



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 03/30/2020 | Report No: ESRSC01226



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Lao People's Democratic Republic	EAST ASIA AND PACIFIC	P173407	
Project Name	Lao PDR Global Partnership for Education III: Learning and Equity Acceleration Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	7/20/2020	3/18/2021
Borrower(s)	Implementing Agency(ies)		
Ministry of Finance	Ministry of Education and Sports, Lao PDR		

Proposed Development Objective(s)

To improve learning outcomes in primary grades in target districts, and strengthen teacher practices, education sector equity and accountability nationwide in Lao PDR.

Financing (in USD Million)	Amount
Total Project Cost	47.50

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The proposed project will focus on strengthening the quality of early learning (ECE and early primary grades); teacher performance assessment against teaching standards; teacher training colleges; teacher deployment; and school-based management. The project is aligned with the Government of Lao PDR's forthcoming Education and Sports Sector Development Plan 2021-25 (ESSDP 2021-25).



D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
The objective of the project is to improve learning outcomes in primary grades, and strengthen teacher practices, education sector equity and accountability in Lao PDR. Project component 1 will provide early learning opportunities for young learners age 3 – 5 years to be prepared and motivated for entering Grade 1. Activities include: (1) Continuation of the Community Child Development Group (CCDG) intervention, (2) pre-service and in-service training on Multi-Age Teaching (MAT), and (3) development of play-based content and activities for 3-4-year-olds. Component 2 will focus on helping teachers do their best and making them feel more valued as professionals. Activities will include (1) strengthening Teacher Training Colleges (TTCs) for high-quality pre-service and in-service, (2) improving continuous professional development opportunities, (3) improving teacher professional prestige, and (4) ensuring schools have the teachers they need. Component 3 will support effective leadership and management activities include: (1) strengthening school-based management by defining relevant standards and through a complete cycle of SBM training and coaching to school principals, VEDC, teachers and pedagogical advisors, (2) strengthening institutional capacity in the PESS, DEBS, and clusters to enhance their efficiency, effectiveness and accountability, (3) school block grants for facilities renovation, and (4) strong project management (strong monitoring and evaluation, coordination across MOES departments at the national and sub-national levels, fiduciary responsibilities, and environment and social risk management (ESF).

The project is nationwide in scope where more than 80% of the country area is mountainous, while also vulnerable to the seasonal flood, drought and cyclone. Specific project activities under components 1 and 2, such as teacher training under the newly developed curriculum are nationwide systems interventions. Other activities will be focused on priority districts (approximately 40 but exact number to be determined during project preparation) selected by the MOES due to their education profile (low enrolment, retention and learning outcomes and education service provision) and convergence with other development partner initiatives. The project will not involve changes to the current education curriculum, which has recently been updated by the MOES. Instead it will involve preparation of training packages, materials such as lesson plans and books, and localized teacher training and associated performance measurement tools focused on early education. A key objective of the project is to address major challenge in the national education system of identifying barriers to enrollment and retainment of both students and teachers among diverse ethnic groups in priority districts. This will also involve renovation of existing school facilities in the selected priority districts through receipt of block grants.

D. 2. Borrower's Institutional Capacity

The Department of Planning (DOP) of the Ministry of Education and Sports (MOES) is responsible for coordination and management of the project (Component 4) through its Education Coordination Unit (ECU) and will be responsible for overall project management and compliance with the Environment and Social Framework (ESF). Implementation of the project activities will be conducted by the responsible departments (called the Implementing Unit or IUs) for each component including the Department of Early Childhood Education (DECE) and the Research Institute for Educational Sciences (RIES) for Component 1; the Department of Teacher Education (DTE), the Teacher Development Center (TDC), and the Teacher Training College (TTC) for Component 2; and the Department of General Education (DGE), the Education Management Information System (EMIS), Teacher Management Information System (TMIS), and Personnel Management Information System (PMIS) for Component 3.

The DOP and its ECU has been the implementing agency for previous and existing WB funded projects (two previous GPE projects and an early childhood education project). ECU staff have some experience with WB safeguard policies.



However, the application of the World Bank’s new Environmental and Social Framework (ESF) brings with it an increased scope of assessment and management of issues relevant to human development such as ensuring inclusion of vulnerable and marginal groups, preventing disproportionate impacts on them, and incorporating management measures into the project design. The MOES will need to upgrade its project implementation arrangements and ensure that dedicated ESF focal points are appointed and that project implementation staff undergo training in the application of the ESF. This will be described in an institutional capacity building plan under Component 3 to ensure adequate capacity of the implementing agencies in place to identify potential risks and impacts, prepare and implement ESSs instruments. As required, consultants will be recruited to assist the implementing agencies to undertake the recommended environmental and social assessment measures, including preparation and implementation of required management plans to be applied under the project.

II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

Environmental Risk is Rated as Moderate. The project will adopt a systems approach in selected provinces to improve learning outcomes in primary grades, and strengthen teacher practices, education sector equity and accountability through the following framework: (1) Learners are prepared and motivated to learn; (2) Teachers are effective and valued; and (3) School systems are well-managed. Project will finance under component 1 (CCDG) and 3 (school block grant) physical infrastructure works such as office and additional school construction and renovation where could generate some negative impact on local environment.

There are no irreversible, unprecedented, or complex risks and impacts expected under the project financed activities. Some possible negative environmental impact from physical construction of civil works are likely to be small, localized, temporary, and can be mitigated. MOES had developed and applied a guideline for school construction and operation, this guideline will be confirmed by project appraisal and if needed, site-specific environmental management plan (SSEMP) will be developed and implemented for the new construction, and a standardized environmental code of practices (ECOP) for the renovation works. In addition, unexploded ordinance (UXO) is still at risk in some areas of the country, the project will only support physical civil work in a school area where UXO clearance has been confirmed by relevant authority.

Initial assessment confirmed that ECU/DOP has some experience with Bank’s operations, however, with the application of new ESF on this project, capacity building will be required to ensure implementing agency and related departments are aware and capable to identify potential risks and impacts, and prepare and implement the relevant ESF instruments.

In order to access multiplier financing from the Global Partnership for Education (GPE) the Lao PDR has leveraged financing from World Bank (IDA) and a JICA project involving construction of eight teacher training colleges in Lao PDR. While JICA financing has been used to leverage multiplier financing and its project activities may occur contemporaneously with IDA financed activities, the JICA activities themselves remain distinct and are not occurring on same sites or in same locations, nor are they necessary to fulfil the Bank project objectives or implement its



activities which would proceed regardless the JICA project. They are therefore not considered as Associated Facilities for purposes of E&S risk management. Any interaction between the JICA and World Bank activities will be addressed during screening.

Social Risk Rating

Moderate

The project activities are dispersed nationwide across a number of as-yet undecided regions of the country, focusing on districts with poor education enrollment and performance outcomes. Many of these are likely to be rural districts and include ethnic populations that speak Lao as a second language. Some of these districts and populations could be more sensitive to adverse impacts or inability to receive the benefits of the project than others.

Risks and impacts associated with the physical components of the project are likely to be minor and involve easily manageable site-specific risks with no activities with high potential for harming people. Site specific risks include community health and safety associated with minor civil works activities. Land taking is not anticipated as will take place on existing school grounds. Construction activities will involve small numbers of locally sourced labor subcontractors. Potential for voluntary community labor will be screened at subproject level and if required then measures applied to ensure labor is voluntary and of legal working age. Localized risks include failure to safely isolate construction sites from children and community members, including community and project traffic interactions, especially where these involve children travelling to and from existing schools.

Project activities may take place within the context of the ongoing program for rural development and poverty reduction in Lao PDR which involves the consolidation of remote (predominantly ethnic minority) communities into larger communities (often a mix of Lao and other ethnic groups). Risks associated with impoverishment of vulnerable and marginal groups unable to manage the livelihood and social transition involved in this program should be identified in social assessment and screening of subprojects. Village committees from communities consolidated for administrative purposes (even if physically consolidated years ago) may not include representation of all ethnic groups, and women, to inform decisions on implementation of project activities including selection of ethnic teachers for training or design accessibility of learning materials.

Without appropriate social inclusion measures incorporated into design, project activities are likely to extend underrepresentation and under-enrollment of vulnerable and marginal groups. Ethnic minority children typically spend the first year of schooling learning the Lao Language and may repeat the grade the following year. This results in higher levels of repetition, discouragement and cost which place them at a higher risk of dropping out. The number of ethnic teachers in the system that would navigate the challenges of teaching Lao as a second language and provide role models to ethnic children is low.

Borrower capacity to manage social risks requires enhancement due to challenges coordinating a diverse range of stakeholders, ensuring inclusion and preventing disproportionate impacts on vulnerable and marginal groups, ensuring sensitivity to ethnic cultural differences in uptake of national education system, managing labor and working conditions, and mitigating community health and safety risks. Violence against children is a hidden risk in Lao PDR and remote communities may be especially vulnerable to abusive relationships associated with VAC. Project activities, clearly defined around provision of training and access to third party service providers, offer opportunity for positive interventions to address VAC and precautionary measures to reduce prevalence.

Public Disclosure



B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

As the exact location will only be confirmed during project implementation, however, the project is confirmed to provide support physical infrastructure civil works where environmental and social impact is possibly be generated. Environmental and Social Risk Assessment is required for the client to identify, evaluate and manage environmental and social risk throughout project period in a manner consistence with relevant ESSs. It is also required that mitigation measures are designed proportioned to the risk and impact induced by project activity in a specific environmental condition and location that project activities are designed for. Therefore, an Environmental and Social Management Framework (ESMF) will be developed to provide guideline and principle to identify risk, and develop and implement mitigation plans. The ESMF will integrate findings of (a) Social Assessment incorporating ethnic group development measures to be integrated into project design. The ESMF will also include (b) guideline for Environmental Screening and development of Site Specific EMP for new construction, (c) Environmental Code of Practice (ECOP) for small renovation civil works, (d) Labor-Management Procedures (LMP), (e) and community health and safety measures. A Stakeholder Engagement Plan (SEP) including a Grievance Redress Mechanism (GRM) will also be developed to ensure all interested parties, beneficiaries and affected communities are engaged, especially in project design options in compliance with ESS10. An Environmental and Social Commitment Plan (ESCP) will be developed to ensure that the relevant ESF instruments are prepared as part of project design and implemented throughout project period addressing possible risks identified under relevant ESSs.

The construction of eight teacher training colleges will take place under a separate JICA project from which financing has been leveraged in order to access multiplier financing from the Global Partnership for Education (GPE). Risks are likely to be site-specific, easily manageable, involve moderate numbers of unskilled labor, and be on land already within existing education compounds. The ESMF will contain criteria for screening risks associated with interaction between the JICA and World Bank activities, which although contemporaneous, are unlikely to be in same location and are not necessary to fulfil Bank project objectives and activities that would proceed anyway. They are therefore not considered as Associated Facilities for purposes of E&S risk management.

The Social Assessment will identify measures to tailor project materials and training activities so as to mitigate social risks. This should be undertaken in parallel with project technical assessments that will also be undertaken in order to provide guidance to Government of Lao PDR on measures to allocate teachers to districts in greater need. The Social Assessment should inform measures to tailor project materials to be suitable for ethnic children to promote retention, and measures to tailor training and mentorships to promote increase in ethnic minority teachers who could serve as role models in local areas. Measures to prevent violence against children and options for teachers to seek recourse to third party counselling service providers should also be included in project design and activities. The project should also consider including measures to address environmental management measures such as the Green, Clean and Beautiful concept in curriculum and training programs supported under the project.

The Social Assessment, along with the SEP and ESCP and a draft ESMF will be developed and disclosed prior to project appraisal in order to inform project design during preparation and will apply for the entire project period. Given the rapid timeframe for Appraisal, project activities that involve civil works will be phased into second year of



implementation, and the ESMF will be further updated and elements that apply to the civil works, such as the SSEMP, ECOP and labor management procedures, and community health and safety measures will be finalized during first year of implementation prior to screening of the relevant project activities.

Areas where “Use of Borrower Framework” is being considered:

The client's E&S Framework is not proposed to be relied on for the project, in whole or in part. However, as relevant and consistent, national legal framework and legislation can be referred to and recognized.

ESS10 Stakeholder Engagement and Information Disclosure

The project activities involve a diversity of different stakeholder groups from national to village levels. Project stakeholders and their level of engagement will be identified and mapped through the stakeholder analysis by the project implementing agency DOP. Project-affected stakeholders and beneficiaries will include local communities (especially pre-school age children, parents, caregivers and teachers). Stakeholder analysis and engagement planning should focus on differentiated measures to ensure participation of more vulnerable beneficiaries such as remote rural ethnic communities and their most vulnerable members (including women and girl children). Other interested stakeholders include Civil Society Organizations (CSOs) including international NGOs working on education issues in Laos. Technical stakeholders include officials from various research institutes and departments of MOES. Other concerned government ministries including mass organizations from national down to the district levels also require engagement. Development Partners including Australia, JICA, UNICEF, UNESCO and EU are working on strengthening the quality of the teaching force. The project’s Stakeholder Engagement Plan (SEP) will be developed by DOP to ensure consistency with requirements of ESS10. It will be important for the SEP to include a consultation strategy for ethnic groups and be informed by engagement with ethnic group specialists and representatives to ensure that project activities are designed with sensitivity to cultural and linguistic barriers to education attainment and include measures aimed at reducing inequality in educational outcomes in predominantly ethnic areas.

The SEP will also document public consultations held on the project design and E&S risk assessment and management. Consultations to be held during project preparation should be designed to ensure a representative sample of project-affected and interested stakeholders (including CSOs and beneficiary stakeholders) are informed of project E&S risks and impacts, engaged in a meaningful and culturally-appropriate way, and given the opportunity to provide inputs into design of activities. The consultations should be distinguished from ad-hoc intra-agency engagement for comments on documents. Consultations on the Social Assessment, Stakeholder Engagement Plan and Environmental and Social Commitment Plan and draft Environmental and Social Management Framework will be held at national and provincial levels at Appraisal stage. Under implementation, the ESMF and associated documents will be finalized and consulted on and localized consultations will be held on the design of subproject activities and materials prior to their implementation. The approach to engagement activities will take into account the needs of ethnic groups, including vulnerability, language and literacy to ensure not only risks are managed but benefits are accessible to all. The SEP will be implemented and, as required, updated throughout the project life cycle.

A project-specific GRM will be designed and implemented to allow project-affected people to lodge concerns using direct phone, social media, and other means. Special attention will be paid to make sure that the most vulnerable groups (ethnic groups, women, vulnerable households) will be informed of the existence of this mechanism since an early stage of project preparation. The project will also consider integrating a teacher counselling mechanism to



provide teachers with access to third party counselling services. The counselling mechanism should be accessible to receipt of reports of gender-based violence and violence against children, and an appropriate third-party organization designated to provide response services.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

The project is not financing major construction of infrastructure and civil works with potential for large numbers of local and external laborers. Direct and contracted workers assigned from MOES and provinces will be deployed to support project implementation and teacher training. Local villagers many provide voluntary community labor for school renovation activities and transportation of materials. Salaries of caregivers who participate in the Component 1 CCDG activities will also be financed under the project (to be phased into a self-sustaining plan). As participating government civil servants, teachers are subject to existing employment terms and conditions as well as occupational health and safety requirements and protections against forced and harmful child labor. DOP is required to develop and implement Labor Management Procedures (LMP) applicable to the project, which will be included in the ESMF. Existing procedures will be assessed for gaps with ESS2 and additional management measures identified as needed. The LMP will apply to different categories of project personnel and will be established prior to implementation of relevant project activities. The LMP will ensure that project personnel and community workers are provided with adequate resources and tool kits, safe accommodations and transport, first aid-kits and emergency contact procedures available at working sites. DOP will ensure that Social Security (health and life insurance) is provided to project personnel according to the Labor Law before the commencement of their assignment. DOP will develop a dedicated labor grievance mechanism, as part of LMP, for direct and contracted workers. The LMP will describe measures for concerns of voluntary community workers to be referred to the overall project GRM. Teachers will also be provided with a dedicated counselling mechanism.

ESS3 Resource Efficiency and Pollution Prevention and Management

The proposed project will involve physical construction works of office and school construction and renovation where resources use, and pollution prevention and management will be considered. Issues are related to construction waste management including hazmat waste such as old asbestos roofing, materials sourcing for school construction or renovation works, energy and water use during after the construction. Pollution prevention during school operation including solid waste management, wastewater / sewage management, efficiency of water supply for schools will be integrated in project design to inform and educate the teachers, students and local communities. Management efforts will be made as part of ESS1 where SSESMP and standardize ECOP will be developed and implemented addressing relevant impact identified under ESS3.

ESS4 Community Health and Safety

Contracted labor and voluntary community labor is likely to be recruited to support implementation of minor civil works in priority districts. Community, Health and Safety risks and impacts anticipated due to the presence of these



workers is not anticipated to be significant as they will largely be locally sourced. There may be some site specific risks of infectious diseases, vector-borne diseases, soil, water and waste-related diseases, impacts on privacy, mental well-being, and road safety. Other areas of risk to be addressed include (i) structural safety of project infrastructure, (ii) life and fire safety (L&FS), (iii) traffic safety in line with the WBG EHS Guidelines for aspects of the project that encompass a refurbishment and the construction of schools in the project area of influence. The ESMF will include environmental health and safety provisions and describe proportionate and tailored Community Health and Safety provisions to be developed prior the beginning of any field activity.

Risks associated with Violence Against Children (VAC) and other forms of Sexual Exploitation and Abuse (SEA) exist, particularly in settings where project staff interact with remote vulnerable groups. They may also be prevalent in domestic relationships that influence student enrollment and teacher performance. Existing country analysis shows that traditional methods of problem solving remain dominant for conflict in the home and communities, particularly for ethnic groups in remote regions without access to information and services. Domestic violence is considered a family matter to be solved among relatives or members of the immediate family. The project’s Social Assessment will pay specific attention to SEA/VAC and recommend measures to be incorporated into project design including materials and teacher training. A teacher counselling service, and guidance and Codes of Conduct (CoC) on interaction with communities will be incorporated into labor proceduress, grievance redress mechanism and official MOES communications to ensure civil servants and outsourced staff/contractors respect local communities and avoid misconduct. The Lao Womens Union (LWU) will be engaged as the main focal point on SEA/VAC and the Social Assessment will involve mapping of service providers to understand capacity to deal with any incidents should they arise and to inform a procedure for referral. Measures will involve ensuring that a dedicated Helpline on SEA/VAC is in place and that relevant stakeholders at district and provincial levels are trained on survivor-centered response. GOL mass organizations will also support the project to conduct training at district and village level to raise awareness on SEA/VAC and to manage the project Helpline.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Project civil works will be undertaken in priority districts (to be determined) and involve renovations to existing school infrastructure and construction of new classrooms and shelters. These civil works will take place on existing school grounds utilizing land already demarcated for school facilities and land taking is not anticipated. As minor civil works activities are likely to occur within existing school grounds there is risk of temporary displacement of school children and teachers during construction periods. This will be mitigated by staging civil works to occur outside of class hours and to ensure tents and other facilities are provided for students who may be temporarily displaced so that class activities are not disrupted, and safe separation is achieved between affected stakeholders and construction activities. Since land acquisition is not expected a Resettlement Policy Framework is not needed. However, the potential for unanticipated land acquisition in areas where existing school grounds are found to be insufficient will be addressed by screening criteria in the ESMF. Since construction activities are not scheduled to begin until the second year of project implementation, the screening and preparation of necessary management plans will occur during first year of implementation.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources



The project will not support any activities or school build in the forest or other protected areas. However, a list of Do's and Dont's to prevent direct workers (staff) and contracted workers from involving in any form of natural resource extraction, habitat degradation, wildlife trade and consumption will be developed as part of ESMF and applied to all project personnel while working in the village's areas, particularly, those are near to the forest and protected areas. A training on respective regulations will be provided for the workers prior to any field activity.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

The project is implemented nation-wide and many of its target districts and schools are likely to be inhabited by non-Lao speaking ethnic groups, although the total number of ethnic beneficiary and affected peoples is unknown at preparation. The Lao PDR has 50 officially recognized ethnic groups (up front 49 with recognition of the ethnic Brou in 2018) inhabiting remote mountainous and forested areas as well as the lowland plains and tributaries of the Mekong river. Predominantly Lao speaking ethnic populations inhabit the towns and lowlands straddling the eastern side of the Mekong river and more remote areas are largely inhabited by diverse Sino-Tibetan and Mong-Yaomien speaking ethnic groups in the mountainous northern provinces, and Mon-Khmer speaking ethnic groups of the central and southern Annamite ranges. These groups meet the screening criteria for identification as indigenous peoples under ESS7 in that they have an attachment to land and forest resources for their livelihoods and culture, self-identify as ethnic groups, have distinct dialects, languages and cultural institutions.

The proposed project activities are unlikely to cause harm to ethnic land, livelihoods or cultural heritage but without informed design, poorly targeted activities may prolong barriers for ethnic group access and fail to increase early school enrollments and promote retention and development of local teacher skills and prestige. Project design and stakeholder engagement activities will include relevant elements of indigenous peoples planning measures to meet ESS7 objectives. Lessons learned from previous early education projects in Laos include the need to look beyond the provision of education resources, additional teachers and improved management practices, and to recognize the cultural dimensions of education access and attainment. In a country as rich and diverse in its ethnic culture as Laos, there is a need to tailor interventions to address access and attainment for ethnic children who speak Lao as a second language as well as to promote training of local ethnic teachers who represent role models for local communities. It will be important for the Social Assessment and Stakeholder Engagement plan to inform project activities so that they are designed with sensitivity to the cultural and linguistic barriers to education attainment and include measures aimed at reducing inequality in educational outcomes in predominantly ethnic areas. The project activities should include design of training modules to enhance social-emotional behavior of teachers, and provision of early learning materials suited to teaching in the context of language and cultural differences. Studies into teacher retention should also assess and incorporate strategies for identifying and retaining locally representative ethnic teachers. A representative sample of ethnic groups who are likely to participate in or be affected by the project will be consulted on during project preparation in order to inform design of project activities and detailed stakeholder engagement will occur once subproject locations are known and screened for ES risks.

The ongoing program for rural development and poverty reduction in Lao PDR involves the consolidation of remote (predominantly ethnic minority) communities into larger communities (often a mix of Lao and other ethnic groups). Concerns that this process may risk impoverishment of vulnerable and marginal groups unable to manage the livelihood and social transition should be considered in the Social Assessment and stakeholder engagement activities. Two types of consolidation may have occurred (1) village communities have been administratively consolidated



and/or (2) many villages have been physically consolidated in previous years. Even where physical consolidation has occurred years ago administratively consolidated village committees may not be representative of all groups within the community. Screening of subproject activities under the project should identify whether the beneficiary community has been consolidated within the past three years and investigate capacity of ethnic groups within the new community to participate in project benefits. A grievance redress mechanism that is culturally and linguistically accessible to different ethnic groups should be disseminated in communities receiving project activities.

The Social Assessment will identify measures to tailor project materials and training activities to ensure accessibility for ethnic groups. These include developing specific tools and content tailored to children who are learning Lao as a second language, proposals for preferencing training for local teachers who are representative of ethnic minority groups and competent in local oral ethnic languages, and ensuring stakeholder engagement in consolidated communities reaches representatives of all ethnic groups in those communities to enhance their participation in decisions around the application of project activities. Measures to prevent violence against children and gender based violence are also to be addressed in the Social Assessment and a process for teachers to seek recourse to third party counselling by service providers is also being proposed for the project.

ESS8 Cultural Heritage

The project will involve civil works that are unlikely to pose a significant risk hazard to tangible cultural heritage sites. Measures to screen subproject sites and a Chance Finds Procedure will be incorporated into the ESMF in order to ensure impacts are avoided. Intangible ethnic cultural heritage is unlikely to be materially affected by physical components of the project but associated risks should be identified during screening. Guidance will be provided in the ESMF to prevent trafficking in local cultural objects (prohibited Buddha sculptures and religious items) or entry to prohibited cultural areas (spiritual or cultural sites, graves) respected by the local community.

ESS9 Financial Intermediaries

This ESS is not relevant. The project will provide direct financial support to the client and not through a financial institution or intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

No

This safeguard is not triggered as the project activities will not occur on international waterways.

OP 7.60 Projects in Disputed Areas

No

This safeguard is not triggered as the project activities will not occur in disputed areas.

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?

No

Financing Partners

Public Disclosure



As of today, no financing partners have been identified for the project.

B. Proposed Measures, Actions and Timing (Borrower’s commitments)

Actions to be completed prior to Bank Board Approval:

Prior to the appraisal, Bank Board approval and prior to the beginning of any field activity, the following documents will need to be approved and disclosed:

- A Social Assessment informing project design and management measures;
- Stakeholder Engagement Plan (SEP), including Stakeholder Analysis and a Grievance Redress Mechanism; and
- An Environmental and Social Commitment Plan (ESCP)
- A draft Environmental and Social Management Framework (ESMF)

Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):

Activities involving civil works are likely to occur at the end of year one implementation, which will allow for finalization of the project’s Environmental and Social Management Framework (ESMF) during implementation. Measures in the ESMF to be developed during screening of subproject activities and prior to their implementation include:

- Labor-Management Procedures (LMP) and Labor GRM;
- Community Health and Safety measures;
- Screening guidance and Site-Specific Environmental Management Plan (SSEMP) for new school construction;
- Environmental Code of Practice (ECOP) for renovation civil works;
- SEA/VAC measures including provision of a teacher counselling service;
- ESF inputs into the Institutional Capacity Building Plan (Component 3)

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

15-Jun-2020

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Ministry of Finance

Public Disclosure



Implementing Agency(ies)

Implementing Agency: Ministry of Education and Sports, Lao PDR

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Ezequiel Molina, Tara Beteille
Practice Manager (ENR/Social)	Christophe Crepin Recommended on 29-Mar-2020 at 23:09:37 EDT
Safeguards Advisor ESSA	Peter Leonard (SAESSA) Cleared on 30-Mar-2020 at 18:02:13 EDT