

Basic Education Strengthening and Transformation Project
Environmental and Social Management Framework (ESMF)

Executive Summary

Purpose and Scope of ESMF

The Environmental and Social Framework (ESMF) is an instrument to guide the Implementing Agency (IA) and subproject proponents (District Offices or School Staffs) to manage potential adverse impacts by the establishment of a set of procedures and measures to facilitate adequate environmental and social management, including risk management.

Objectives and scope of the ESMF:

- (i) To establish clear procedures and methodologies for the environmental and social management impact in all stages of the Project;
- (ii) To determine roles and responsibilities in impact management (Institutional and monitoring arrangements);
- (iii) To determine the capacity building and technical assistance needed;
- (iv) To establish the budgeting aspect of the ESMF implementation; and
- (v) To provide safeguards instruments and procedures for activities that may trigger adverse environmental and/or social impacts.

Project Design

The Basic Education Strengthening and Transformation (BEST) design will finance the government's efforts to improve educational outcomes in Timor through transformational changes covering infrastructure, 21st Century Skills, teacher training, data systems, and management efficiency of the education sector. The BEST will comprise two main components.

Component 1: Developing 21st Century Learning Spaces. This component will support the ministry in transforming the manner by which schooling infrastructure investments are made. Schooling infrastructure as discussed here covers all aspects of infrastructure from better quality classrooms and schools, which adequately sized, ventilated, and lit. It also includes how these are married with the other vital aspects of schooling quality, viz., furniture, connectivity and digital resources, access to quality teaching and learning materials, play material and equipment, and well trained and high-quality teachers. There are five sub-components covering improved infrastructure planning; rehabilitation and construction of classrooms; provision of non-academic infrastructure such as WASH facilities, electrical and digital connectivity; vital teaching and learning materials, digital resources and content material; and provision of teachers adequately trained in pedagogy, content knowledge, and digital resources and content.

Component 2: Use of Data for Evidence Based Policy Making. This component supports the MOEYS to use data more effectively in decision making. The MOEYS currently has a stand-alone Education Management Information System (EMIS) and a separate school management platform (currently being

piloted) with a set of applications for sharing information and monitoring different aspects of education service delivery. This component focuses on strengthening these two systems and integrating them into a single user-friendly system.

World Bank Safeguard Policies

Policies triggered by the Project:

1. **OP 4.01 Environmental Assessment** requires the conduct of an environmental assessment (EA) of projects/programs proposed for Bank financing to help ensure that they are environmentally and socially sound and sustainable.
2. **OP 4.10 Indigenous People** aims to design and implement projects in a way that fosters full respect for Indigenous Peoples' dignity, human rights, and cultural uniqueness and so that they: (a) receive culturally compatible social and economic benefits; and (b) do not suffer adverse effects during the development process if they reside in proximity to the project area.
3. **OP 4.12 Involuntary Resettlement** refers to the management of adverse impacts of loss of, or damage to, land, assets or livelihoods, where the affected persons have no choice. This policy aims to avoid or minimize involuntary resettlement and, where this is not feasible, assist affected persons in improving or restoring their livelihoods and standards of living to levels prevailing prior to affected by the project.

Potential Impacts Analysis

Component 1

1. Construction works may cause impacts such as noise, dust, waste disposal, community and labor health and safety issues, as well as potential generation of hazardous waste including from asbestos removal during deconstruction. This will lead to disruption to learning activities caused such as discomfort and safety risks for students and communities;
2. Post-construction/facility operation stage include water-borne disease due to poor construction and design of sanitation facilities, increased demand for water, building safety, etc;
3. Target schools may have limited land size and needs additional land. The process of acquiring land during project implementation will unlikely affect any structures, cause neither physical relocations nor loss of income. Nearby vegetations may be subjected to land clearance.

Component 2

1. Provision of ICT (Information and Communication Technology) software and hardware (including computer desk top, laptop, tablet etc) and other electronic equipments may lead to e-waste problems (once not used) and cause negative impact to the human health and environment if it's disposal is not properly managed;
2. Lack of people's participation in the Project may cause the misachievement of project goals;
3. Lack of attention to local characteristics may cause project approach to be culturally inappropriate, for example: language mismatch in the provision of student workbooks, learning materials, or the ineffectiveness of teacher performances in classes.

Mitigation Strategies

The safeguard mitigation approaches in BEST include embedding environmental and social aspects into design. Strategies includes:

- ESMF socialization and consultation;
- Social Assessment in regards triggering OP. 4.10 on Indigenous People to ensure the engagement of Indigenous Peoples in to the project and to ascertain broad community support;
- Development of Community Standard Operational Procedures (SOP) and Environmental Code of Practices (ECOP) for construction activities;
- Provision of E-waste disposal management procedure;
- Provision of the Community Consultation Framework; and
- Development of Resettlement Framework as a precaution for possible land acquisitions, including Voluntary Land Donation Protocol.

Table 1 Summary of Environmental Impacts and Mitigation Measures

Subproject Action	Possible Environmental Impacts	Interventions
Construction	<ul style="list-style-type: none"> • Noise and vibration • Soil and water contamination • Waste generation • Traffic congestions • Community and worker's safety. 	<p>The impacts shall be mitigated or minimized by applying good practices and management actions during construction.</p> <p>Contractors will be responsible for the implementation of these practices and will report to the PMU regularly.</p> <p>After the completion of construction activities, contractors must ensure that the site is entirely cleaned from construction materials and tools.</p> <p>Contractors should also consult the communities regarding these impacts as necessary.</p> <p>Detailed mitigation actions shall refer to the ECOPS.</p>
Post Construction	<ul style="list-style-type: none"> • Generation of E-Waste and household/solid waste • Possible water borne disease 	<p>Responsibilities for the possible environmental impact management will be taken by the MOEYS or school staffs.</p> <p>Future downstream impacts such as the generation of E-</p>

Subproject Action	Possible Environmental Impacts	Interventions
		<p>Waste from the provision of electronic hardware and regular solid waste must be addressed by implementing proper the e-waste disposal procedure and solid waste management procedures.</p> <p>The possibility of the spreading of water borne diseases is likely to be caused by poor sanitation. Therefore, sanitation facilities must be maintained based on practices stated in the ECOPS.</p>

Table 2 Summary of Social Impacts and Mitigation Measures

Social Impacts	Interventions
Land	It will use school or government land or applying negotiated settlement or Voluntary Land Donation or applying Resettlement Policy Framework.
Vegetation: Removal of trees/vegetation privately owned to additional land.	Require consultation with the tree owner to obtain consent, provision of compensation for the trees in accordance with rates prescribed under law (referring to rates issued by Ministry of Agriculture) or through voluntary donation.
Structure	No impact to structure. The project will avoid any impact to structure.

Environmental and Social Safeguard Procedure

Procedures are as follows:

1. Screening: using screening form to preliminarily identify potential environmental and social risks. The outputs of the screening will contribute to sub-project selection process and provide background information to the sub-project design proposals.
2. Mitigating: include environmental and social aspects in subproject planning and implementation. This will require the preparation for necessary safeguard documents. The implementation of the ESMF will occur as follows:
 - a) MOEYS or the safeguards consultants will include environmental and social aspects into school rehabilitation proposals and DEDs which will be reviewed by the Bank;
 - b) Sub-project planning must include consultations with relevant stakeholders that refers to the Community Consultation Guidelines;

- c) No work will begin on site until land acquisition (if any) has been completed;
- d) During construction, contractors or communities must refer to the SOP and ECOP to prevent or minimize any environmental pollution and possible accidents that may occur.

It is also important to note that during project implementation, activities that include criterias listed below are not eligible for funding:

- Activities that will cause significant and/or irreversible impacts to the environment;
- Located in vulnerable areas (subject to frequent flooding or storm surges, strong winds, steep slopes, etc);
- Construction of large-scale infrastructure such as new large schools;
- Purchase and use of dangerous chemicals; asbestos, asbestos removal and other investments detrimental to the environment;
- Purchase and use equipment contain ozone depleting substance (ODS);
- Purchase timber from unsustainable harvest or illegal logging operations.

Grievance Redress Mechanism

The GRM will be established in the national level as well as in target schools. Any grievances/complaints in the future that is related to schools construction can be submitted through a phone line that will be created specifically for this project which will allow community members and the general public to channel complaints and inquiries. In the case that complaints cannot be solved at the school levels, the MOEYS will facilitate the follow-up and dispute resolutions as necessary.

Target schools and the MOEYS will appoint a team or a focal point to receive and facilitate resolution of specific concerns of affected communities not only limited to environmental and social issues, but other issues related to the Project. The GRM will aim to resolve concerns promptly, in an impartial, understandable and transparent process tailored to the specific community, and at no cost or without retribution to the complainant/s.

Institutional Arrangement

The MOEYS has the overall responsibility for ensuring that environmental and social issues are adequately addressed throughout the project cycle. MOEYS with support from safeguard specialist will also be responsible for monitoring project activities that might affect environment health and safety.

Budget Provision

All of the requirements in the ESMF will be covered by the MOEYS.