**Ministry of Education, Culture, Science and Technology**

**Argentine Republic**

**Improving Inclusion in Secondary and Higher Education**

**DRAFT ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)** WORKING DRAFT

**April 26, 2019**

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**Ministry of Education, Culture, Science and Technology**

**Improving Inclusion in Secondary and Higher Education**

# ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN

1. The Argentina Republic, through the Ministry of Education, Culture, Science and Technology (*Ministerio de Educación Cultura, Ciencia y Tecnología*, MECCyT), in coordination with the Ministry of Treasury of the Argentina Republic (Ministerio de Hacienda, MH) is expected to implement the Operation for Improving Inclusion in Secondary and Higher Education (“the Operation”). The International Bank for Reconstruction and Development (“the Bank”) has agreed to provide financing for the Operation. The Operation consists of a Program for Results component (the “Program”) and an Investment Project Financing component (the “Project”).
2. The MECCyT will implement material measures and actions to ensure the Project is implemented in accordance with the Bank’s Environmental and Social Standards (ESS). This Environmental and Social Commitment Plan (ESCP) sets out a summary of the material measures and actions.
3. When the ECSP references specific plans or other documents, whether they have already been prepared or will be prepared, the ECSP requires compliance with all the provisions of such plans or documents. In particular, it requires compliance with the provisions of the Indigenous Peoples Plan (IPP) that will be prepared based on the results of consultations with the Indigenous Participation Council (*Consejo de Participación Indígena*, CPI) and the Indigenous Peoples’ Autonomous Education Council (*Consejo Educativo Autónomo de los Pueblos Indígenas*, CEAPI); and the Stakeholder Engagement Plan that has been prepared for the Project.
4. The following table summarizes the material measures and actions required and the timing in which these will be carried out. The Argentina Republic is responsible for compliance with all the requirements of the ESCP even when implementation of the measures and actions is expected to be conducted by the MECCyT.
5. The MH will support the implementation of the significant measures established in this ESCP and will inform the Bank of compliance with the ESCP and the conditions of the Loan Agreement, and the Bank will supervise and evaluate the progress and completion of these measures throughout the Operation’s implementation. While the implementation of the measures included in the ESCP is the responsibility of the MECCyT, the MH carries out a supporting role given that the ESCP is part of the Loan Agreement, and will inform the Bank, jointly with the MECCyT, of progress on the different agreed actions.
6. As agreed between the Bank and the Republic of Argentina, this ESCP can be revised periodically during implementation of the Project to reflect the adaptive management of changes to the Project and unforeseen circumstances, or in response to the evaluation of the Operation’s results carried out according to the ESCP. In these circumstances, the Republic of Argentina will agree on the changes with the Bank and will update the ESCP to reflect them. The agreements on changes to the ESCP will be documented through the exchange of letters signed by the Bank and the MH. The MECCyT will disclose the updated ESCP in a timely manner.
7. Where changes to the Project, unforeseen circumstances, or Project performance results in changes to the risks and impacts during implementation, the Argentine Republic will provide additional funds, if required, to implement the measures and actions to address such risks and impacts.

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| **Program for Improving Inclusion in Secondary and Higher Education -**  **Environmental and Social Commitment Plan**  March 27, 2019 | | | | | |  | |  |  |
| ***Summary of the material measures and actions to mitigate the Project’s potential environmental and social risks and impacts*** | | | | | | ***Timeframe*** | | ***Responsibility/ authority and resources/ funds committed*** | ***Date of Completion*** |
| **ESCP Monitoring and Reporting** | | | | | |  | |  |  |
| A | | **Periodic Reporting.** Prepare and submit periodic progress reports on the implementation of the ESCP. | | | | Every six months during the Operation’s implementation in conjunction with the Project’s progress reports | | Ministry of Education, Culture, Science and Technology (*Ministerio de Educación Cultura, Ciencia y Tecnología*, MECCyT) | Throughout Project implementation. |
| B | | **Notification of Incidents and Accidents**. Notify within 48 hours any incident or accident related to the Project or that has an impact on it, and that has or could have a significant adverse effect on the environment, the affected communities, the public, or the workers included, for example, occupational accidents that result in death or serious injury, cases of gender violence or violence against minors. Provide sufficient details on the incident or accident and indicate the immediate measures taken to address it, all in accordance with the Operational Manual prepared for the Project. | | | | *Without delay, after becoming aware of the incident or accident* | | MECCyT | Throughout Project implementation. |
| **ESS 1: ASESSMENT AND MANAGEMENT OF ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS** | | | | | | | |  |  |
| 1.1 | **Phase I: Identification of the target population and applicant population.** Review of the effectiveness of the questions in the PROGRESAR registration form to identify students belonging to vulnerable groups. Hiring of the consultancy. | | | | | December 31, 2019 | | MECCyT |  |
| **Phase II: Identification of the target population and applicant population.**  Review of the effectiveness of the questions in the PROGRESAR registration form to identify students belonging to vulnerable groups. Presentation of the results of the consultancy. | | | | | February 28, 2020 | | MECCyT |  |
| 1.2 | **Asistiré – Creation of interdisciplinary teams of promoters for annual expansion per province.** Training for Asistiré promoters and management teams and members of the district inclusion boards to develop protocols to include students belonging to vulnerable groups: Afro-descendants, indigenous peoples, LGBTIQ students, students with disabilities. | | | | | September 30, 2019 | | MECCyT |  |
| 1.3 | **Asistiré – Study on barriers.** Survey and prioritization of problems / barriers / causes that prevent adolescents and youth aged 12 to 20 from completing significant educational trajectories, with a focus on vulnerable groups (Afro-descendants, indigenous peoples, LGBTIQ students, students with disabilities). Identification, analysis and mapping of the causes that lead to dropout to address them from different levels and members of the community. | | | | | December 31, 2019 | | MECCyT |  |
| 1.4 | **Progresar – Validation and quota strategy.** Construction and validation of prioritization strategies and quotas. | | | | | February 28, 2020 | | MECCyT |  |
| **ESS 2: LABOR AND WORKING CONDITIONS** | | | | |  | |  | |  |
| 2.1 | | **Grievance Mechanism for Project workers n.**  Develop and operate a grievance mechanism for Project workers. | | | | July 30, 2019 | | MECCyT | Established within specified timeframe and operated throughout Project implementation |
| 2.2 | | **Occupational Health and Safety Measures.** Develop and implement occupational health and safety measures (OHS), including emergency preparedness and response measures.. | | | | June 30, 2019 | | MECCyT | Throughout Project implementation |
| 2.3 | | | **Preparation of Labor Management Procedures.**  Develop and implement management measures for Project workers. | | | July 30, 2019 | | MECCyT | Within specified timeframe and implemented throughout Project implementation. |
| **ESS 3: RESOURCE EFFICIENCY AND POLLUTION PREVENTION AND MANAGEMENT – Not Relevant** | | | | | | | | | | |
| **ESS 4: COMMUNITY HEALTH AND SAFETY – Not Relevant** | | | | | | | | | | |
| **ESS 5: LAND ACQUISITION, RESTRICTIONS ON LAND USE AND INVOLUNTARY RESETTLEMENT – Not Relevant** | | | | | | | | | | |
| **ESS 6: BIODIVERSITY CONSERVATION AND SUSTAINABLE MANAGEMENT OF LIVING NATURAL RESOURCES – Not Relevant** | | | | | | | | | | |
| **ESS 7: INDIGENOUS PEOPLES/SUB-SAHARAN AFRICAN HISTORICALLY UNDERSERVED TRADITIONAL LOCAL COMMUNITIES** | | | | | | | | | | |
| 7.1 | | | | **Indigenous Peoples Plan.** Develop an Indigenous Peoples Plan in consultation with Indigenous Participation Council (*Consejo de Participación Indígena*, CPI) and the Indigenous Peoples’ Autonomous Education Council (*Consejo Educativo Autónomo de los Pueblos Indígenas*, CEAPI) and thereafter implement the plan. | | July 30, 2019 | | MECCyT | Plan developed within the specified timeframe and thereafter implemented throughout Project implementation. | |
| 7.2 | | | | **Grievance Mechanism.** Analysis of the mechanism referred to in action 10.1 to determine if it needs adjustments to manage the claims received by beneficiaries belonging to Indigenous populations. Adjustment of the mechanism based on the results of the analysis. | | June 30, 2019 and every six months during the Operation’s implementation. | | MECCyT | Within the specified timeframe and thereafter throughout Project implementation. | |
| 7.3 | | | | **Intercultural Bilingual Education.** Identification of schools with Indigenous enrollment to design culturally appropriate reintegration strategies. | | July 2019 for provinces that will implement Asistiré in 2019. Date to be defined for the rest. | | MECCyT |  | |
| 7.4 | | | | **Phase I: Dissemination program.** Preparation of a program for targeted dissemination of Progresar Scholarships in prioritized provinces to reach Indigenous Peoples. | | Draft prepared before August 2019. The strategy will be reviewed annually, and any necessary adjustments will be included. | | MECCyT | Throughout Project implementation | |
| **Phase II: Dissemination program.** Implementation of the targeted Progresar Scholarship dissemination program in prioritized provinces to reach Indigenous Peoples. Workshops in the field, social networks, graphic advertising, training on the program to actors in the field. | | Implementation according to the timeline. Implementation begins in December 2019. | | MECCyT | Throughout Project implementation | |
| **ESS 8: CULTURAL HERITAGE – Not Relevant** | | | | | |  | |  |  | |
| **ESS 9: FINANCIAL INTERMEDIARIES – Not Relevant** | | | | | |  | |  |  | |
| **ESS 10: STAKEHOLDER ENGAGEMENT AND INFORMATION DISCLOSURE** | | | | | | | |  |  | |
| 10.1 | | | | **Consolidation of all existing grievance redress channels into a single grievance mechanism (GM) for the entire Project.** Develop a single GM for the MECCyT that would allow to continuously monitor and evaluate the efficiency of the activities supported by the Program. | | July 30, 2019 | | MECCyT | Established within specified timeframe and operated throughout Project implementation | |
| 10.2 | | | | **Evaluate effectiveness of the grievance mechanism.** Analysis of the mechanism to determine if it needs adjustments to manage the claims received by beneficiaries belonging to vulnerable and disadvantaged groups and individuals.  Adjustment of the mechanism based on the results of the analysis. | | Every six months during the Project implementation. | | MECCyT | Throughout Project implementation. | |
| 10.3 | | | | **Communication Strategy.** Revise the existing communication strategy, including graphic design, networking, workshops with different stakeholders, and thereafter implement it as part of the the Stakeholders Engagement Plan. | | December 30, 2019. | | MECCyT |  | |
| 10.4 | | | | **Enseñar – Consultation on the evaluation of teacher training institutes. Continue with participatory processes related to Enseñar Diagnostic Evaluation and the Auto-evaluation of Teachers Training Institutes (ISFD).**  Carry out consultation and validation meetings with representatives of higher education, school directors and teachers. Send an annual report to the Bank with main outcomes of the process. | | December 30, 2020 | | MECCyT |  | |
| 10.5 | | | | **Enseñar and Aprender – Consultation on the Aprender evaluation results feedback.** Develop consultations to teachers’ and students’ representatives about the socialization of the schools report in the educational community. | | July 31, 2019 | | MECCyT |  | |

WORKING DRAFT