".

Access and completion rates in basic education have improved in Nicaragua since 2008; however, inefficiencies remain impacting especially the poorest students in rural areas. Coverage is almost universal in primary education since 2008, and increases in net enrollment rates suggest improvements in efficiency. In secondary education, progress was also significant: gross and net enrollment rose by five and six percentage points respectively, and the number of overage students declined slightly. But today, the basic education system still faces high repetition, dropout and overage rates, with Nicaragua having the highest overage rate in LAC (63 percent of primary students were overage in 2014).



Repetition rates begin early on, creating discouragement and leading to drop outs: one in four individuals aged 20-24 years old did not complete the full six grades of primary education; and four out of ten did not complete secondary education as of 2014. Furthermore, overage in primary education is concentrated among the poorest quintiles, and disproportionately affects children in rural areas.

Although improving, learning outcomes remain among the lowest in LAC, reflecting mainly poor teacher practices. Furthermore, persistent inequalities in access to good learning conditions affect transition across educational levels, graduation rates and, ultimately, student learning. Poor school infrastructure and physical learning conditions is a critical constraint especially in rural areas. These poor learning conditions, together with prevalent gender norms and their own life and behavioral skills, significantly impact the schooling decisions of girls especially in rural areas. Even though there is no gender gap in enrollment or secondary school dropout rates, girls that stay in the school system tend to perform better in student assessments. However, their labor market outcomes are not necessarily better. This can be explained by the underlying reasons for dropping out among girls, which are heavily affected by school location and infrastructure conditions, gender norms but also by their own life and behavioral skills.

Finally, MINED's still nascent education management and information system, together with its weak institutional capacity, affects the overall efficiency of the basic education system. Since 2011, MINED has made progress in the quality of its planning and monitoring systems, collecting basic education statistics in a systematic way. Through ongoing operations (P126357 and P133557), the World Bank is providing financial and technical support to the design, piloting and implementation of new management and information systems, but still key areas need to be strengthened, such as finance and school infrastructure management, so as to enhance MINED's implementation capacity.

The GoN has demonstrated its commitment to tackling these issues in the new 2017-2021 Education Sector Strategy. The objectives of the Strategy are to improve education quality, increase access with equity and foster MINED's institutional development. Learning is a policy priority in a number of initiatives already underway to implement the strategy. In particular, the Strategy defines four components: (i) ensuring that teachers are motivated, master their subject areas and are equipped with solid p practices; (ii) using modern competency-based curricula; (iii) providing adequate school environments targeted geographically for increasing equitable access; and (iv) engaging the support of pro-active and fully informed parents to enhance student learning.

Beyond supporting improvements in access, the World Bank has supported diverse programs aimed to increase efficiency of the basic education system. For example, recognizing the importance of access to quality services in a child's early years, the World Bank supported the development of a new preschool quality framework and a new teacher training system. In primary education, the World Bank financed a revision of the curricula and distribution of revised materials in Spanish and indigenous languages (up to grade 6), an assessment of the teacher training system, and a revision of the pre- and in-service teacher training programs. In an effort to reduce the gap in access to quality learning environments, the World Bank also supported rehabilitation of rural secondary classrooms. The new Project will build on these priorities, and the GoN's efforts to address them.

### C. Proposed Development Objective(s)

**Note to Task Teams:** The PDO has been pre-populated from the datasheet for the first time for your convenience. Please keep it up to date whenever it is changed in the datasheet.

Development Objective(s) (From PAD)



The objective of the Project is to improve teacher practices in preschool and basic education nationwide and physical learning conditions in targeted rural schools.

#### Key Results

A core set of indicators will be used to monitor progress toward the PDO:

- i. Number of basic education teachers with improved teaching practices under project intervention;
- ii. Share of preschool teachers with desired teaching practices defined under project intervention;
- iii. Number of project-supported schools meeting minimal physical quality standards for improved learning conditions.

#### **D. Project Description**

The Project will finance three Components:

Component 1. Improving teacher practices in preschool and basic education nationwide (US\$24 million). Given the challenges identified in the Education Sector Plan 2017-2022, this Component introduces innovative mechanisms in order to improve teacher quality through two subcomponents:

Subcomponent 1.1. Improving teacher practices nationwide by: (1.1.1) implementing a revamped in-service teacher training program for public preschool teachers, focused on the improvement of teacher practices, through the provision of Eligible Expenditure Programs (EEPs); (1.1.2) implementing a national Teacher Mentoring Program for a group of approximately 3,750 primary and lower secondary school teachers based on a newly developed classroom observation instrument, through the provision of financing for EEPs; (1.1.3) implementing a revamped in-service teacher training program for all public primary education teachers, focused mainly on pedagogies for core subjects, but also including life and behavioral skills and selected gender sensitive topics; and (1.1.4) providing learning materials and training teachers on how to best use them in the classroom. Subcomponents 1.1.1 and 1.1.2 will be financed through EEPs related to salaries and equipment for Evaluation, Programming and Educational Training Workshops. The remaining sub-components will finance services, goods and operating costs required to design and implement the training and mentoring processes.

Subcomponent 1.2. Strengthening MINED's capacity to collect and analyze student assessments, and lead studies on teacher practices, by: (1.2.1) supporting participation in various student's assessments; (1.2.2) strengthening MINED's capacity to carry out, process, analyze, disseminate, and use diagnostic student assessments as a way to improve the cost-effectiveness of on-going nationwide interventions in the education sector; and (1.2.3) carrying out studies and impact evaluations to validate the effectiveness of the teacher training and mentoring programs. This sub-component will finance consulting services, goods and operational expenditures to carry out the assessments, reporting and capacity building/dissemination.

Component 2. Improving the Physical Learning Conditions in Targeted Rural Schools (US\$27 million). This Component aims to ensure that schools have the minimal physical quality standards as defined by MINED (2008) related to: i) adequate classroom area per student (square meters); ii) adequate complementary service facilities (restrooms, libraries/computers/workshops), kitchens, storage and administrative offices; iii) connection to water, sewage and electric services; iv) compliance with safe school standards (regarding structural resiliency to climate and disaster risks); iv) availability of security fences; and v) sufficient furniture and equipment. In particular, this Component will provide



financing for supporting the rehabilitation, replacement and/or expansion of school infrastructure, including furniture and educational equipment, to improve physical learning conditions in approximately 45 targeted schools selected in accordance with the criteria set forth in the Operational Manual. To reduce vulnerability to flooding, storm surges and earthquakes, the new construction and rehabilitation will be undertaken in accordance with the “Safer schools” guidelines. These include standards on civil engineering works and landscaping to increase infrastructure resiliency, particularly to climate change related vulnerabilities, to reduce unusable surface, and to improve water runoff management. Moreover, rehabilitation will respond to specific requirements by gender (i.e. ensuring privacy in school restrooms) and for people with disabilities. This Component will finance works, consulting services and goods to implement these activities.

Component 3. Supporting Project management and monitoring (US\$4 million). This Component will strengthen the technical and fiduciary capacity of MINED teams to implement the Project, by (3.1) supporting the development of an infrastructure management system to monitor the implementation of activities under Component 2 of the Project; and (3.2) Supporting the fiduciary management system for overall Project implementation, including support for Project management and monitoring, and audit costs. The Component will finance technical assistance, equipment, software and operating costs for project management and monitoring, as well as auditing costs.

## **E. Implementation**

### *Institutional and Implementation Arrangements*

The Project will be implemented by MINED, which will be responsible for implementing activities through its existing organizational structure and line departments. Oversight responsibility will rest with a Project Coordinator, MINED’s Vice Minister of Administrative Affairs, fully financed by GoN funds. The Project Coordinator is supported by a Project Support Team that is responsible for the supervision of all the activities of the project, including quality control of documents such as terms of reference and implementation reports sent to the Bank for non-objection, and ensuring the timely completion of project activities. The Project Support Team is led by a Project Team Leader, who is responsible for the day-to-day monitoring and supervision activities related to the Project (financed through the Project). Implementation of Project activities will be carried out by the relevant technical directorates. These include the General Directorate for Primary Education (GDPE), the General Directorate for Secondary Education (GDSE), the General Directorate for Teacher Training (GDTT), the General Directorate for School Infrastructure (GDSI), and the General Directorate of Educational Planning and Programming (GDEPP). These Directorates will benefit from technical assistance, equipment and office supplies to strengthen their capacity to implement Project activities.

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

The Project location for each Component is different. Component 1 (and 3) will be implemented nationwide while Component 2 will finance school infrastructure investments in 45 rural communities, where pre-investment studies have been or are being carried out under the Second Support Project to the Education Sector in Nicaragua (PASEN II) and where eligibility criteria are met. Components 1 and 2 will be carried out in areas where Indigenous Peoples (IP) and Afrodescendant (AD) communities are present, with diverse socio-cultural characteristics, geographical contexts, and levels of autonomy: the Northern Atlantic



Autonomous Region (RACCN), the Southern Atlantic Autonomous Region (RACCS) and the Pacific, Central and North (PCN) area. According to the 2005 census, 8.6 percent of Nicaragua’s population identifies as IP or AD, totaling 443,847 people. There are seven IP groups including: the Chorotega, the Miskitos, the Sumu-Mayangnas with four ethnolinguistic groups (Panamaka, Tawhaka, Ulwa and Yusku), the Rama, the Hocan – Xiu, the Nahua, and the Matagalpa. The two AD groups are the Garifuna and Creole. The largest concentration of IP and AD are in the RACCN (57 percent/179,376 people), the RACCS (24 percent/74,213 people), and Jinotega and Madriz in the PCN where IPs make up more than 10 percent of the population. The Chorotega make up the largest ethnic group in Nicaragua and are located in the PCN, followed by the Miskito, who are the largest IP group in the RACCN and RACCS. In the RACCS and RACCN, IPs and ADs largely maintain their native languages, traditions, culture and traditional governance systems. However, loss of cultural identity, language and culture is more prevalent in the PCN, with a significant portion of IPs having lost their native languages and customary ways of living. IP organizations throughout the PCN are actively seeking to recuperate their languages, traditional practices, and governance systems. In regards to environmental characteristics, the project will finance small scale-school construction, renovation, and expansion in areas already under use for education purposes. Given this, despite a range of varying environmental contexts, any new physical footprint of the project is expected to be minimal, small-scale in nature and with impact mitigation measures readily available. No construction will be financed that could impact critical natural habitat.

**G. Environmental and Social Safeguards Specialists on the Team**

Marco Antonio Zambrano Chavez, Erika Piber, Dianna M. Pizarro

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This policy is triggered given that the Project will finance the construction or rehabilitation of schools under Component 2. Given that the locations of the schools are not yet known, an Environmental and Social Management Framework (ESMF) was developed based upon lessons learned and the environmental management tools developed during implementation of the previous project. In line with the ESMF, construction subprojects classified as B (moderate risk), require an Environmental Management Plan (EMP), while subprojects classified as C (low environmental and social risk)



		require the application of the Guidelines of Good Environmental and Social Practices. The updated ESMF also includes a temporary relocation protocol to ensure that during construction, school periods are not interrupted and that temporary spaces are provided for students to continue learning based on voluntary arrangements that are accessible, safe and meet the basic needs for a learning environment. The ESMF was consulted on at a national workshop on January 26th, 2017, and disclosed on MINED's and the World Bank's external website on February, 10th 2017.
Natural Habitats OP/BP 4.04	Yes	This policy is triggered given that some construction sub-projects may be located in or close to protected areas (buffer zones), especially in the North and South Caribbean Coast Autonomous Regions, but on existing school plots. No significant impacts on natural habitats are anticipated due the magnitude and scope of the works and the ESMF includes measures to exclude any construction in areas that could be considered critical natural habitat.
Forests OP/BP 4.36	No	This policy is not triggered given that the sub-projects in Project intervention areas are not expected to cause negative impacts on natural forests. Few trees located inside the school plots are expected to be cut down. As established in the EMSF, any tree cutting should be carefully managed to limit habitat destruction for sloths and other tree-dwelling mammals.
Pest Management OP 4.09	Yes	This policy is triggered due the potential use of pesticide during construction. This issue is addressed in the ESMF, and the Guidelines of Good Environmental and Social Practices (GGESP) for construction, developed by MINED include some specific measures related to the use of pesticides.
Physical Cultural Resources OP/BP 4.11	Yes	This policy is triggered given the construction activities potentially include movement of land or materials that could lead to chance-finds of archeological, cultural or historic sites, during Project implementation. The updated ESMF includes "chance finds procedures".
Indigenous Peoples OP/BP 4.10	Yes	This Policy is triggered given that IP communities will both benefit and potentially be impacted by Project investments. For the nationwide investments in teacher training and distribution of materials



(Component 1), an Indigenous Peoples and Afro-descendants Plan (IPAP) was prepared, in consultation with IP and AD leaders, that outlines specific measures to ensure the delivery of culturally appropriate benefits and mitigation of risks related to support for teacher training and material distribution programs. These leaders manifested their broad support for the IPAP and the project in a national workshop on January 27th, 2017. At the same time, given that the location of schools to benefit from infrastructure improvements is still unknown, an Indigenous Peoples and Afro-descendant Planning Framework (IPAPF) was prepared for Component 2. The IPAPF sets out processes and measures for selecting beneficiary schools, engaging with local actors, adapting design or construction interventions, and mitigating potential impacts. It ensures that these processes are carried out in ways that fully respect local, territorial and regional IP and AD priorities, preferences, and concerns. The IPAPF will also ensure that locally relevant communication and grievance redress mechanisms are in place to solicit information and for communities to voice concerns and have their issues resolved in a timely and appropriate manner. The IPAPF was prepared in a participatory manner with IP and AD representatives at a national workshop in January 2017. The final IPAP and IPAPF were disclosed on MINED's and the World Bank's external website on February 10th, 2017.

Involuntary Resettlement OP/BP 4.12

No

The Policy on Involuntary Resettlement is not triggered as the Project will not require the involuntary taking of lands that could impact peoples' homes, assets, access to assets or livelihoods. All lands where Project investments will take place are owned fully by MINED, or in cases of the Autonomous Regions or collectively-owned lands, MINED has usage rights to these lands through agreements with the Regional and local Authorities.

Safety of Dams OP/BP 4.37

No

This policy is not triggered because the Project will not support the construction or rehabilitation of dams nor will it support other investments that rely on the performance of existing dams.



Projects on International Waterways OP/BP 7.50	No	This policy is not triggered because the water supply, drainage, and sewerage works included in the sub-projects will not require the use of, nor will they pollute, international waterways. This was confirmed by MINED in an official letter in January 2017.
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered because there are no Disputed Areas exist in the Project’s area of intervention.

**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:

The Project triggers Environmental Assessment Policy OP/BP 4.01 because it will finance infrastructure expansion and rehabilitation of 45 existing schools, selected in accordance with criteria set forth in the Operational Manual and where pre-investment studies have been carried out. The types of works to be financed include school infrastructure, drainage systems, water supply, sewerage facilities, fences, sport areas, etc. The types of environmental impacts foreseen under this Project may include, among others, disposal of solid waste, noise and dust, management of waste water, erosion and stability of slopes, soil impacts within the working areas, tree removal, etc. Impacts are expected to be minimal in scale and readily known measures are available for their avoidance and mitigation. The sites where works will take place are spaces currently occupied for educational purposes with a human foot print. Whereas some subprojects could be located within the indirect area of influence of critical natural habitats, due to the small magnitude of the works, these habitats will not be impacted.

The Policy on Indigenous Peoples OP/BP 4.10 is triggered given that IP communities will both benefit and potentially be impacted by Project investments. From a social perspective, impacts and opportunities could occur for IPs and ADs. Potential adverse social risks and impacts include: (a) delivery of standardized teacher training programs and materials that fail to integrate IP and AD cultural concepts, local realities and native languages; (b) limited participation of IP and AD authorities and local educational stakeholders in the planning and implementation of teacher training, materials validation and distribution, and infrastructure planning and construction; (c) lack of adequate coordination with autonomous regional educational and IP and AD authorities in key decisions; (d) materials that are not aligned with new and existing intercultural bilingual education curriculum; (e) failure to manage expectations of communities where pre-investment studies were carried out but where investments will not be carried out; (f) risk of exclusion of IP and AD communities from Project benefits due to their remote location and the cost of transport and delivery; (g) construction designs or use of materials inadequate for local contexts and climates; and (h) poor contractor performance that could generate delays and conflicts with beneficiary communities.

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

Environmental safeguards – (OP/BP 4.01): Given the characteristics (magnitude, physical footprint and scope) of the works, there are no significant indirect or long-term impacts expected.

Social safeguards – (OP 4.10): The Project may contribute to long-term cultural identity and language loss if adequate measures are not implemented to ensure that education systems integrate key cultural values, concepts and



languages for IP and AD children.

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

For each school selected for rehabilitation (under component 2), alternatives in subproject design will be considered by reviewing the pre investment studies together with the relevant safeguard documents and the location of intervention in order to adjust and adapt to the cultural context, as necessary.

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.

MINED has gained experience in managing World Bank-financed projects and is familiar with the World Bank's environmental and social safeguard policies. During implementation of these projects, MINED carried out environmental screening, impact scoping and assessment, and prepared and implemented mitigation measures for educational infrastructure with similar characteristics and in similar areas of Project intervention. The ESMF was updated for this Project to reflect lessons learnt, and including the GGESP for small scale works and the Temporary Relocation Protocol to manage impacts related to the relocation of students to temporary spaces for instruction during works. MINED has also worked with Indigenous and regional authorities on the Atlantic Coast, in three areas relevant for social safeguards capacity for this Project: (i) community engagement, social assessment and consultation in the preparation of pre-investment studies and implementation of infrastructure improvements; (ii) development of intercultural bilingual curriculums; and (iii) coordination of Project implementation with regional authorities.

For Component 1, MINED prepared an IPAP, based on regional and national consultation processes, to ensure that that IP and AD vision, needs and preferences for quality and culturally pertinent teaching practices and materials are adequately addressed. At the beginning of the project, MINED will hire two social safeguards specialist, under terms of reference acceptable to the World Bank, to coordinate the implementation of the IPAP together with various units within MINED, the Regional Educational Authorities, and IP and AD representatives.

For Component 2, MINED, with the participation of IP and AD representatives, prepared an IPAPF for the selection and implementation of the infrastructure improvements. The IPAPF identifies social risks, impacts and opportunities, and establishes the principles and processes to carry out a social assessment, free prior and informed consultation, and preparation of IPAPs in order to attain broad community support for each subproject. At the beginning of the project, MINED will hire a social safeguards specialist and a environmental safeguards specialist, under terms of reference acceptable to the World Bank, to coordinate the implementation of the IPAPF together with a safeguards working in the General Direction of Education Infrastructure.

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

The main stakeholders are the different units of MINED (pre-school, primary and basic secondary), MINED's Delegations, the Sub-System for Autonomous Education of the Caribbean Coast of Nicaragua, the Regional Governments of the RACCS and RACCN, the Municipalities, contractors, teachers, and communities surrounding the subproject locations. In the Caribbean Region, these stakeholders include the Indigenous communities, their local organizations (Gobiernos Territoriales Indígenas), community-based organizations and the Regional Government, and local authorities. Mechanisms for participation, consultation, and disclosure are included in the ESMF, IPAP and IPAPF developed for the Project.



**B. Disclosure Requirements**

**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
09-Feb-2017	10-Feb-2017	

**"In country" Disclosure**

**Indigenous Peoples Development Plan/Framework**

Date of receipt by the Bank	Date of submission to InfoShop
09-Feb-2017	10-Feb-2017

**"In country" Disclosure**

**Pest Management Plan**

Was the document disclosed prior to appraisal?	Date of receipt by the Bank	Date of submission to InfoShop
NA		

**"In country" Disclosure**

**If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.**

If in-country disclosure of any of the above documents is not expected, please explain why:



**C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)**

**OP/BP/GP 4.01 - Environment Assessment**

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

No

**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 4.09 - Pest Management**

Does the EA adequately address the pest management issues?

Yes

Is a separate PMP required?

No

If yes, has the PMP been reviewed and approved by a safeguards specialist or PM? Are PMP requirements included in project design? If yes, does the project team include a Pest Management Specialist?

**OP/BP 4.11 - Physical Cultural Resources**

Does the EA include adequate measures related to cultural property?

Yes

Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?

Yes

**OP/BP 4.10 - Indigenous Peoples**

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?

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

If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?



### The World Bank Policy on Disclosure of Information

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

Yes

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?

Yes

### All Safeguard Policies

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

Yes

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

Yes

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

Yes

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

Yes

## CONTACT POINT

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**APPROVAL**

Task Team Leader(s):	Enrique O. Alasino Massetti Rita Kullberg Almeida
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**Approved By**

Safeguards Advisor:		
Practice Manager/Manager:	Yves Jantzem	28-Feb-2017
Country Director:	Maryanne Sharp	01-Mar-2017

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