Project Information Document/
Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 10-Feb-2019 | Report No: PIDISDSC24527
### BASIC INFORMATION

#### A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Parent Project ID (if any)</th>
<th>Project Name</th>
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<tbody>
<tr>
<td>Timor-Leste</td>
<td>P166744</td>
<td></td>
<td>Timor Leste Basic Education Quality Improvement (P166744)</td>
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<table>
<thead>
<tr>
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<th>Practice Area (Lead)</th>
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<tr>
<td>EAST ASIA AND PACIFIC</td>
<td>Mar 20, 2019</td>
<td>May 16, 2019</td>
<td>Education</td>
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<table>
<thead>
<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
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<tbody>
<tr>
<td>Investment Project Financing</td>
<td>Democratic Republic of Timor-Leste</td>
<td>Ministry of Education and Culture</td>
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</table>

**Proposed Development Objective(s)**

To support improved cognitive, social-emotional, and physical well-being outcomes by supporting the development of 21st Century Learning Spaces and the improved use of data for planning, budgeting, and implementation of basic school programs.

### PROJECT FINANCING DATA (US$, Millions)

#### SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>Amount (US$ Millions)</th>
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<tr>
<td>Total Project Cost</td>
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<td>Total Financing</td>
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<tr>
<td>of which IBRD/IDA</td>
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<td>Financing Gap</td>
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#### DETAILS

**World Bank Group Financing**

<table>
<thead>
<tr>
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<th>Amount (US$ Millions)</th>
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<tr>
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<td>IDA Credit</td>
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**Non-World Bank Group Financing**

<table>
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<th>Source</th>
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<tr>
<td>Counterpart Funding</td>
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B. Introduction and Context

Country Context

1. **Timor-Leste has made great strides towards securing lasting peace and stability over the last fifteen years,** having improved security and living standards and begun the long process of strengthening institutions and raising capital levels in the country. When Timor-Leste became the first new sovereign state of the 21st century in May 2002, all public infrastructure including roads, ports and airports, water and sanitation systems, and government facilities were either non-existent, destroyed or severely dilapidated. There were also severe shortages of human capital; few Timorese had government experience, or were equipped with adequate skills for professional services or business, and the general level of formal education of the population was very low. Timor-Leste’s institutional frameworks were exceptionally weak, with the country having undergone a series of markedly different institutional regimes in recent times. Extreme poverty and hunger were widespread and conflict and violence were ongoing threats. Today, Timor-Leste is a more peaceful, democratic nation yet poverty levels remain very high, and in a context where a new national compact to secure peace and inclusion is only just emerging, there remain elevated risks that may thwart further development progress, or even tend to move the country backwards.

2. **Timor-Leste is considered a lower middle-income country, with US$4,340 PPP gross national income (GNI) per capita in 2015.** Economic growth has been driven largely by the oil and gas sector, which accounted for about 70 percent of GDP in 2015, representing almost 90 percent of government revenues and 99.5 percent of total exports (IMF, 2017). The non-oil and gas sector of the economy has grown about 10 percent annually since 2006, largely based on state capital expenditure. A construction sector largely driven by public infrastructure investment, together with the public sector, local commerce, and agriculture and fisheries, dominate the non-oil and gas economy of Timor-Leste. Over the course of 2017, air passenger arrivals have continued to strengthen and by Q3 were 12 percent higher than their levels over 2016 on an annualized basis, suggesting that service exports due to the intentional visitor market continue to grow. However, export shipments of coffee, Timor-Leste’s main non-petroleum merchandise export, have fallen sharply in 2017 compared to 2016. In addition, with declining oil production, GNI has fallen from a peak of US$4.5 billion in current prices in 2011 to US$2.3 billion in 2016 although it is projected to recover to US$2.9 billion in 2017. Nevertheless, given government impasse to approve supplementary budget legislation in 2017 which could lead (if not addressed in the near-term) to an unsustainable fiscal position.

3. **Nevertheless, more than 40 percent of the population are estimated to lack the minimum resources needed to satisfy basic needs in Timor-Leste** based on the latest Survey of Living Standards (2014/15), and 30 percent of the population still live below the $1.90 a day international poverty line. Coupled with this, various surveys indicate that half
of all children suffer from stunting due to a lack of adequate nutrition, and calorie consumption across the population is very low.

4. **Timor-Leste will need to foster a private sector that can create jobs for its fast-growing working age population.** The population of Timor-Leste has been growing steadily at an annual rate of over 2 percent since independence in 2002. According to the Census 2015, the total population of the country is 1,183,643 individuals, of which 50.8 percent are male and 49.2 percent female. The population under 15 years of age comprises 39.1 percent of the total, with 48.7 percent of the population under 18 years of age. This high proportion of the young population imposes enormous pressure on the education system and creates a major challenge in providing education services. At the same time, it also offers great potential for the development of the future workforce that, if properly qualified, could lead Timor-Leste toward a period of remarkable productivity and economic growth.

5. **Over the last decade, Timor-Leste has been able to create jobs, but this has largely been due to expansion of the public sector.** Both a need to level off public sector expansion and an acceleration in working age population growth beginning now – 15 years after independence – mean that supporting the development of sustainable jobs in the private sector is now more urgent than ever, to take advantage of the potential of a demographic dividend to accelerate growth and prosperity, and to avoid the possible negative social impact of a large and growing number of unemployed youths and adults.

6. **The development of public institutions that enable the private sector, provide public services, and are accountable is a long process that needs to be sustained over time.** In Timor-Leste, a resource-rich country, there is a heightened risk that institutional development may become stalled by entrenched interest groups and rent-seeking. The 2017 World Development Report on Governance and the Law highlights the criticality of institutional development and how political economy should be integrated into development programs, particularly for countries like Timor-Leste that seek to make the transition out of fragility.

### Sectoral and Institutional Context

7. **Since its independence, Timor-Leste have shown a strong commitment towards education, as stated in the 2002 Constitution, the 2008 Basic Law of Education and the 2011-2030 Strategic Development Plan.** The 2002 Constitution of the Republic of Timor-Leste establishes the State's obligations regarding education: "The State shall promote education, health and vocational training for the youth as may be practicable" (Article 19, no. 2) and "The State shall recognize and guarantee that every citizen has the right to education" (Article 59, no. 1). Basic Law of Education in 2008 established the legal framework for the education system in Timor-Leste, in which the State guarantees the right to education to all citizens and becomes responsible for promoting the democratization of education, ensuring the right to fair and effective equal opportunities in school access and achievements (Article 2). The 2011-2030 Strategic Development Plan established education as a key area for improving opportunities. The plan established that all children must go to school and receive a high quality education.

8. **In line with the strong commitment towards education, public spending on education has grown in recent years, though a small decline was registered between 2015 and 2016.** From 2011 to 2016, public expenditure on education increased from US$87.2 million to US$124.8 million, an average annual growth of 7.4 percent. Expenditure in education represented 8.0 percent of the national budget in 2011, and 10.2 percent in 2015. Expenses with education as a percentage of GDP (non-oil sector) were 10.2 percent, 8.5 percent and 6.6 percent, in 2014, 2015 and 2016, respectively. If we consider the aggregate GDP (oil and non-oil sector), these percentages were 3.7 percent in 2014 and 4.4 percent in 2015. Timor-Leste invested US$125 million in education in 2016, below the US$136 million spent in 2015. The largest
share of resources paid teachers wages and other staff from the Ministry of Education (MEC) (44 percent), and on goods and services (31.4 percent).

9. **The number of students in Timor-Leste increased in recent years.** In 2016, 320,654 students attended basic education in Timor-Leste, up from 267,038 in 2008/09. Enrollment rates are high in first cycles of basic education, but they decline in the third cycle and secondary education. In 2016, the Gross Enrollment Ratio (GER) was 134 percent in the first cycle of primary education, 126 percent in the second cycle and 91 percent in the third cycle. In secondary education, the GER is 65 percent. In 2015, net enrollment rates for first cycle primary education are 81.9 percent. As reflected by high GER, enrollment in primary education in Timor-Leste is high, but also the high GER shows low efficiency in the education system, particularly in the first cycle of basic education.

10. **Low efficiency of the education sector is reflected in the low levels of student learning, high repetition rates and high dropout rates.** A comprehensive assessment of student learning on early grades in 2017 shows low levels of student learning. The assessment included an Early Grade Reading Assessment (EGRA) test and a Curriculum Based Assessment (CBA) based on early grades curriculum. The results in the EGRA test showed that 30 percent of the students were not able to identify a single word at the end of second grade, while the results of the CBA showed that 50 percent of students have a very low command of the curriculum. Low levels of student learning are reflected in high repetition rates. On average, the repetition rates in primary education was 10 percent, but there were important differences across grades, with a repetition rate of 32 percent in first grade, and 5 percent in sixth grade.

11. **In terms of education service delivery, the main challenges in the education sector are, among others, the lack of school infrastructure, lack of qualified teachers, and lack of teaching materials (UNESCO, 2015).** Timor-Leste has faced those challenges since its independence, and to a large extended, those challenges remain. There have been improvements in infrastructure, with reductions in the number of students per classroom. from 55 in 2011 to 37 in 2016, though, there are major differences across districts. In Dili, MEC data shows that there are 80 students per classroom while in Manuhafi there are 20 students per classroom. In many cases, low students per classroom ratios have been achieved by double or triple shifts in schools. Additionally, the lack of infrastructure is reflected by the fact the approximately 40 percent of student in Timor-Leste start their primary education in schools that do not have classrooms for all grades. Existing information also indicates poor quality of the existing infrastructure. Given the current trend in population dynamics (a 21 percent increase of the 6 to 11 year old population in the next 5 years) and MEC’s standards (the class size should be 30 students per class), Timor-Leste will need to construct 1,500 classrooms for primary education in the medium term.

12. **With regards to teachers, formal qualifications of teachers in Timor-Leste have increased, but challenges in terms of teacher competences remain.** There have been significant improvements in teacher qualifications, and, in 2016, only 10 percent of basic education teachers did not have the required qualification of the Bachalerato\(^1\) degree. However, less than 40 percent of the teachers have obtained the Bachalerato degree from a university. Most teachers obtained their qualifications through equivalency program, which means that, in fact, they had limited pedagogical training. Equivalence programs have been implemented in collaboration between the Universidad Nacional de Timor-Leste (UNTL) and the Instituto Nacional de Formação de Docentes e Profissionais da Educação de Timor-Leste (INFORDEPE), the in-service teacher training body of MEC. Besides the focus on increasing achievement of Bachalerato, INFORDEPE has delivered an Intensive Complementary Training Program and provided Teacher Training Licenses to teachers in the first and second cycles of basic education. This program is now under the responsibility of UNTL.

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\(^1\) The bachalerato certificate is a certification program that includes three years of study upon completion of senior secondary school.
13. In addition to the INFORDEPE and UNTL programs, the government has launched an innovative training program denominated Professional Learning and Mentoring Program (PLMP). With collaboration of the donor community, the PLMP was launched in 2016 with the goal of reaching all municipalities and schools within four years (2015-2020). The PLMP underpins mutual support and supervision activities involving teachers and education inspectors. These activities are related to students' learning practices and teachers' teaching practices, including lesson planning and delivery, classroom management and evaluation activities. The PLMP integrates four key components to stimulate good teaching and learning practices in primary education: a leadership program, mentoring, peer learning groups, and tablets and technology. An initial evaluation indicates improvements in teacher practices in the classroom and student learning.

Relationship to CPF

14. The proposed project will support the World Bank’s Country Partnership Strategy (CPS) 2013-2017 objectives to strengthen Timor-Leste's institutions and build implementation capacity and technical know-how, supported by high-quality, creatively disseminated analytical work; just-in-time advice; organizational support; and sustained policy dialogue. The proposed operation is consistent with and derived from the CPS, specifically the first strategic area, increasing access to and quality of education and health. In addition, the interventions under the proposed project are aligned with the Bank’s twin goals of eradicating extreme poverty and increasing shared prosperity. The literature on human capital has documented a positive correlation between investment in human capital and social and economic development.

15. In addition to being aligned with the Bank’s twin goals, the proposed project design draws on several studies that have been prepared for Timor-Leste. The 2012 “Building Evidence Shaping Policy” which was a survey supported by Department of Foreign Affairs and Trade (DFAT) and the Bank, that audited all schools in Timor-Leste to determine the condition of schools as well as to assess the need for additional school buildings. The “School Demand and Supply: Focus on Infrastructure and Teachers” that assessed the demand and supply of school facilities and supply of teacher for 2015 to 2030 to support the planning and function of the Ministry. The 2017 Analysis of the Education Sector (ESA), under mandate of the Global Partnership for Education (GPE) and in close consultation with other stakeholders and the government, provided an assessment of the recent evolution and status of the education system, including an analysis of the major strengths, weaknesses and challenges found in the education system. The ESA provides the analysis for updating the National Education Strategic Plan (NESP) 2011-2030.

C. Proposed Development Objective(s)

The development objective is to improve learning facilities in basic education and teaching quality in Grades 1 - 4 (Cycle 1)

Key Results (From PCN)

17. The proposed key results indicators are:
   - Increase in percentage of classrooms meeting minimum facility standards
   - Increase in utilization of basic learning kits in classrooms based on classroom observations
   - Improved teaching practices in reading and math based on classroom observations (disaggregated by gender)
   - Increase in percentage of principals and school inspectors applying new training practices (disaggregated by gender)

18. The direct beneficiaries of the Project would be children attending the first cycle, second cycle and third cycle of
basic education; primary school directors; pedagogical inspectors, principals and civil servants within the MEC.

D. Concept Description

19. The Basic Education Quality Improvement Project (BEQIP) would comprise three components.

Component 1: Generating the conditions for learning

20. Education outcomes in Timor-Leste are affected by lack of infrastructure: (i) the low quality of the existing school facilities, the lack of classrooms in existing schools, and, the lack of schools, particularly lower secondary schools in several areas of the country and the poor quality of existing infrastructure; and (ii) the lack of education materials.

21. Sub component 1.1: Improving school infrastructure. The ESA showed that existing school infrastructure at the primary level was of low quality and is exposing students to significant physical risks and there is overcrowding of classrooms with some classrooms reporting as many as 80 students in the room. There are currently 2,100 public school classrooms in basic education. Of these 2,100 classrooms, it is estimated that 1,883 (or 87 percent) need repair. In addition, it estimated that basic education needs an additional 1,500 classrooms to accommodate current basic education enrollment. At the junior secondary level, the limited supply of school classrooms is contributing to the low transition and enrollment rates. To overcome these challenges, the proposed project will finance: (i) the development of a strategic plan for overall infrastructure needs including maintenance of facilities for basic education; (ii) the construction of new classrooms for primary and junior secondary in selected schools, and (iii) the rehabilitation/replacement of classrooms including provision of latrines, water points etc. The selection of schools for new construction and rehabilitation will be based the 2012 survey and the 2015 needs assessment which will be updated during the preparation period. The proposed project will use a combination of community-based construction (CBC) and national competitive bidding (NCB) for the school construction and rehabilitation program that were successfully used in the previous Bank-supported Education Sector Strengthening Project (ESSP) as well as the Second Chance Education Projects (SCEP). It is expected that the CBC approach will provide grants to communities which, under SCEP, was proven to be effective.

22. Subcomponent 1.2: Provision of resources for literacy and numeracy classroom enrichment. Reading, especially for early grade students, is a foundation for learning. No learning can be independent from reading. Timor Leste’s early grade reading assessment (EGRAS) in 2009 (Tetum and Portuguese) and 2017 (Tetum) revealed very low performance. Moreover, the 2011 Early Grade Math Assessment (EGMA) showed that Timorese students exhibit a good concept of quantity, but a relatively weaker grasp of patterns in numbers or conceptual understanding of addition and subtraction processes. This evidence suggests that the Government needs make some efforts to improve students reading and math performance. This sub-component will be focused on Cycle 1 (Grades 1-4) with an objective of creating a rich learning environment by supporting: (i) grants for purchasing teaching and learning materials for literacy and numeracy; and (ii) equipping selected primary schools with well-designed classroom libraries that will provide additional reading materials so that children can participate in regular reading activities in school and at home. This will ensure that students interact

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2 Unit costs for new of primary classrooms is approximately US$30,000 per classroom and includes basic furniture (desks, chairs, blackboard and teachers desk).

3 Unit cost for new junior secondary classrooms is estimated to be approximately US$30,000 per classroom includes basic furniture (desks, chairs, blackboard and teachers desk).

4 The MEC threshold for grants to school communities is US$30,000 total for simple rehabilitation and replacement of classrooms up to three classrooms.
more with books, spend more time reading, exhibit more positive attitudes toward reading, and reach higher levels of reading achievement. These libraries will provide students with access to grade appropriate high-quality reading materials that they want to read and can read with success. Libraries will serve to complement teacher-led instruction in literacy skills based on the current curriculum. Student opinions will be considered in determining the choice of books. In addition, this sub-component will also support equipping some primary classrooms with digital books on a pilot basis.

Component 2: Improving teaching and principal leadership for effective learning in early grades.

23. Existing evidence shows that teacher content knowledge is low and that there are important challenges in their pedagogical practices. This evolution is related to the low qualifications of teachers in Timor-Leste. Among the teachers in basic education, less than 40 percent have the required bachalerato certificate, including those who have just been upgraded through bachalerato-equivalence programs. There are some on-going programs to improve teacher competencies, but they are implemented only in a selected number of districts, and they have not reached the disadvantage populations. To overcome the challenges of providing effective learning in the early grades and improving teacher qualifications, the project will finance: (i) upskilling of teachers, (ii) piloting early grade reading, and (iii) improvement the quality of instructional support to teachers.

24. Sub component 2.1: Upskilling teachers. The objective of this sub-component is to support INFORDEPE in strengthening their in-service teacher training. The project aims to support an in-service training program that includes virtual, face-to-face, and classroom-based support to improve teacher pedagogical skills and content knowledge in key subjects taught in Cycle 1 (Grades 1 to 4). This method will be combined with coaching and mentoring. Teams of inspectors and pedagogical counselors will learn to adopt new approaches and effective techniques to better support teachers in the classroom and to improve the quality and type of feedback teachers receive. The project will finance: (i) technical assistance for INFORDEPE to develop and implement the strengthened in-services training program which will increase collaboration and adoption of innovative and effective teaching practices within the school and supported by districts. Moreover, the technical assistance will work with inspectors, pedagogical counselors and school directors to equip them with new leadership skills to organize regular reflective sessions with teachers within their respective schools and with other primary schools in the vicinity; (ii) teacher training for Cycle 1 teachers in pedagogy and subject matter in reading and mathematics.

25. Subcomponent 2.2. Early Grade Reading Program. The Timor-Leste EGRA results show that 30 percent of the students were not able to identify a single word at the end of second grade. Low levels of student learning are reflected in high repetition rates, low transition rates and high dropout rates. To address this issue, the project will introduce a targeted program in some of the poorest performing schools that is a structured approach to early reading and writing (decoding, vocabulary, and comprehension) for a demonstration effect. The program will support development of teacher training programs with daily scripted instructional materials, student workbooks and additional readers specifically for Grade 1 and 2. There will be regular teacher training along with regular monitoring as well as face-to-face coaching. Teachers will deliver to their class daily scripted lessons aligned with the Timor-Leste curriculum. Teachers will also assess individual students on a regular basis. A cornerstone of the program will be the daily scripted lessons with regular and sustained classroom support provided by trained mentors. The project will support an early evaluation of the program, the results of which can be introduced into the INFORDEPE regular in-service training program.

26. Subcomponent 2.3. Strengthening principal and inspector’s leadership. The objective of this component is to improve school management and performance through better prepared basic education school directors. This sub-component will provide a program of professional development for basic education school directors and deputy directors. School directors will participate in a professional development program on academic leadership, effective methods and
tools of primary school management, collaboration for school improvement, and engaging parents and the school community. Through a cascade model, a network of carefully selected, experienced, and high-performing school directors will form the core group of trainers. Delivery to school directors will need to be identified as part of project preparation, including the modalities of providing such training. Inspectors will also participate in select activities to better support the implementation of the new leadership practices of school directors.

Component 3: Supporting project management and monitoring and evaluation

27. Project Management. The Ministry of Education and Culture (MEC) will be responsible for overall project management. This will include monitoring and reporting on implementation progress as well as ensuring that all Bank fiduciary and procurement guidelines are followed. It is expected that MEC will strengthening the quality and frequency of communication both within and outside the MEC on project activities. Effective communication from the center to the regions and to schools, and to the wider public, will be key to achieving the objectives set for the Project. Specific support activities to improve communication around ongoing and planned activities will be included under this sub-component. This sub-component will cover project management, including external audit and monitoring and evaluation of project progress and outcomes. To the extent possible, data will be disaggregated by district, region, and gender when relevant to track the Project’s impact on various groups in lagging regions. Quarterly reports will be sent from the regions to the MEC.

28. Monitoring and Evaluation. Monitoring and evaluation (M&E) will be two pronged. First, the MEC will be responsible for monitoring and reporting on achievement of the project key indicators on a yearly basis. Second, they project will conduct a nimble evaluation of the early grade reading pilot. The project will also support M&E activities of INFORDEPE through technical assistance, including upgrading existing systems and data collection protocols. This will be explored further as a part of project preparation and relevant activities will be identified.

SAFEGUARDS

A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

Key safeguards risks are anticipated to be associated with Sub-component 1.1 on Improving school infrastructure. The project will provide financial support to improve school infrastructure, both upgrading the existing facilities and construction of new schools, particularly lower secondary schools, including provision of latrines, water points etc. Specific locations are yet to be determined based the 2012 survey and the 2015 needs assessment which need to be updated and so is the size of project footprints which are expected to between medium and small scales. Social risks considered under this project are related to land for construction activities, which warrants further assessments as the project is being prepared.

Other sub-components, including upskilling teachers (sub-component 2.1), early grade reading program (sub-component 2.2) and strengthening principals and school inspectors’ leadership (sub-component 2.3) are expected to generate positive outcomes through enhanced teachers’ skills and school management. No adverse social impacts are envisaged under these sub-components.

B. Borrower’s Institutional Capacity for Safeguard Policies

The Executing Agency will be the Ministry of Education and Culture of Timor Leste. Further capacity assessments of key
implementing agencies will be conducted as part of risk assessments once the institutional set up has been confirmed during project preparation and recommendations for safeguards capacity strengthening will be made available prior to appraisal.

C. Environmental and Social Safeguards Specialists on the Team

Ina Binari Pranoto, Environmental Specialist
Alkadevi Morarji Patel, Social Specialist

D. Policies that might apply

<table>
<thead>
<tr>
<th>Safeguard Policies</th>
<th>Triggered?</th>
<th>Explanation (Optional)</th>
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<tbody>
<tr>
<td>Environmental Assessment OP/BP 4.01</td>
<td>Yes</td>
<td>Potential investments and activities included under the proposed project cover: a. generating the conditions for learning (Component 1) which includes (i) the improvement of school infrastructure such as construction of new class room for primary and secondary schools and rehabilitation of classrooms including provisions of water and sanitation; and (ii) the provision of resources for literacy and numeracy classroom enrichment; b. improving teaching and principal leadership for effective learning in early grades (Component 2); and c. supporting project management and monitoring and evaluation (Component 3). Potential infrastructure works (i.e. school construction and rehabilitation) under Component 1 are expected to be small to medium scale; and are not envisaged to cause significant environmental and social impacts. Mitigation measures will be addressed in an Environmental and Social Management Framework (ESMF) which will be used to guide the management of environmental and social aspects, which will address Occupational, Health and Safety (OHS) for construction workers, community health and safety during and community engagement prior and during construction periods. Under Component 1, school construction designs will address building safety, universal access as well as provisions of basic facilities such as water and sanitation. These facilities will benefit the local community as well as generating positive impacts to the environment. No anticipated environmental impacts are envisaged under Component 2 and 3.</td>
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</tbody>
</table>
Potential environmental impacts and risks are limited to the following categories:

(i). Construction-related activities (new school building and/or rehabilitation of the existing schools) i.e. noise, dust, waste disposal, community and labor health and safety issues. These potential risks can be readily managed through standard mitigation measures, occupational health and safety (OHS) measures prescribed within the standard good engineering designs and good practice in building construction;

(ii). Potential community and labor health and safety risks with operation of trucks/heavy vehicles i.e. noise, dust, road safety and road surface conditions. This will be managed through establishment of a Traffic Management Plan for the project;

(iii). Implementation/facility operation stage. Potential risks include water-borne disease due to poor construction and design of sanitation facilities, increased demand for water, building safety, etc. Such risks will be managed through safe and secure school designs, introduction of building safety measures as well as hygiene practices at school emphasising the importance of hand washing, regular maintenance/cleaning of the sanitation facilities, and provision of water (i.e. connection to the existing piped water to the target schools, installation of roof water catchment and tanks in locations where water is scarce as well as notices for water conservation.

The proposed project will prepare an Environmental and Social Framework (ESMF) to lay out key safeguards measures to address the risks above. A framework approach has been adopted since the project locations will only be identified during project implementation. Duly implementation of the ESMF is expected to not only address the World Bank Safeguards Policies but also to enhance positive benefits to the target beneficiaries of the project by ensuring that school facilities are safe, accessible and fully functional to accommodate learning activities.

Key provisions in the ESMF include:

(i). Procedures for safeguards screening;

(ii). Key responsibilities for each agency and stakeholder responsible for the implementation and
supervision of Component 1 along with their capacity assessment for environmental and social assessments; (iii). Environmental and social assessments on potential impacts and risks related to construction activities as well as selection of locations (i.e. identification of areas prone to natural disasters or where road safety risks are high). Such assessments will be conducted by the PMU prior to the start of the construction to ensure that relevant safety measures and proper designs are adequately considered; (iv). Mitigation measures (i.e. OHS procedures, building codes, community engagement guideline) to address each potential impact and risk; (v). Institutional and monitoring arrangements; (vi). Feedback and Grievance Redress Mechanism (FGRM) for potentially affected stakeholders;

As part of the development of the project's ESMF, existing procedures and guidelines will be assessed and gap-filling measures will be mainstreamed under the ESMF. The Ministry of Education and Culture (MEC) has established a Standard Operating Procedure (SOP) for technical specifications of schools’ design. If needed, the proposed project will support the strengthening of the SOP to ensure that good practices in school construction and safeguards considerations are mainstreamed within the institution.

<table>
<thead>
<tr>
<th>Performance Standards for Private Sector Activities OP/BP 4.03</th>
<th>No</th>
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<tbody>
<tr>
<td>Natural Habitats OP/BP 4.04</td>
<td>No</td>
<td>Activities and investments included under the proposed project will not convert or degrade any protected areas, known natural habitats, or established or proposed critical natural habitats. Thus the policy is not triggered.</td>
</tr>
<tr>
<td>Forests OP/BP 4.36</td>
<td>No</td>
<td>Activities and investments included under the proposed project will not affect the health, quality or management of forests, forested areas or tree plantations. Thus the policy is not triggered.</td>
</tr>
<tr>
<td>Pest Management OP 4.09</td>
<td>No</td>
<td>The project will not require the use of pesticides. Accordingly, this policy is not triggered.</td>
</tr>
<tr>
<td>Physical Cultural Resources OP/BP 4.11</td>
<td>TBD</td>
<td>The ESMF will include a chance find procedure which requires that in the event that any areas and/or objects with potential cultural importance are identified during the project implementation,</td>
</tr>
<tr>
<td>Indigenous Peoples OP/BP 4.10</td>
<td>Yes</td>
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**A social assessment will be undertaken to understand social risks and benefits of the project. The approach to OP 4.10 will be informed by the social assessment including the screening for Indigenous Peoples.**

Potential project activities could include improvement of school infrastructure and learning equipment (Component 1), capacity building for teachers and school principals through teacher training, early grade reading program and leadership (Component 2), and Project Management and Monitoring and Evaluation (Component 3).

In reference to Component 1, project locations are still unknown. In relation to Component 2, this may have implications on education of children of Indigenous Peoples through changes to education policy and teaching practices.

The safeguards instrument for OP 4.10 will form part of the ESMF and this includes an Indigenous Peoples Planning Framework (IPPF). The IPPF will guide processes for engagement, including disclosure requirements to ensure compliance with the World Bank’s requirements including for OP 4.10. Broad community support will be ascertained prior to project appraisal. Records of consultations will reflect such support.

The safeguard instrument for OP 4.10 will address social risks and benefits as well as the approach for engagement, including supporting documentation.
### Involuntary Resettlement OP/BP 4.12

TBD  

A social assessment will be undertaken to understand social risks and benefits of the project. The approach to OP 4.12 will be informed by the social assessment.  

Potential project activities could include improvement of school infrastructure and learning equipment (Component 1), capacity building for teachers and school principals through teacher training, early grade reading program and leadership (Component 2), and Project Management and Monitoring and Evaluation (Component 3).  

Potential triggering of OP 4.12 is likely to relate to Component 1. However, it is not clear whether land will be required and project locations are still unknown. Should there be impacts due to either compulsory land acquisition or voluntary land donation, the relevant safeguard instrument will be prepared as part of the ESMF.  

In case of compulsory land acquisition, a Resettlement Policy Framework (RPF) will need to be prepared prior to appraisal. Where sub-project locations are known during project preparation, Resettlement Action Plans (RAPs) - abbreviated or otherwise - will be prepared and disclosed in line with World Bank’s policy requirements.  

In case of land donation, a voluntary land donation protocol will form part of the ESMF. The approach to the voluntary land donation will need to establish that land donation is appropriate to the circumstances of the project and that indeed the donation is voluntary.

### Safety of Dams OP/BP 4.37

No  

Not relevant to the proposed project.

### Projects on International Waterways OP/BP 7.50

No  

Not relevant to the proposed project.

### Projects in Disputed Areas OP/BP 7.60

No  

Not relevant to the proposed project.

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**E. Safeguard Preparation Plan**

Tentative target date for preparing the Appraisal Stage PID/ISDS

Mar 20, 2019
Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS.

Safeguards instruments such as ESMF, which relevant measures outlined in each of the triggered policies will be completed and disclosed prior to appraisal.

CONTACT POINT

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APPROVAL

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