

## Environmental and Social Data Sheet

### Overview

Project Name:	MODERNISATION ETABLISSEMENTS SCOLAIRES II
Project Number:	2018-0169
Country:	Tunisia
Project Description:	The operation concerns investments schemes in education infrastructure in a sub-set of governorates in Tunisia through a framework loan to the Republic of Tunisia. The Project will finance the construction of new public primary education infrastructure and school complexes ( <i>campus scolaires</i> ) and will include the provision of new equipment and innovative pedagogical equipment for selected schools as well as state-of-art school transportation means.
EIA required:	This is a multi-scheme Framework Loan Operation. If located in the EU, some of the schemes might have fallen under Annex II of the EIA Directive and would need to be screened by the Competent Authority.
Project included in Carbon Footprint Exercise <sup>1</sup> :	no

### Environmental and Social Assessment

#### Environmental Assessment

The Promoter will be the Ministry of Education of the Tunisian Republic. The operation is structured as a Framework Loan (FL) and will include the provision of primary education infrastructure and equipment. In particular, the Project will consist of the creation of new primary schools and school complexes (*campus scolaires*), the provision of new equipment including ICT equipment and self-correcting innovative pedagogical materials and state-of-art school transportation means allowing students living in remote areas to reach school facilities. The programme is foreseen to be implemented in a subset of Tunisian governorates almost entirely located on the littoral. This targeting is assumed to taking into account the demographics, urban growth and the existing capacity of primary schools in these locations. It is envisaged that mainly small size investments will be included in this operation. However, at appraisal stage, individual schemes were not confirmed.

The legal basis of the EIA is the article 5 of the law establishing the National Agency for the Protection of the Environment (ANPE) as amended by Law No 14-2011 of 30 January 2001. The decrees (No 91-362 of 13 March 1991 and No 1991 of 11 July 2005) specify the

<sup>1</sup> Only projects that meet the scope of the Carbon Footprint Exercise, as defined in the EIB Carbon Footprint Methodologies, are included, provided estimated emissions exceed the methodology thresholds: 20,000 tonnes CO<sub>2</sub>e/year absolute (gross) or 20,000 tonnes CO<sub>2</sub>e/year relative (net) – both increases and savings.

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provisions and the regulatory procedures for drawing up and approving EIA. Schools and education facilities of this kind are not specifically mentioned in the Tunisian law on EIA, as would also be the case within the EIA Directive 2014/52/EU amending Directive 2011/92/EU. However, school and education facilities may require an ESIA under the Tunisian law in relation to urban development, as is the case under Annex II of the EU's EIA Directive. If the competent authority requires an EIA for the new construction works, the Promoter shall be required to provide the Bank with a copy of the related environmental documents prior the allocation for review and publication where appropriate.

Schemes are not expected to be located in the vicinity of any protected area, therefore their effect on them is expected to be negligible. This will be verified during the allocation stage.

The project's impacts at the construction stage are expected to be short-lived and reversible, at a level which is deemed acceptable. When needed, special mitigation measures will be considered in the designs in order to minimize impacts. Whilst there may be some minor negative impact during the construction/implementation phase of the sub-projects, substantial positive net environmental impacts of the investment programme are expected once the works are completed. Environmental benefits are anticipated from the new construction of public education infrastructure facilities. Environmental benefits should furthermore be increased by the Technical Assistance proposed to the Ministry of Education, especially in the fields of improvement of environmental diagnosis and energy efficiency.

### **Social Assessment, where applicable**

In Tunisia, policies implemented over many years have resulted in nearly universal enrolment for boys and girls. Compulsory and free schooling between 6 and 16 years has led to nearly universal enrolment. Yet, Tunisia's education system is beset with different challenges. Challenges over the inclusiveness and quality of primary education continue to affect many students' educational performance. In some areas, education infrastructure is deteriorated, poorly equipped and overcrowded because of a prolonged lack of capital investment, also resulting in low quality education.

By contributing to the modernisation and adaptation of school infrastructures to changes in local demand, the project aims to improve the quality of education in Tunisia, and allow for a better allocation of resources in the education sector. Specific support interventions will further strengthen the quality of the education system, essential for the economic, social and intellectual development of a country. In a country like Tunisia, which is marked by wide socio-economic inequalities, the role of good quality education is even more important for improving the living conditions and economic and social opportunities of young populations. The Promoter shall therefore ensure equal access to education to all children regardless of gender, social conditions, location, ethnicity, language, beliefs, disabilities or any other personal characteristics; and ensure equality of opportunities, in consistency with the United Nations Convention on the Rights of the Child, 1989.

The gender approach will be particularly taken into account in the implementation modalities of the project, with the help of the preparatory technical assistance to the promoter. The consideration will be given to the better inclusion of women and girls during public consultation activities and the stronger consideration of women and girls needs in the selection and structuring of investments in public education infrastructure.

Further, the schools shall be designed, constructed and operated to guarantee full accessibility to people with disabilities, in compliance with the requirements of the Convention on the Rights of Persons with Disabilities. Appropriate requirements shall be included in the Project Procedures Manual, the designs, bidding documents and contracts.

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As part of the criteria to select the location of the schools, the Promoter will take into consideration the current use of the land, aiming at avoiding both physical and economic displacement. When displacement cannot be avoided, the Promoter will comply with the requirements of the EIB Standard of Involuntary Resettlement. To this end, a Resettlement Policy Framework (RPF) and, when required, individual Resettlement Action Plans (RAPs) will be developed and implemented in compliance with EIB standards. For sites requiring displacement, due implementation of each RAP will be required before disbursement for the affected school can be approved. Technical Assistance provided to support the Project implementation will help the Promoter in the development, implementation, monitoring and reporting of the RPF and RAPs. Attention should be paid to ensuring that the relevant resettlement documents adequately bridge gaps between national legislation and EIB standards to ensure.

Tunisia has ratified all 8 ILO Fundamental Conventions. Tunisian law is broadly consistent with ILO Labour Conventions, with some key exceptions including freedom of association, child labour and discrimination. In addition, compliance with minimum wages and provisions on hours remains an issue. In order to ensure that the core principles and labour standards are upheld throughout the Project, the relevant provisions will be included in the Project Procedures Manual to be approved by the EIB and be required in the tender documents for works.

EIB health, safety and security standards are expected to apply to the Promoter and contractors alike, throughout the duration of the Project. Relevant guidelines will be included in the Project Procedures Manual, which will be approved ex-ante by the EIB. When relevant, road and traffic safety management plans will be required given the nature of some of the investments.

### **Public Consultation and Stakeholder Engagement**

The project is at an early stage of design development with no public consultation being required to take place at the time of the Bank's appraisal. However, the promoter will be required to ensure appropriate stakeholder engagement, especially in relation to the selection of the sites, involuntary resettlement activities (if any) and occupational and public health and safety aspects during both construction and operation of the individual schemes.

### **Other Environmental and Social Aspects**

The Project aims to support the Government of Tunisia in addressing major challenges in the primary education cycle, by directing resources towards key areas that can have a transformative impact on human capital. Solid demand for education at the primary level and a large backlog of school capacity are justifying the scope of the project. By upgrading service delivery and facilities generally in the Tunisian education system, the project contributes to improve youth employability in a country where the skills mismatch is the root cause of high unemployment rates for the highly educated youth. Without the Project, the expansion and improvement of education services in Tunisia would be slower, many of those needing education services would not have access to them and the impact would be less than with the quality improvements that will result from the Project.

## **Conclusions and Recommendations**

The project concerns a variety of investments enabling Tunisia to modernise its primary education infrastructure. The Project will contribute to improve learning conditions of students

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in primary education schools. Due to the investment and use of new materials and technologies, the new buildings will aim to improve the energy efficiency and increase the overall energy performance of the primary school infrastructure in the country.

The institutional capacity of the Ministry of Education to manage the environmental and social issues is deemed acceptable. Technical Assistance provided by the project will support the Promoter during implementation and monitoring.

In order to comply with the Bank's requirements, the following conditions and undertakings relating to environmental and social matters will be inserted in the Finance Contract and applied to the Project:

- In case a sub-Project would require an environmental impact assessment, the Promoter shall, before a disbursement request for that particular school, provide an electronic copy of the full assessment to the EIB, publish it in the Promoter's website. The EIA shall be fully compliant with EIB Environmental and Social Standards.
- As a condition for the first disbursement, the Promoter shall adopt the Project Procedures Manual to be prepared by the Technical Assistance to support project implementation and approved by EIB. The manual shall include a dedicated chapter specifying the social and environmental procedures in line with EIB's Environmental and Social Standards.
- As part of the criteria to select the location of the schools, the Promoter shall take into consideration the current use of the land, aiming at avoiding both physical and economic displacement. When displacement cannot be avoided, the Promoter shall comply with the requirements of the EIB Standard of Involuntary Resettlement. To this end, a Resettlement Policy Framework (RPF) and, when required, individual Resettlement Action Plans (RAPs) shall be developed and implemented in compliance with EIB standards. For sites requiring displacement, due implementation of each RAP shall be required before disbursement for the affected school can be approved.
- If required and where relevant, Environmental and Social Management Plans (ESMPs) shall be prepared by impact assessment specialists and will be reviewed, monitored and supervised by the promoter as supported by the Technical Assistance. These documents will be elaborated with due engagement with stakeholders and will be disclosed on both the promoter's and the EIB's websites prior to the commencement of any civil work.
- The Promoter shall provide to EIB copies of energy performance certificates or equivalent documents on completion of all investment schemes.
- The Promoter shall ensure accessibility to people with disabilities in compliance with the United Nations Convention on the Rights of Persons with Disabilities.
- The Promoter shall ensure that international labour standards are respected in all phases of the project, from concept, to construction to operation. Appropriate conditions shall be included in bidding document and contracts, including reporting and monitoring requirements.
- The Promoter shall report to the Bank within 2 working days any accident with fatalities or severe environmental damage, or one that may generate widespread media interest.

Therefore, given the nature of the operation and subject to the conditions mentioned above, which are included in the Finance Contract, the Framework Loan is acceptable to the Bank in environmental and social terms.