

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

BRAZIL

**CONDITIONAL CREDIT LINE FOR INVESTMENT PROJECTS (CCLIP) “SOCIAL
SPENDING MODERNIZATION PROGRAM IN BRAZIL - PROSOCIAL”
(BR-O0009)**

**FIFTH INDIVIDUAL OPERATION PROGRAM FOR EXPANSION AND
IMPROVEMENT OF EARLY CHILDHOOD EDUCATION, AND ELEMENTARY AND
MIDDLE SCHOOL IN FLORIANÓPOLIS – 2ND PHASE (PRAEB2)
(BR-L1579)**

PROJECT PROFILE

This document was prepared by the project team consisting of: João Cossi (SCL/EDU), team leader; Marcelo Perez (SCL/EDU) and Judith Morrison (SCL/GDI) alternate team leaders; Gregory Elacqua, Emma Naslund-Hadley, Diana Hincapie, Soledad Bos, Ivana Blasco and Gabriela Gambi (SCL/EDU), Florencia Lopez Boo (SCL/SPH); Leise Vilela and Karina Diaz (VPC/FMP), Carolina Veríssimo da Silva (LEG/SGO); Soraya Senosier and Elizabeth Graybill (VPS/ESG); Livia Minoja (SCL/UIS), Ana Champloni (CSD/CCS); and Marcisgley Perez (CSC/CBR).

Under the Access to Information Policy, this document is subject to Public Disclosure.

PROJECT PROFILE

COUNTRY

I. BASIC DATA

Project Name:	Program for Expansion and Improvement of early childhood education, and elementary and middle school in Florianópolis – 2 nd phase (PRAEB2). Fifth individual operation under the Conditional Credit Line for Investment Projects (CCLIP) “Social Spending Modernization Program in Brazil - ProSocial” (BR-O0009).	
Project Number:	BR-L1579; fifth individual operation under CCLIP BR-O0009	
Project Team:	João Cossi (SCL/EDU), team leader; Marcelo Perez (SCL/EDU) and Judith Morrison (SCL/GDI) alternate team leaders; Gregory Elacqua, Emma Naslund-Hadley, Diana Hincapie, Soledad Bos, Ivana Blasco and Gabriela Gambi (SCL/EDU), Florencia Lopez Boo (SCL/SPH); Leise Vilela and Karina Diaz (VPC/FMP), Carolina Veríssimo da Silva (LEG/SGO); Soraya Senosier and Elizabeth Graybill (VPS/ESG); Livia Minoja (SCL/UIS), Ana Champloni (CSD/CCS); and Marcisgley Perez (CSC/CBR).	
Borrower:	Municipality of Florianópolis.	
Guarantor:	The Federative Republic of Brazil.	
Executing Agency:	Municipality of Florianópolis, through its Municipal Education Department (<i>Secretaria Municipal de Educação - SME</i>).	
Financial Plan:	IDB (Ordinary Capital)	US\$ 67,800,000.00
	Local:	US\$ 16,950,000.00
	Total:	US\$ 84,750,000.00
Safeguards:	Policies triggered:	1;2;3;4;10
	Classification:	B Moderate

II. GENERAL JUSTIFICATION AND OBJECTIVES

- 2.1 [Florianópolis' education system](#). Florianópolis has 516,000 inhabitants ([IBGE](#)), and SME manages 98 Early Childhood Development (ECD) centers for children between 6 months to 5 years old and 38 elementary (ES) and middle (MS) schools, which serve around 35,000 students (952 of them have disabilities, and 15% are Afro-Brazilian) ([Censo Escolar, 2020](#)).
- 2.2 **Low education outcomes and high inequality**. In 2020, for ES, 41.6% of students have [inadequate learning outcomes](#) in Portuguese, and 43.3% in Mathematics ([Anuário da Educação Básica, 2021](#)). For MS, this share is 64.8% in Portuguese and 81.3% in Mathematics. Additionally, SME presented IDEB¹ below the goals established in previous years and below other large cities in the state². Gender and

¹ Brazil's education quality index, which ranges from 0 to 10.

² Florianópolis' 2019 IDEB was 6.0 for ES and 4.9 for MS, while Joinville had 7.2 for ES and 6.2 for MS; Blumenau had 6.4 for ES and 5.2 for MS; and São José had 7.0 for ES and 5.8 for MS.

race inequality plays a role in ES and MS. As an example, according to 2019's SAEB, white students perform better than blacks by approximately 10% ([more information](#)). Additionally, after the COVID-19 pandemic, inequality will increase. Even students in well-prepared education systems had a learning rate 72.5% lower than expected with in-classroom learning, and the impact was higher in the more vulnerable ([IDB, 2021](#)). To address these challenges, Brazil has defined a National Education Plan ([PNE](#)), and this project proposes actions for all targets (1, 2, 4, 5, 6 and 7) which municipal departments have autonomy³ to define/implement.

- 2.3 **ECD and full-time education coverage.** The rate of children from 0.5 to 3 years old enrolled in daycare is 50.9% (SME's administrative data), below the 2024 target presented in the Municipal Education Plan ([PME](#)): 75%. The PME also establishes that, by 2025, 50% of children in the Municipality should be enrolled in [full-time education](#) (more than 7h/day). In 2020, municipal ES and MS had only 2.5% of students enrolled in full-time education (SME's administrative data). Finally, even though education is mandatory for children between 4 and 17-years-old, about 58% of students in the 5th grade started school at 6 years of age or older (higher than 31% in state schools) ([SAEB, 2019](#)). Since schools are at 97% occupation (SME's administrative data), to expand access to ECD and full-time education is necessary to expand capacity.
- 2.4 **Outdated curriculum, pedagogical practices and digital devices.** Brazil has approved the National Curriculum (BNCC), which integrated socioemotional and digital skills, necessary for students' future success. However, SME's curriculum adaptation was interrupted by the COVID-19 pandemic, and conditions to implement this innovative curriculum are a challenge. Most schools have limited access to internet and dated or few computer rooms, and SME does not have a strategy to integrate [teaching technology](#) into learning or digital content for platforms. Only 27% of schools provide students with internet access ([Censo Escolar, 2020](#)) and two schools have makerspaces. Furthermore, it is necessary to review instructional materials, teacher training, evaluation, etc. Finally, there is no specific program for socioemotional learning.
- 2.5 **Teachers' quality.** According to 2019 SAEB's survey, only 26% of ES and MS teachers feel well prepared to use new technologies in their educational practices and 11% feel prepared to teach children with disabilities. Finally, there is no infrastructure dedicated/adapted for training teachers, preventing high-quality trainings⁴.
- 2.6 **Inadequate infrastructure.** 51% of teachers in the Municipality of Florianópolis believe that physical size of their classrooms is inappropriate (higher than the perception for teachers at State's schools: 32%); 29% say they work with inadequate furniture (State's: 25%); and 35% say that the infrastructure of walls, ceilings, floors, and doors are inadequate (State's: 28%) ([SAEB, 2019](#)). Additionally, only 66% of schools are accessible for children with reduced mobility ([Censo Escolar, 2020](#)). Finally, some infrastructure and laboratories and sport facilities, required for digital

³ Brazil's constitution defines that the responsibility to offer education is shared among municipal, state and federal governments. As general rule, municipal departments are responsible for ECD and share the responsibility of ES and MS with states. States are responsible for high school and federal government is responsible for higher education. Federal government is also responsible for policy making and providing incentives for implementation.

⁴ Training is one of the biggest factors in education quality and has been documented extensively in the literature (e.g.: Cruz-Aguayo, Hincapié and Rodríguez; 2020; Bruns and Luque; 2015).

and socioemotional learning, are isolated in only a few schools and buses are not easily available, restricting usage.

- 2.7 **High educational inequality** was identified between [racial groups and genders](#) with evidence from teachers that multicultural training is needed to reduce these gaps, and curriculum and instructional materials revisions is needed to reduce [biases](#). To recover the learning losses generated by COVID-19, it is necessary [remediation actions](#) ([IDB, 2022](#)), including digital tools remediation actions which allow individualized learning
- 2.8 Processes are still manual, and systems are not fully integrated, generating different information, and making the decision-making process challenging. As examples, teachers' attendance control to inform payroll is manual, generating errors or a high number of people, and planning for building new schools is based on enrollment requests at specific schools, not allowing for optimization.
- 2.9 **Program Strategy.** The program will: (i) expand access to ECD and full-time education by increasing infrastructure capacity; (ii) improve education practices by implementing the new curriculum, with effective/innovative materials, tools and training; (iii) decrease racial and gender inequality, by removing biases in instructional materials and teachers, and implementing remediation processes and digital tools which allow for individualized learning. The intended beneficiaries of this operation are basic education students at SME-Florianopolis. Outcome and result indicators will be detailed in the POD.
- 2.10 **Objectives and components.** The program's general objective is to improve quality of education in the Municipality of Florianopolis. Specific objectives are: (i) expand school-enrollment in ECD and full-time education; (ii) improve teaching and learning practices; and (iii) promote teaching practices to reduce race and gender inequality.
- 2.11 **Component 1: Coverage and Quality of Infrastructure (US\$57.86 million)** aims to expand coverage and improve quality of infrastructure, to achieve specific objective (i). It will finance: (i) consulting services for planning school expansions; (ii) construction of ~22 new schools and daycares, a teacher training center, and a reference center for piloting best practices to mainstream students with disabilities; (iii) renovation and expansion of ~28 schools and daycares; (iv) ~5 buses to improve access across schools; and (v) furniture and equipment. Construction and expansions will be designed according to climate sustainability and resiliency principles.
- 2.12 **Component 2: Education Quality and Equality (US\$19 million)** is divided into three subcomponents:
 - 2.12.1 **Sub-component 2.1:** Pedagogic practices and professional development, which will address specific objective (ii) and will finance: (i) consulting services to identify, design and implement required adjustments in local curriculum, materials and policies; (ii) production of new materials and lesson plans, especially for learning recovery; (iii) teacher trainings (online/offline); and (iv) pedagogical materials and equipment for classrooms.
 - 2.12.2 **Sub-component 2.2:** [Inclusion and equality, which will address specific objective \(iii\) and will finance: \(i\)](#) studies to identify gaps between different races and by gender and potential biases; (ii) adjustments to curricula and instructional materials to remove biases; (iii) teacher trainings to reduce biases; and (iv) informational campaigns to increase family engagement with

education, especially for the most vulnerable (Afro-Brazilians and children with disabilities).

- 2.12.3 **Sub-component 2.3:** Digital Transformation, which will address specific objective (ii) and will finance: (i) internet connectivity services and infrastructure; (ii) school laboratories and students' devices; and (iii) digital tools for students and teachers.
- 2.13 **Component 3: Management, Monitoring and Evaluation (US\$4.79 million)** aims to strengthen SME's institutional capacity to support improvements in all specific objectives. It will finance: (i) consulting services to redesign and implement processes and policies⁵; (ii) system development to improve processes and policies, including demand planning for new schools; (iii) platforms to monitor and evaluate ECD, ES and MS quality; and (iv) pilots to evaluate teachers' pedagogic strategies, principals' management capacities, and a cooperation program between teachers and school principals.
- 2.14 **Component 4: Program Administration (US\$3.10 million)** supports program execution, contributing to all specific objectives. It will finance equipment, services, and consultants for the Project Management Unit (PMU), including auditing services.
- 2.15 **Execution mechanism.** The borrower will be the Municipality of Florianopolis. The Federative Republic of Brazil will be the guarantor of the financial obligations of the Loan. The executing agency (EA) will be the Municipality of Florianopolis, through its SME, which has the autonomy required to execute the program. The SME carries out its own bidding processes and executes its own building works. A PMU, which will be created within the SME, will coordinate the execution of the program. Additional information regarding the execution mechanism will be presented in the POD. The Secretary for International Affairs (SAIN) is responsible for the coordination of the overall investment program under the CCLIP.
- 2.16 **Strategic alignment.** The program is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is aligned with the development challenge of Social Inclusion and Equality, by expanding students' access to high-quality education.
- 2.17 It is also aligned with the cross-cutting themes of: (i) Gender Equality and Diversity by promoting actions to decrease learning gaps between boys and girls, white and non-white students, and improving education for children with disabilities; and (ii) Climate Change and Environmental Sustainability by financing climate change mitigation and adaptation measures in the design and construction of the schools, procurement of energy-efficient equipment, and adapting curricula and teaching practice so that students can develop skills and knowledge on sustainable development and climate aspects. Additionally, it will contribute to the Corporate Results Framework (GN-2727-12) with the following indicator: students benefited by education projects.
- 2.18 It is also aligned with the strategic objective defined in IDB Group Country Strategy with Brazil 2019-2022 (GN-2973) to improve infrastructure as well as management and quality of spending in the health and education sectors, by improving coverage and quality of education and improving SME's management processes. The program is consistent with the Skills Development Sector Framework Document (GN-3012-3) in Lines of Action: (1) Ensure access to high-quality and relevant

⁵ Including activities to strengthen the Environmental and Social capacity of the Executing Agency

learning opportunities throughout life, by expanding access to daycare and full-time education; (2) Strengthen quality and relevance assurance mechanisms, by improving SME's evaluation processes; and (4) Leverage the use of technology to increase equitable access to skills development opportunities and improve the efficiency of skills development systems, by providing digital contents, adequate infrastructure, and teachers' training to better use them. The program is also aligned with the Gender and Diversity Sector Framework (GN-2800-8) in Dimension 1 "promote gender equality and the empowerment of women and children" by decreasing gender gap on learning.

- 2.19 The program is aligned with IDB's 2025 vision since it: (i) promotes social progress by improving the quality of learning; (ii) facilitates digital economy by increasing digital literacy for youth; and (iii) reinforces gender and racial equality, by preventing unconscious bias in curriculum and practices.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 This is IDB's second operation with SME-Florianopolis. The first operation (3079/OC-BR), approved in 2013 and with IDB's original amount of USD 58,860,000, had a similar scope and (i) expanded coverage for ECD, ES and MS; (ii) improved quality of education; and (iii) modernized SME's systems and procedures to improve the decision-making process. The main learnings from this previous operation are: (i) there is teachers' resistance to evaluation process, which will be addressed by demonstrating how evaluations can be useful to teachers and by piloting programs before scaling; (ii) building blueprints may be standardized for most schools to improve execution speed and cost reduction; (iii) using global method for procurement of new schools also improves execution speed and decreases the chance of contract extensions; and (iv) SME has already experience with ITERS and ECERS, ECD evaluation instruments, and they are well accepted.
- 3.2 **EDU has other significant experiences working in Brazil and with related topics.** Main lessons learned are: (i) it is important to detail demand planning so that schools are built in the right place; (ii) when improving digital transformation programs, it is important to define a long-term strategy, defining the problems that technology will solve and how rollout will happen; (iii) teachers' training is an effective way to decrease gender and racial biases; and (iv) centralized systems are able not only to improve efficiency, but also decrease inequality by reducing differences on teachers' quality among schools.

IV. ENVIRONMENTAL SAFEGUARDS AND FIDUCIARY SCREENING

- 4.1 In accordance with the Bank's Environmental and Social Policy Framework (ESPF), and based on existing information, this program as part of a CCLIP is classified as Category B because the negative environmental and social impacts of the education sector and specifically the infrastructure components will be mostly of moderate scale, temporary, localized, and can be prevented or mitigated through standard mitigation measures. Most environmental and social impacts will be generated by

proposed physical interventions in Component 1, which include the construction, rehabilitation and expansion of schools and other education infrastructure. However, Subcomponent 2.2 will also finance computers, makerspaces, and robotics laboratories, which will generate electronic waste (E-waste) during the operational phase of the schools.

- 4.2 The environmental and social risk rating (ESRR) has been classified as moderate, mainly associated with the exposure to natural hazards, such as floods and sea-level rises that can be exacerbated by climate change in the direct area of influence of the program, which are monitored by the Integrated Center for Management of Risks and Disasters (CIGERD) (See Annex III).
- 4.3 **Three high or medium-high risks were preliminarily identified:** (i) SME's difficulties to bid and implement innovative solutions; (ii) edtech suppliers' lack of understanding about public school restrictions; and (iii) change in the administration after elections. For each risk, there are mitigation plans: (i) IDB will provide SME's staff appropriate training; (ii) IDB will review the terms of reference in detail and monitor implementation closely; (iii) speed execution of the main bidding process so they happen before the next election (2024), decreasing the risk for significant changes, and encourage the presence of tenured public servants in the PMU and the appropriate documentation of project's information, avoiding miscommunication.
- 4.4 Florianopolis has a positive tendency for its fiscal capacity. Currently, it presents the highest fiscal capacity indicator (CAPAG): A.
- 4.5 Besides 3079/OC-BR, SME has not executed any other operation with multilateral institutions. An Institutional Capacity Analysis (ICAP) will be performed prior to QRR.

V. OTHER ISSUES

- 5.1 The proposed financial instrument for Component 1 is Multiple Works. It meets the criteria for this instrument: (i) new buildings and expansions are similar and independent to each other; (ii) there is no specific target for the number of buildings in the project, and (iii) they are small, not requiring IDB's directly management. SME has preliminarily identified regions with demand for more classrooms, but it needs to be detailed. A representative sample⁶ of at least 30% of the building costs will have their location defined prior to loan approval. The remained of the operation is categorized as a specific investment loan. The total amount of the loan will be US\$84.75 million, of which 80% (US\$67.80 million) corresponds to a loan from the IDB, charged to its Ordinary Capital, and the remaining 20% (US\$16.95 million) corresponds to local counterpart.
- 5.2 The Bank may finance retroactively up to the amount US\$13,560,000 (20% of the proposed loan amount). Eligible expenses incurred by the borrower prior to the date of loan approval will have to attend requirements like those set out in the loan agreement requirements. These expenses are related to works (Component 1), construction services (Component 1), technology equipment and services

⁶ The eligibility criteria for works outside the sample are: (i) not requiring involuntary resettlement; (ii) is not a Category A work; (iii) it will not be built in biodiversity or natural habitats areas; and (iv) buildings that could be classified as high disaster risk. Priority criteria are: (i) regions with higher demand; and (ii) more vulnerable regions.

(Component 2 and 3), as well as consulting services (Component 1, 2 and 3), and must have been incurred after PP's approval date, and under no circumstances shall expenditures incurred more than 18 months prior to the loan approval date be included.

VI. RESOURCES AND TIMETABLE

- 6.1 POD distribution is scheduled for August 2022. The Loan Document's presentation to the Board of Directors is planned for December 2nd, 2022. The administrative budget for preparation is estimated at US\$36,300 for missions and US\$67,700 for consulting services (Annex V). The operation is planned to be executed in five years.

VII. ELIGIBILITY CRITERIA FOR THE CCLIP

- 7.1 This is the fifth individual operation under "ProSocial" (BR-O0009)⁷, which has as objectives (i) improving the quality of social services to citizens; and (ii) increasing operational and strategic management capacity to the sectorial level. This operation is aligned to ProSocial's objectives since it aims to increase the coverage and the quality of services for education supply and increase SME's operational and strategic management capacity. The operation aligns with the following ProSocial Components: 2 "to promote the service provision and management digital transformation", by providing digital infrastructure and services to the school level; 3 "to strengthen planning capacities for sectorial institutions", by updating SME's management processes and systems; and 4 "improve service provision", by expanding basic education coverage and improving quality of education.
- 7.2 This operation meets all the eligibility criteria defined in paragraph 3.2 of Annex III of document GN-2246-13 (CCLIP Policy) and in paragraph 3.6 of document GN-2246-15 (CCLIP Operational Guidelines): (i) an ICAP of the proposed EA will be performed, utilizing the Bank's applicable mechanism; (ii) the objective of this individual operation contributes to the achievement of the sectorial objectives of the CCLIP; (iii) the operation falls under the sectors and components defined under the CCLIP; and (iv) the Loan Proposal will include actions that should be applied in the areas of improvement identified by the ICAP. Additionally, this operation meets the criteria set out in the CCLIP agreement signed between the Bank and the Federal Republic of Brazil, considering that: (i) the objectives of the CCLIP fall under the priorities defined in the IDB Group Country Strategy with Brazil 2019-2022; (ii) SAIN has the capacity to carry out the functions assigned to it in the CCLIP agreement; and (iii) the operation is contemplated in the sectors and components of the CCLIP, and contributes to its objectives.

⁷ ProSocial was approved by Resolution DE-159/20 on December 16th, 2020, and it is a Multisectoral II, as per GN 2246-13, comprising actions for: (i) early childhood development, (ii) primary and secondary education, (iii) health; (iv) labor markets; and (v) pensions.

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.



E&S Screening Filter

Operation Information

Operation Name	
PRAEB-2 - Projeto de Expansão e Aperfeiçoamento da Educação Infantil e do Ensino Fundamental em Florianópolis 2	
Operation Number	BR-L1579

Operation Details

Organizational Unit	IDB Sector/Subsector
SCL/EDU	SOCIAL INVESTMENT
Type of Operation & Modality	Original IDB Amount
LON / GOM	\$67,800,000.00
Environmental and Social Impact Categorization (ESIC)	Disaster and Climate Change Risk Classification (DCCRC)
B	Moderate
Environmental and Social Risk Rating (ESRR)	
Substantial	
Executing Agency	Borrower
BR-FLN-SME	SECRETARIA DE EDUCACION DEL MUNICIPIO
ESG Primary Team Member	Team Leader
Soraya Marie Claire Senosier	Joao Paulo Cossi Fernandes
Toolkit Completion Date	Author
11/04/2022	Senosier, Soraya Marie Claire
Applicable ESPs with requirements	
ESPS 1; ESPS 2; ESPS 3; ESPS 4; ESPS 10	

Operation Classification Summary

Overriden ESIC	Overriden ESIC Justification
Comments	
Overriden DCCRC	Overriden DCCRC Justification



E&S Screening Filter

Comments

Summary of Impacts / Risks and Potential Solutions

There are no contextual risks associated with the project (e.g. political instability, oppression of communities, armed forces in the project area).

The operation will not have direct impacts associated with child labor or forced labor in the workforce.

The Executing Agency or other relevant entity (in relation to the operation) has a proven track record to respect and protect the fundamental principles and rights of workers (including fair treatment, commitment to non-discrimination, equal opportunity, protection of workers including workers in vulnerable situations, work accommodations, migrant workers' rights, collective bargaining and rights of association) and compliance with national employment and labor laws.

The operation will not result in the direct loss of employment (i.e. retrenchment).

The operation will not result in the indirect and/or cumulative loss of employment (i.e. retrenchment).

The Borrower will prepare and operate a partial Grievance Redress Mechanism for all workers (direct and contracted).

The operation will not cause indirect and/or cumulative impacts associated with accidents, injury, and attraction disease arising from, associated with, or occurring in the course of work.

The operation will promote a sustainable use of resources including energy, water and raw materials.

The operation will not have direct adverse impacts on human health and the environment due to pollution from project activities.

The operation will not have indirect and/or cumulative adverse impacts on human health and the environment due to pollution from project activities.

The operation will not generate indirect and/or cumulative impacts generated by solid waste (hazardous and/or non-hazardous).

The operation will not have direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.



E&S Screening Filter

The operation is not expected to or currently produce indirectly-cumulatively GHG emissions.

The operation is considering alternatives to implement technically and financially feasible and cost-effective options to avoid or minimize project-related GHG emissions during the design and operation of the project.

The operation has no exposure to climate transition risks related with a loss of value of a project driven by the transition to a lower-carbon economy, result from extensive policy, legal, technology, and/or market changes to address climate change.

There are no indirect and/or cumulative health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

The project will not directly affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

The project will not indirectly-cumulatively affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

There is no potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to indirectly-cumulatively result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

The project's direct impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

The project's indirect and/or cumulative impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

There is no potential for an emergency or unanticipated event to occur in the project area of influence that demands immediate action to prevent or reduce harm to people, property, and/or the environment.

There is no potential direct impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

There is no potential indirect and/or cumulative impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

The project will not lead to direct impacts related to land acquisition - Impacts include, and are not limited to, relocation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

The project will not lead to indirect and/or cumulative impacts related to land acquisition - Impacts include, and are not limited to, relocation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

Vulnerable people will not be disproportionately affected by direct impacts related to land acquisition -



E&S Screening Filter

people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

Vulnerable people will not be disproportionately affected by indirect and/or cumulative impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

The operation doesn't have the potential to directly impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to indirectly-cumulatively impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to directly convert or degrade natural habitat.

The operation doesn't have the potential to indirectly-cumulatively convert or degrade natural habitat.

The operation doesn't have the direct potential to implement project activities in critical natural habitat.

The operation doesn't have the indirect and/or cumulative potential to implement project activities in critical natural habitat.

The operation is not expected to directly impact a legally protected area or an internationally recognized area.

The operation is not expected to indirectly-cumulatively impact a legally protected area or an internationally recognized area.

The project will not directly introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project will not indirectly-cumulatively introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project is not likely to adversely directly impact ecosystem services.

The project is not likely to adversely indirectly-cumulatively impact ecosystem services.

The project is not expected to cause adverse direct impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to traditional ownership or under customary use; or (iii) significant impact on Cultural Heritage.

The project is not expected to cause adverse indirect/cumulative impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to



E&S Screening Filter

traditional ownership or under customary use; or (iii) significant impact on Cultural Heritage.

Indigenous Peoples are not expected to be adversely impacted by direct project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

Indigenous Peoples are not expected to be adversely impacted by indirect/cumulative project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

The project doesn't have the potential to cause adverse direct impacts on Indigenous Peoples who live in isolation and initial contact.

The project doesn't have the potential to cause adverse indirect and/or cumulative impacts on Indigenous Peoples who live in isolation and initial contact.

The project is not expected to directly damage or negatively impact cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact cultural heritage.

The project is not expected to directly damage or negatively impact critical cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact critical cultural heritage.

The project will not negatively directly affect people due to their gender, sexual orientation or gender identity.

The project will not negatively indirectly-cumulatively affect people due to their gender, sexual orientation or gender identity.

The project is not expected to lead to direct risks and impacts associated with Sexual and Gender-based Violence.

The project is not expected to lead to indirect and/or cumulative risks and impacts associated with Sexual and Gender-based Violence.

The project will not potentially face direct barriers to equitable gender-based participation.

The project will not potentially face indirect and/or cumulative barriers to equitable gender-based participation.

The project will not deal with a subject matter and/or be implemented in an area where the manipulation, interference, coercion, discrimination, and intimidation of stakeholders has been documented.

ESPS 1 - Assessment and Management of Environmental and Social Risks and Impacts

The Executing Agency will conduct an Environmental and Social Assessment (ESA) or Environmental and Social Impact Assessment (ESIA) process for the project during preparation.

The Executing Agency will prepare and maintain an Environmental and Social Management System (ESMS) for the operation as defined under ESPS 1.



E&S Screening Filter

The Borrower/Executing Agency's has moderate organizational capacity and competency for managing environmental and social issues.

ESPS 2 - Labor and Working Conditions

The operation has the potential to have minor indirect and/or cumulative impacts associated with child labor or forced labor in the workforce.

The operation has the potential to cause minor direct impacts associated with accidents, injury, and attraction disease arising from, associated with, or occurring in the course of work.

The Executing Agency will prepare and maintain an Environmental and Social Management System (ESMS) for the operation with specific elements related to Labor and Working Conditions under ESPS 2.

ESPS 3 - Resource Efficiency and Pollution Prevention

The operation will generate minor direct impacts generated by solid waste (hazardous and/or non-hazardous).

The operation is expected to or currently produce directly GHG emissions (less than 25,000 tons of CO2 equivalent per year).

ESPS 4 - Community Health, Safety, and Security

There are minor direct health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

There is minor potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to directly result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

Natural hazards, such as earthquakes, droughts, landslides, floods, wildfires, or others, including those caused or exacerbated by climate change, are likely to occur in the project area, and these may moderately impact the project, and/or the project may moderately exacerbate the risk from natural hazards to human life, property, and/or the environment.

ESPS 10 - Stakeholder Engagement and Information Disclosure

The Borrower will prepare a stakeholder engagement framework/plan for the lifetime of the program (including the equal participation of women and men and also take into account Indigenous Peoples, vulnerable groups when relevant).

The Borrower will engage in meaningful consultations and engagement with stakeholders which is free of manipulation, interference, coercion, discrimination, and intimidation.

The Borrower will partially operate a Grievance Redress Mechanism at the Project level (direct and contracted).

Initial Environmental and Social Review Summary	
Operation Data	
Operation Number	BR-L1579
IDB Sector/Subsector	/ Social Investment
Type of Operation & Modality	LON/ GOM - CCLIP
Initial E&S Impact Classification (ESIC)	B
Initial E&S Risk Rating (ESRR)	Moderate
Initial Disaster and Climate Change Risk Classification (DCCRC)	Moderate
Borrower	Municipality of Florianopolis
Executing Agency	BR-FLN-SME (Municipal Department of Education)
IDB Loan Amount (and total project cost)	\$67,800,000.00 (\$67,800,000.00)
Applicable ESPS's with requirements	ESPS 1; ESPS 2; ESPS 3; ESPS 4; ESPS 10
Executive Summary	

In accordance with the Bank's Environmental and Social Policy Framework (ESPF), and based on existing information, this multiple works program as part of a CCLIP is classified as Category B because the negative environmental and social impacts of the education sector and specifically the infrastructure components will be mostly of moderate scale, temporary, localized, and can be prevented or mitigated through standard mitigation measures. Most environmental and social impacts will be generated by the proposed physical interventions in Component 1 (Coverage and Quality Infrastructure), which include the construction, rehabilitation and expansion of schools and other education infrastructure. However, Component 2B will also finance computers, makerspaces, and robotics laboratories, which will generate electronic waste (E-waste) during the operational phase of the schools. Although physical resettlement is not anticipated, there could be a potential for impacts on livelihoods due to the emplacement of the new schools and the size of expansion in existing schools. The program will be implemented on populated urban areas in the Municipality of Florianópolis, which encompasses an island and also continental areas, the exact location of all the proposed interventions is not known at this stage. The environmental and social risk rating (ESRR) has been classified as moderate, mainly associated with the exposure to natural hazards, such as floods and sea-level rises that can be exacerbated by climate change in the direct area of influence of the program, which are monitored by the Integrated Center for Management of Risks and Disasters (CIGERD), by its acronym in Portuguese. In addition, the Municipal Department of Education (SME) has already experience in working with the IDB¹, although this will be the first operation to use the Bank's ESPF. During project preparation, and prior to Analysis mission, the Bank will carry out an assessment of the existing capabilities for environmental, social and health and safety (ESHS) management. Both the categorization and the risk classification will be reviewed during project preparation.

Also during preparation, the Borrower will develop the Environmental and Social Analysis (ESAs) and corresponding Environmental and Social Management Plans (ESMPs) of the sample interventions. Following the requirements of the Environmental and Social Performance Standard 1 (ESPS 1), the ESAs will include all relevant assessments and requirements of all the other applicable ESPSs and their respective management plans and procedures, proportional to the expected risks and impacts, including, but not limited to, labour risks associated with schoolteachers, workers, and school bus drivers, and disaster risks assessments. Also, as part of the ESMPs, a Stakeholder Engagement Plan (SEP) will be developed for the sample projects.

In addition, the Borrower will develop an Environmental and Social Management System (ESMS) for the operation, in line with the requirements of ESPS1 and taking into consideration the processes, procedures and gaps identified in the institutional capacity assessment. Also, as part of the ESMS, an Environmental and Social Management Framework (ESMF) will be prepared containing the guidelines for the assessment and subsequent socio-environmental management and stakeholder engagement of all projects outside the sample. Following the requirements defined in the Stakeholder Engagement Plan (SEP), meaningful consultation process for the sample projects will be carried out during preparation. Also, the ESAs and ESMPs will be consulted and disclosed prior to Analysis Mission, according to the (SEP).

Operation Description

The proposed third operation of the CCLIP has the following objectives: to expand coverage and improve quality of education services in Florianópolis. Specific objectives are: (i) expand school enrolment at the appropriate age; (ii) maintain school coverage rates achieved with BR-L1329; (iii) expand the rate of students in full-time education; (iv) improve educational results in national tests; and (v) reduce

¹ BR-L1329 (PRAEB 1) was approved in 2014 and the disbursed period ended in December 2021.

educational inequalities by race and gender. To this end, the operation is structured around four components, two of which have implications in terms of environmental and social risks and impacts:

Component 1: Coverage and Quality of the Infrastructure (US\$57.86 million). This component aims to expand education coverage and improve the quality of infrastructure in schools. It will finance: (i) consulting services for planning expansion; (ii) construction of new schools, daycares, and one teacher training center; (iii) renovation and expansion of existing schools and daycares; (iv) school buses; and (v) school furniture and equipment.

Component 2: Educational Quality (US\$19.00 million). It aims to improve the quality of education. It will be divided in three subcomponents:

2A – Curriculum, Teachers and Learning Recovery through Accelerated/Individualized Learning, which will finance: (i) consulting services to identify required adjustments in curriculum, materials and policies; (ii) production of new materials and structural plans, especially for learning recovery; (iii) development of new trainings (online/offline); (iv) consulting to detail new policies; and (v) informational campaigns to increase engagement with education.

2B – Gender and racial inequality, which will finance: (i) studies to identify gaps and potential gaps; (ii) instructional materials which gathers race and gender; and (iii) training for teachers to reduce involuntary biases; 2C – Digital Transformation, which will finance: (i) internet connectivity services and infrastructure; (ii) computers, makerspaces, and robotics laboratories; (iii) digital tools and contents for students; and (iv) additional trainings for digital transformation.

This is a multiple works program and as such a representative sample of the interventions will be selected during preparation and it will take into account environmental and social criteria. The sample projects have not yet been selected. The expected interventions are:

- Construction of 10 schools (5 “schools for the future” and 5 traditional schools)
- Construction of 12 daycares
- The modernization of 18 daycares and 10 primary schools
- **Construction of a Teachers’ Training Centre (*Centro de Educacao Continuada*)**
- Construction of laboratories, gyms, pools, and classrooms in existing schools.

In addition, in some cases, the infrastructure surrounding the school or daycare centre will be enhanced to increase the safety and leisure options for the students and surrounding community. This could include for example, implementing pedestrian paths, walkways, bus stops, small parks, according to the needs identified.

Involuntary resettlement is not expected for the Program activities, but the need for land acquisition will be analyzed during the ESA and cannot be ruled out. Likewise, no differential impact by gender or vulnerable groups is expected. Indigenous peoples are not expected to be affected.

Rationale for Classifications/Rating

E&S Impact Classification

The project is classified as Category B because the construction and rehabilitation works of schools and other education infrastructure and the digital transformation component will generate moderate environmental and social impacts and electronic waste that can be mitigated through the

	application of good international industry practices (GIIP) for infrastructure programs, e-waste management and stakeholder participation processes.
<i>E&S Risk Rating</i>	The environmental and social risk has been classified as moderate, associated with the context of natural hazards exacerbated by climate change in the direct area of influence of the Program, which are monitored by the CIGERD, as well as with the positive performance of the Executing Agency in the previous program financed by the Bank (BR-L1329).
<i>DCC Risk Classification</i>	The disaster and climate change risk classification is estimated to be moderate. TBC
Is the use of Borrower E&S Framework being considered?	
<i>No</i>	
The operation will be prepared and executed in accordance with the requirements of the Bank's Environmental and Social Policy Framework (ESPF).	
Environmental and Social Performance Standards (ESPSs) that apply to the proposed project	
ESPS-1. Assessment and Management of E&S Risks and Impacts	
<i>Yes</i>	
<p>Most environmental and social impacts will be generated by the proposed physical interventions in Component 1, which include the new constructions, rehabilitation and expansion of schools and other education infrastructure. Although the location of all the proposed interventions is not known at this stage, they will be located in government land in urban areas, and thus physical resettlement is not anticipated. However, although it is unlikely, the potential for impacts on livelihoods cannot be ruled out at this time. The main negative socio-environmental impacts expected, to be confirmed during the preparation of the ESAs, are those characteristics of construction works of moderate scale (see ESPS, 2, 3 and 4). These impacts will be assessed by the Borrower during preparation through the ESA and ESMP developed for the sample works. In addition, for the operational phase, the program will finance electronic equipment that will also generate electronic waste that will be managed through an e-waste management plan. An ESMS will be developed comprising the seven elements mentioned in paragraph 5 of ESPS 1 and will cover both construction and operation of the new schools and daycare centres.</p> <p>An ESMF will be prepared as part of the ESMS, which will contain guidelines for the assessment and subsequent socio-environmental management of all out-of-sample projects that will only be identified during implementation. At a minimum, the ESMF will contain (i) objectives and scope; (ii) description of the operation; (iii) regulatory framework, including national and local regulations and applicable Bank policies; (iv) eligibility criteria; (v) typology of works; (vi) environmental and social categorization criteria for program projects; (vii) guidelines for the analysis of the main environmental, social, health, and safety risks and impacts expected for the operation's subprojects, including cumulative and/or synergistic impacts of potential subprojects; (viii) guidelines for mitigation measures and management plans required according to the categorization and potential impacts of program projects; (ix) content requirements for mitigation measures and management plans for specific projects, for both the construction and the operational phase.</p> <p>Initial information indicates that vulnerable groups and Indigenous peoples are likely to be present within the program's area of influence. This will be confirmed once the location of the schools has been selected. Although the executing agency has already successfully completed a previous project with the IDB, its capacity to manage social and environmental impacts under the Bank's ESPF has not yet been assessed.</p>	

During due diligence, the institutional capacity of the Executor will be assessed and measures to increase capacity will be included in the ESMS as needed.

Emergency preparedness and response procedures shall be established to ensure that the borrower, with the cooperation of relevant third parties and relevant government agencies and authorities, is prepared to respond appropriately to accidental and emergency situations associated with the project to prevent and mitigate any harm to people or the environment.

A Stakeholder Engagement Plan will be prepared in accordance with ESPS 10. As part of due diligence, the complaints and claims mechanism of the executor will be evaluated. It will be checked against the Bank's requirements under the Bank's new ESPF and, if necessary, strengthened and incorporated into the ESMF in a timely manner.

ESPS-2. Labor and Working Conditions	Yes
---	------------

The construction activities in the program will be subject to occupational risks associated with infrastructure construction, use of heavy machinery, excavation, and transport of materials, which are mostly preventable or can be mitigated through good occupational health and safety practices. The rehabilitation of old infrastructure may also expose workers to hazardous materials such as asbestos and lead. During the preparation of the ESAs and ESMPs, occupational health and safety plans and procedures will be assessed. In addition, the ESAs will assess the possible occurrence of forced labour in solar energy supply chains to determine the applicable requirements. Similarly, the potential impacts of increased labour force and the flow of construction workers will be analysed, and mitigation measures will be included for these impacts.

The construction of the infrastructure will require similar types of workers, but these will be significantly different during operation of the infrastructures. Due to this fact, two distinct labour management procedures (LMP) will be developed, one for construction workers and one for the operational phase, and will be part of the specific ESMPs. Among other risks and impacts, the LMPs will address those related to child and forced labour, sexual and gender-based violence, and worker discrimination, and include appropriate management measures. Additionally, if solar panels are to be installed, the LMP for the installation of solar panels will include an assessment of the supply chain to ensure that no forced labour was involved in the production of the panels. Specific measures will be included as part of the bidding documents and operation's procurement plan. All LMP will include the appropriate occupational health and safety measures for the construction and operation of the different activities, as well as the procedures for a Workers' Grievance Mechanism.

ESPS-3. Resource Efficiency and Pollution Prevention	Yes
---	------------

The project activities in the infrastructure component will consist of moderate-scale construction and rehabilitation of civil works, which will generate contamination related to air, water, and land (mainly dust, noise, localized waste generation, drainage issues), hazardous and non-hazardous waste, risks of small accidents with, and nuisances to, surrounding community, health and safety risks to workers, among others, all estimated to be of moderate magnitude and significance. The operation of the school laboratories will likely generate small quantities of contaminated liquid effluents and hazardous wastes. These impacts will be characterized in the site-specific environmental and social assessments (ESAs) and studies that will be developed for each of the proposed interventions. The site-specific ESAs will include the proposed prevention and mitigation measures following the mitigation hierarchy, consolidated in an environmental and social management plan (ESMP) for both the construction and operational phases of each of the interventions, including any potential measures that could contribute to reduce the project's GHG emissions throughout the life of the project. Although the proposed interventions are likely to be low

GHG emitters, the Bank will calculate the gross GHG emissions, and the results will be included in the ESRS. The ESMP for the operational phase will also include an e-waste management plan.

In case it is decided that the program will finance the installation of solar energy panels, the specific ESAs as well as the CCS specialist assigned to the operation will calculate the corresponding GHG emissions reduction in the short and long-term. For the rehabilitation of the schools, the ESAs will also identify any potential liability in terms of existing waste management practices and any potentially harmful materials (such as lead-based paints), and will propose the necessary correction and mitigation measures, in line with ESPS3, and the good international industry practices (GIIP). Additionally, the site-specific ESAs will identify, to the extent it is technically and economically feasible, the specific measures to be included in each project design to ensure that they will make use of natural resources, such as raw materials, water, and energy, efficiently and sustainably.

None of the proposed interventions will make intensive use of pesticides. Nevertheless, pesticides will be used in limited scale to avoid the proliferation of rodents and other pests during construction works, as well as during the operation of schools and daycare centres.

ESPS-4. Community Health, Safety, and Security

Yes

The project interventions will be implemented in populated urban areas, and therefore, the development of the proposed infrastructure is expected to generate negative environmental, health and safety (EHS) risks and impacts to the project-affected people and adjacent communities, all of which are estimated to be of moderate scale, temporary, and mitigable with standard EHS management practices. The principal risks and impacts are likely to occur during the execution of civil works, mainly related to the use of heavy equipment (e.g., increased risk of traffic accidents), traffic disruptions, temporary interference with public services (e.g., traffic, water, energy). Site-specific ESAs will identify any existing liability, particularly in existing schools and daycare centres. The ESMPs for the subprojects will include risk analysis and specific actions to ensure the health and safety of people in the local communities during the construction and operation phases of the works.

The presence of workers in local communities can increase risks of exposure to disease, adverse interactions with local personnel, and risks of using security personnel. All these impacts will be analysed, and corresponding mitigation measures will be prepared as part of the ESMPs. Each subproject will have a Code of Conduct applicable to all subproject personnel from the EA to subcontractors.

The proposed infrastructure interventions are not expected to generate or increase impacts to the project itself and to project affected people and communities from natural hazards and climate change. These interventions are estimated to present low vulnerability and susceptibility to suffer damage, as they are standard structures with no large spans, no massive impermeabilization, and not unusual shapes, among other structural characteristics. They will house a significant number of students, teachers and children and therefore the criticality could be moderate to high. As part of the project's preparation, the Borrower will develop site-specific ESAs and ESMPs, which will assess the specific criticality and vulnerability of each structure and the risks associated with climate change and natural hazards, in particular to flooding and landslides, including if related to any potential liability, and will propose the necessary measures to avoid, reduce and mitigate these risks, including through resilient certified structural design and construction. In addition, the ESMPs will include emergency response plans, particularly to flood, landslides and fire events.

Specifically in relation to the operational phase of the schools and daycare centres, the site-specific ESAs will (a) assess the specific risks to the health and safety of the specific target group (the children), including specific risks due to lack of accessibility for children with disabilities (motor, visual, mental, or hearing impairments), or deficient health conditions, allergies and sensibilities to chemicals; (b) will verify that the project design includes non-slip floors, no VOC-emitting materials, and hypoallergenic materials, as feasible, among other measures adequate to children's schools and daycare ; and (c) will propose the necessary measures to ensure full accessibility, regardless of the specific deficiency, as well as emergency response plans.	
ESPS-5. Land Acquisition and Involuntary Resettlement	<i>Unknown</i>
Selected land for the construction of infrastructure has not yet been finalized. This will be assessed and confirmed during the preparation of the ESAs and appropriate mitigation measures will be included in the ESMP, and appropriate selection criteria for the infrastructure outside the sample will be included in the ESMF.	
ESPS-6. Biodiversity Conservation and Sustainable Management of Living Natural Resources	<i>Unknown</i>
Selected land for the construction of infrastructure has not yet been finalized. This will be assessed and confirmed during the preparation of the ESAs and appropriate mitigation measures will be included in the ESMP. Nevertheless, the new infrastructure will be sited in government properties in urban areas.	
ESPS-7. Indigenous Peoples	<i>Unknown</i>
In Florianopolis there are Afro-descendants group in the process of formalizing their territories. We will not know about possible impacts until school locations have been selected.	
ESPS-8. Cultural Heritage	<i>Unknown</i>
The majority of the infrastructure will be rehabilitation of existing infrastructure. The selected land for the construction of new infrastructure has not yet been finalized, but it will be all on government properties. Therefore, impacts on cultural heritage sites are not likely to occur. Possible impacts on Cultural Heritage will be assessed during the preparation of the specific ESAs and appropriate mitigation measures will be included in the ESMPs, including a Chance Finds Procedure, consistent with national and municipal legislation, and this ESPS8. Appropriate selection criteria for sub-projects outside the sample will included in the ESMF.	
ESPS-9. Gender Equality	<i>Yes</i>
<p>During the operation phase, the sub-projects in the sample are not expected to have differentiated or adverse impacts based on gender identity or sexual orientation, nor are they expected to disproportionately affect minorities, vulnerable groups or people with disabilities. On the contrary, it is expected that the operation will bring about improvements to the education levels of afro-descendants and vulnerable groups.</p> <p>During due diligence, risks related to gender and diversity (including the risk of child sexual abuse and exploitation) will be analyzed in the specific ESAs for the sample and monitoring indicators will be defined in the ESMPs. In addition, measures for the inclusion of women in the consultative processes will be</p>	

proposed in the Stakeholder Engagement Plans. The specific ESAs will also identify the risks due to the influx of workers and will include measures and guidelines for managing these risks. In addition, guidelines and requirements for such assessment and mitigation of risks related to gender and diversity will also be included in the ESMF and will also be required for all sub-projects outside the sample.

A code of conduct will be an integral part of the ESMPs for the sample interventions and will be included in the bidding documents. Similar requirements for the sub-projects outside the sample will be included in the ESMF.

ESPS-10. Stakeholder Engagement and Information Disclosure

Yes

A Stakeholder Engagement and Consultation Plan will be developed and will include stakeholder mapping and reflect the needs of all the different stakeholders (beneficiaries and affected). The plan should include grievance mechanism and procedures to prevent retaliation against any complainant.

Likewise, the socioenvironmental documents available on the Bank's website will be disseminated prior to the analysis mission, in accordance with the provisions of the ESPF. A meaningful consultation will be carried out prior to board approval. Similarly, the EA's institutional capacity to carry out the socio-culturally appropriate consultation will be part of the analysis, where the relevance of the face-to-face or virtual consultation process will take into account technological and cultural barriers and local measures to prevent the spread of COVID-19.

IDB Environmental and Social Due Diligence

For co-financed operations, is a common approach with other lenders being considered?

No

This program will only be financed by the IDB.

Strategy for Due Diligence

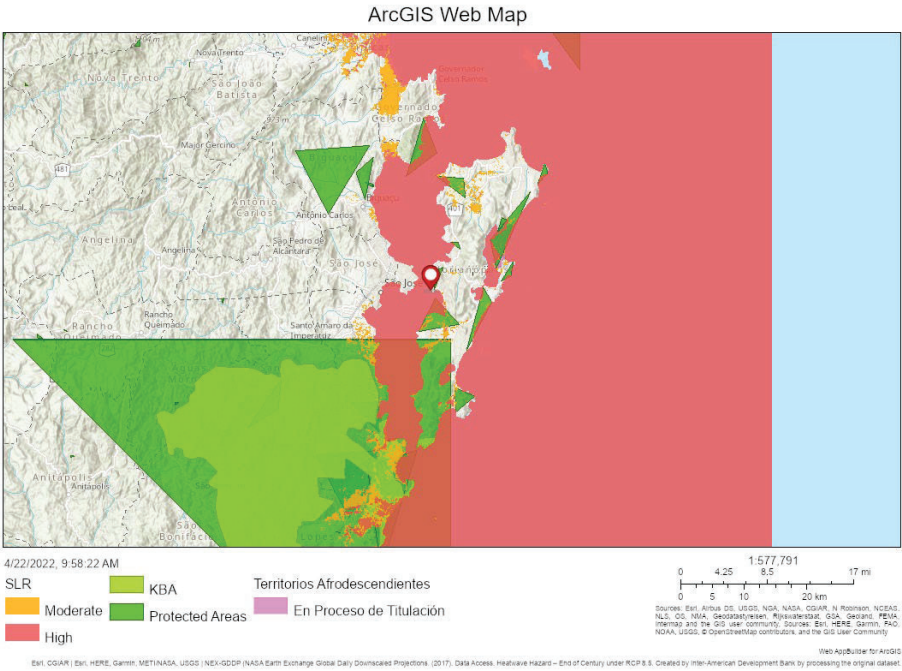
<i>E&S Assessment requirement</i>	<i>Status of development</i>	<i>Estimated resources to finalize (specify Bank or Borrower cost)</i>	<i>Estimated timeline to finalize (inc. consultation)</i>
<i>Environmental and Social Management System (ESMS)</i>	<i>Not yet started.</i>	<i>TBC</i>	<i>Execution – 2 months</i>
<i>Environmental and Social Management Framework (ESMF)</i>	<i>Not yet started.</i>	<i>TBC</i>	<i>Execution: 2-3 months</i>
<i>Environmental and Social Analysis (ESA)s and Environmental and Social Management Plans (ESMP) for the sample interventions</i>	<i>Not yet started</i>	<i>TBC</i>	<i>Execution: 2-3 months</i>

Consultation and Stakeholder Engagement Plan (SEP)	Not yet started	TBC	Execution: 2-3 months
Labor Management Plan (LMP), including Workers’ Grievance Mechanism, as part of the ESMPs	Not yet started	TBC	Execution: 1-2 months
E-Waste Management Plan as part of the ESMPs	Not yet started	TBC	Execution: 1-2 months

Annexes

Annex A.

E&S Maps



Annex A. E&S Maps
<i>Name, explain and paste all the graphical information needed. (Maps generated from the ESG ARC -GIS Platform).</i>

Index of Completed and Proposed Sector Work

Issues	Description	Dates	Link to Document
1. Studies required for Project Profile (PP)	Carta Consulta's Approval - Resolução N° 0013, de 7 de abril de 2022	Concluded	Link
	Florianópolis' Municipal Education Plan	Concluded	Link
	Skill Development Sector Framework	Concluded	Link
	Gender and Diversity Sector Framework	Concluded	Link
	Estrategia del Banco en Brasil 2019-2022 (GN-2973)	Concluded	Link
2. Additional studies for technical design	Public consultation report	Pending	
	Monitoring and Evaluation Plan (team)	Pending	
	Economic analysis (consulting)	Pending	
	Environmental and Social Guarantees Annexes (Consulting)	Pending	
	ICAP (team)	Pending	
	ROP, PEP, PA, POA (Consulting)	Pending	

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.