



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

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BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Zambia	AFRICA EAST	P174012	
Project Name	Zambia Early Childhood Learning Enhancement Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	9/7/2020	4/15/2021
Borrower(s)	Implementing Agency(ies)		
Ministry of Finance	Ministry of General Education		

Proposed Development Objective

To improve access for children of 3-6 years of age to quality early childhood services in targeted areas.

Financing (in USD Million)	Amount
Total Project Cost	39.80

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]

To achieve this objective the project will support the expansion of early childhood education centers and improve quality of ECE services through the introduction of a package of services aimed at enhancing school readiness of 3-6 years old children in targeted areas. The services will be directed at strengthening the cognitive, socio-emotional and physical development of children in the project’s targeted areas. The package will encompass interventions to: (a) provide a safe space for children to have structured opportunities to play and learn under the guidance of a qualified adult and quality play-based learning materials so they can develop the socio-emotional and cognitive functions that they will need to succeed in school; (b) build parents’ and caregivers’ skills and capacity to engage children in early stimulation and to ensure proper child’s nutrition and health; and (c) promote continuous assessment of children’s progress to ensure that children have the individualized attention needed to develop their full potential.



D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The proposed project will be implemented across the 10 provinces of Zambia and aligned with the parent project, the Zambia Education Enhancement Project (ZEEP) which is targeting 50 districts. Centres for the Zambia Early Childhood Learning Enhancement Project (ZECLEP) within the 50 districts will be identified using core location of existing schools being supported under ZEEP. The target areas for the ZECLEP will mostly be rural areas. These areas are characterized by high poverty rates, poor road infrastructure, inadequate access to basic services such as clean water and sanitation, lack of access to electricity and connectivity challenges are also prevalent. Economic and social inequalities in rural areas contribute to the limited participation of women in decision making and education, which leaves many women and girls vulnerable to incidences of Gender Based Violence (GBV) including Sexual Exploitation and Abuse (SEA). These inequalities are largely advanced due to existing cultural beliefs and practices. Target areas are sparsely populated and as a result public infrastructure such as schools and hospitals area spread with people having to cover long distances to access these services exposing girls to risks of GBV while travelling to school and while at school.

D. 2. Borrower’s Institutional Capacity

The project will be implemented by the Ministry of General Education (MOGE) which has gained experience in implementing Bank financed projects and managing social and environmental risks through ZEEP (P158570) and the recently approved ZEEP AF (P174012). The experience gained has however been limited to implementation of projects under the old safeguard policy requirements. The new Environmental and Social Framework (ESF) places greater responsibility on the Client and this requires having dedicated Environmental and Social experts to ensure full adherence to the requirements of the ESF. The Ministry has a designated Project Implementing Unit (PIU) responsible for the day to day running of ZEEP. The existing PIU will be strengthened to include staff from the department of Early Childhood Education. This department is relatively new, understaffed, and has no prior experience of working on Bank financed projects. Given the department’s low capacity and the existing PIU’s unfamiliarity with the ESF, adequate staffing resources will be required to support the project preparation process, as well as the implementation and monitoring of the project due to the vast project area of influence.

Using existing structures within the Ministry, the PIU has actively engaged in the management of GBV and SEA risks on ZEEP, however, current interventions have focused on older learners. Given that the project will target young learners aged 3-6 years, there will be need for Child experts/ Counsellors and Psychologists as key experts in the PIU to ensure children’s needs are addressed.

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

A. Environmental and Social Risk Classification (ESRC)

Substantial

Environmental Risk Rating

Moderate

The environmental risk classification for the proposed Project is Moderate due to the nature of the proposed Project activities and associated environmental risks, the capacity of the Ministry of General Education and the PIU in the understanding and application of the Bank’s ESF, and relevant Standards. The proposed Project is expected to have generally positive environmental impacts and components are not anticipated to result in any substantial or

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irreversible impacts as the project will not support any construction activities. However, it is anticipated that activities under Component 2 to support the expansion of ECE facilities and promotion of ECE environment will lead to typical construction related adverse environmental and social impacts emanating from the construction of the hubs and satellite centres. During operation phase, impacts associated with sanitation related wastes from the Water, Sanitation and Health (WASH) facilities as well as electronic wastes from the use of mobile phones is anticipated. Potential impacts are expected to be site specific, reversible and managed through established and proven mitigation measures.

Social Risk Rating

Substantial

The project is earmarked to provide access to ECE and learning opportunities to the under privileged. These will result in improved learning outcomes, reduction in repetition and drop out rates, avoid exclusion of poor families from access to ECE. Further, the competencies and skills nurtured through ECD programs help develop competencies and skills that are not limited to cognitive gains, but also include physical, social and emotional gains, all of which play a key role on future learning potentials, employ-ability and civic participation.

The social risk is rated substantial. The proposed project will be implemented in rural areas where target communities experience high poverty levels and inequalities are prevalent due to existing social and cultural practices. Access to basic services is limited, poor infrastructure is a common feature, with communities having to cover long distances to schools and hospital. Gender disparities are evident, with low participation of women in decision making, high vulnerability to gender based violence and teenage marriages have contributed to adolescent girls being caregivers at an early age. The burden of caring for young children and managing other domestic roles may limit their ability to actively participate in the program. The risk of exclusion is likely to arise, particularly for vulnerable groups such as households with disabled children. Furthermore, households located in very remote areas may not be able to send their children to participate due to the long distances that their young children may be subjected to. The proposed use technology may also exclude households that do not have mobile phones, those that experience poor connectivity and high costs of maintaining connections may equally be disadvantaged.

The proposed construction of early childhood centres could potentially result in acquisition of land mostly used for subsistence farming, which is if not managed well could contribute to further impoverishment of affected households. Community health and safety, in particular exposure to hazardous waste from the construction of early childhood centres is likely to be compromised. Limited labor influx is expected as a result of the construction activities and may cause a strain on the already stretched services in rural areas, including a possible surge in incidence of communicable diseases and the risk of SEA. The COVID-19 pandemic also presents a risk as the virus may spread in the community, among teachers and young learners if public health guidelines are not adhered to. COVID-19 pandemic control measures may increase vulnerability to GBV e.g. from the breakdown of economic and social activities, restrictions on movement and shutting down of schools. It results in the reduction of access to services and disruption of supply of services to survivors. The GBV and SEA risk mitigation measures applied will require appropriate strategies that take into consideration the limitations.

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:

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The project is earmarked to provide access to ECE and learning opportunities to underprivileged. These will result in improved learning outcomes, reduction in repetition and drop out rates, avoid exclusion of poor families from access to ECE. Further, the competencies and skills nurtured through ECD programs help develop competencies and skills that are not limited to cognitive gains, but also include physical, social and emotional gains, all of which play a key role on future learning potentials, employ-ability and civic participation. The Project will be required to undertake an assessment and management of environmental and social risks and impacts of the proposed sub-projects. It is probable that implementation of activities under component 2 will result in some potential adverse environmental and social impacts which will need to be mitigated and managed through preparation and implementation of an Environmental and Social Management Framework (ESMF) and followed by site-specific Environmental and Social Management Plans (ESMPs) to be implemented for each school where the ECE centers will be constructed. Adequate building construction codes will be adopted for each school and included in Project Operation Manual.

The main social risks associated with the proposed project include; (i) exclusion of households due to long distances to the childhood centers, (ii) exclusion of children with disabilities, (iii) increased incidence of GBV/SEA due to labour influx (iv) Non-reporting of SEA incidences due to under age of victims and stigma for affected households, (v) land acquisition (vi) community exposure to communicable diseases, including COVID-19 and (vii) community health and safety compromised due to construction related activities.

The proposed project will be implemented mostly in rural areas. The areas are characterized with poor access to basic services such as health, schools, clean water and sanitation, roads and electricity. Economic and social inequalities are present, poverty levels are high and cultural practices contribute to the existing gender disparities among men, women boys and young girls as well as prevalence of GBV/SEA incidences. The latter usually goes unreported due to fear of rejection, reprisals, an absence of service providers, responding to GBV/SEA response, lack of awareness, concealing of such cases if the perpetrator is a family member to avoid and stigma attached to the survivor and their family. MOGE has had previous experience in dealing with GBV incidences as evidenced from the Girls Education Women's Empowerment and Livelihood (GEWEL) project (P-151451). This was addressed by the development and implementation of a GBV Action plan stipulating immediate, medium and long actions with the Ministry of Gender (MOG) and further engagement with Ministry of Community Development and Social Services (MCDSS). This also led to further engagement with a GBV hotline service provider that is currently offering support to the project. The Ministry remains committed to address GBV risks in the on-going and future projects. The current institutional capacity to manage the risk of SEA especially among young mothers, caregivers and young learners will however require strengthening. The MOE, in the ESCP, will commit to the implementation of the Code of Conduct for teachers/care givers of the young learners which includes provisions for addressing SEA. However, it is worth noting current interventions to address GBV have been tailored toward older learners, whereas the ECE brings in a new element of young learners. The risk of GBV and SEA among young learners will need to be further assessed during project preparation prior to appraisal to ensure adequate measures are adopted in response to the prevailing situation. As part of project preparation, a GBV/SEA assessment will be conducted as part of the ESMF with appropriate mitigation measures recommended for inclusion in the project ESMP. Recommended actions for addressing GBV/SEA will also be aligned with provisions of the World Bank's Good Practice Note for addressing GBV/SEA risks.

Construction of new centers could see an influx of workers, posing a strain on existing social services, including the possible increase of GBV/SEA incidences. To mitigate this risk, a Labour Management Plan (LMP) will be developed as



part of the ESMF, including codes of conduct for workers. Furthermore, construction of the early childhood centres is likely to result in land acquisition. The ongoing demand for land and changes in land usage could potentially lead to permanent or temporal displacement. If this risk materializes, it will negatively impact poor communities that conduct agricultural activities for their livelihood. A Resettlement Policy Framework (RPF) will be developed with guidance on how to manage such impacts.

Community exposure to communicable diseases, including COVID-19, poses a risk to rural communities and young learners, in order to avoid the spread of diseases among the community and young learners, sensitization and behavioural change communication on communicable diseases and Covid-19 should be a requirement in the ESMP and SEP using WHO guidelines.

While the project aims to reduce gender gaps across a number of areas including equal access to ECE services and teachers management and deployment, there is a potential to exclude women in participating in community led construction through the Project Implementation Committees. In order to mitigate against this risk there is need to make a deliberate effort of an engendered approach in the selection criteria. Similarly the proposed use of mobile smart phones to promote playful parenting and caregiver child engagement activities, may disadvantage or exclude parents or caregivers who do not have access to mobile phones or reliable internet connection. This may inhibit full participation of children in the program. To enhance participation, consultations with target communities and including stakeholders will be critical. A Stakeholder Engagement Plan (SEP), including a Grievance Mechanism responsive to GBV/SEA will need to be developed to allow community feedback regarding the proposed project and for grievances to be addressed.

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

Bank framework will apply.

ESS10 Stakeholder Engagement and Information Disclosure

ESS10 requires the Ministry Of General Education to engage in meaningful consultations with all stakeholders early in in the project as well as throughout the project life cycle. A SEP will be prepared in consultation with a number of stakeholders who have been identified as directly or indirectly impacted by the anticipated project. These include, community, Government Ministries such as Ministry of Health (MOH), MOG, MCDSS, parents, teachers, caregivers and NGOs supporting ECE. Consultations will also target special groups, particularly the elderly, children with special needs, persons with disabilities, women, female headed households and orphans and vulnerable children to ensure inclusive engagement. The SEP will ensure that information is relevant, timely and accessible to all impacted stakeholders with special attention to groups that are more at risk of exclusion from project activities (such as parents who do not have access to smart phones).

The SEP will include and maintain a description of stakeholders consulted, feedback received as well as responses provided. It will also highlight mechanisms of engagement by all stakeholders and will include the roles and responsibilities of stakeholders in the implementation of the project. A draft version of the SEP will be disclosed on the MOGE website and the Bank website prior to appraisal

The GRM will be outlined in the SEP enhancing opportunities for complaints, problem solving, and alternative dispute resolution. The GRM will provide an effective channel for managing and resolving complaints arising due to project



related activities. The GRM will be responsive to GBV/SEA and will also include a referral system to support survivors safely access services. The handling of grievances should be done in a culturally appropriate manner and be sensitive to confidentiality of the aggrieved person and SEA/GBV cases will be handled using a survivor centered approach. It should also allow anonymous complaints to be addressed and resolved. Dissemination of information regarding the GRM poses a great risk to the community due to the Covid-19 Pandemic. Appropriate SEA/GBV mitigation strategies will be put in place taking into account the limitations of the COVID-19 pandemic. Therefore, during project preparation, the project will ensure that there is adherence to public health guidelines as stipulated by MOH and the WHO. To prevent further spread of the disease, the project will ensure the use public address systems, local radio programmes, washing of hands, wearing of face masks and meeting in smaller groups while maintaining social distancing.

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

Activities to be implemented under the project are not expected to have any adverse impacts in terms of labor and working conditions as specified in ESS2 and in accordance with the requirements of national laws (Zambia Labor Code). The project will make use of community workers as part of their contribution towards the project. These will be engaged through the Project Implementation Committee (PIC), taking into account the following: certainty on whether labor will be provided on a voluntary basis as an outcome of individual or community agreement, assessment of Occupational Health and Safety in relation to the nature and scope of the project as well as the nature of potential risks and impacts on community workers, assessment on whether there is a risk of child labor and appropriate measures to be taken. At a minimum, the construction activities will include direct workers, who will need to meet requirements for: terms and conditions of employment, including codes of conduct; non-discrimination and equal opportunity; worker's organizations; child labor; forced labor; an accessible workers' grievance mechanism; and, occupational health and safety (OHS).

Exposure to hazardous waste due to construction of early childhood centres may result in respiratory diseases among workers and community members. The LMP will include requirements for preparation of OHS plans and the proposed Project's OHS requirements will align with the Bank's General Environment, Health and Safety Guidelines (EHSGs) and other Good International Industry Practice (GIIP).

A separate worker GRM will be developed and will be provided in the LMP to necessitate quick resolution of complaints in a timely manner. The GRM will ensure that worker grievances are addressed in a culturally acceptable manner.

ESS3 Resource Efficiency and Pollution Prevention and Management

It is anticipated that Project financed activities under Component 2 which will support the expansion of ECE facilities and promotion of ECE environment will utilize resources (water, energy) etc and lead to typical construction related adverse environmental and social impacts emanating from the construction activities which is likely to lead to



pollution on the bio-physical environment. During operation phase, impacts associated with sanitation related wastes from the WASH facilities as well as electronic wastes from the use of mobile phones is anticipated but expected to be minimal. This risk will be mitigated through development and adherence to Waste Management Plan for each sub project. The proposed Project is not expected to be a significant user of water or generate significant greenhouse gas emissions.

ESS4 Community Health and Safety

The community may also be prone to accidents brought about by increased traffic and machinery moving construction materials. To safeguard the occupational health and safety of project workers and the community, preventive measures will be included in the ESMP. The LMP to be prepared as part of the ESMF will also include (i) develop guidelines to protect workers from infection (ii) ensure appropriate PPE is provided for workers (iii) periodic training in SEA/ HIV/AIDS (iv) adherence to the Code of Conduct (v) specify terms and conditions by which workers will be engaged including the minimum age for employment. The LMP will also include measures that promote equal opportunities for women and people living with disabilities. No irreversible community health and safety impacts are anticipated for the project. However, it is anticipated that inadequacies in the management of WASH wastes from the ECE centers and satellites facilities might pose an environmental risk to community health and safety. The community, particularly school going children will be exposed to construction related hazards such as dust and noise from construction equipment and vehicles which can lead to respiratory diseases and accidents caused by the movement of construction vehicles. Construction works that will be undertaken within existing school premises may further expose children to risks of GBV/SEA which can be exacerbated by the presence of construction workers. The project ESMF will be prepared which will include clauses on avoidance, minimization and mitigation of any negative impacts and further, mitigation measures for maintaining community safety will be specified in the site specific ESMPs which will be prepared once the sites are selected, to avoid any impacts on the health of community members. The site specific ESMPs will also include GBV/SEA sensitivity and appropriate measures to address this risk. A GRM for communities to air out their grievances including health and safety during construction will be developed. The GRM design will include GBV-SEA/SH considerations and a referral pathway for survivors.

To safeguard the community and young learners against GBV/SEA risks, there will be need for a code of conduct for all participants (teachers, community volunteers). This should include provisions for addressing GBV/SEA and a procedure on how these complaints will be addressed, these should be prepared in line with the GPN and preventive measures included in the site specific ESMPs.

In order to avoid the risk of exposure by the community and young learners to COVID-19, behavioral change communication will be used. Communities will be engaged in understanding the ministry of Health guidelines regarding washing of hands, wearing of face masks and maintaining social distancing for project affected areas.

Relevance of ESS4 will further be assessed throughout the project cycle.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Sub-component 2.1 of the proposed project will support expansion of early childhood centres using a two-pronged approach of constructing facilities within existing primary school premises and establishment of standalone centres.



Construction works will include 1 by 2 class rooms similar to the ZEEP and the AF ZEEP, other works will also include rehabilitation of already existing structures to the required class room standards. Before commencement of any construction activities, all proposed school sites will need to be screened to ensure the sites are free of any encumbrances. In the event that sites are not free of encumbrances, appropriate land acquisition processes will need to be adhered to. It is still unclear whether or not land will be acquired through voluntary land donation or outright purchase for areas that will not have readily available land in existing school premises. As the site selection is yet to be confirmed, a RPF will be prepared. The RPF will provide guidance on the management of impacts likely to result from land acquisition, including appropriate compensation measures. The RPF will be prepared prior to appraisal. However, in the event that site selection is confirmed and involuntary resettlement expected , RAPs will be prepared during project implementation. This action will be included in the ESCP.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

ESS6 is not currently relevant as the proposed Project will not finance any activity which would impact biodiversity and/or living natural resources.

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

Preliminary assessment indicate that there are no distinct social and cultural groups exhibiting characteristics of indigenous or traditionally under-served communities present in the project areas. This will be further assessed during project preparation. If necessary an Indigenous Peoples Plan (IPP) will be developed in the first months of implementation.

ESS8 Cultural Heritage

Given the Project’s context, this ESS is not relevant as the proposed Project activities will not affect or involve risks to tangible and intangible cultural heritage. Nevertheless, the ESMF for the project will identify measures to address risks and impacts on cultural heritage and develop a chance finds procedure – if applicable – to be implemented during project implementation phase.

ESS9 Financial Intermediaries

This standard is not applicable as the project will not include financial intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways	No
OP 7.60 Projects in Disputed Areas	No

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

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A. Is a common approach being considered?

No

Financing Partners

Not applicable

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

Actions to be completed prior to Bank Board Approval:

The following E&S risk management documents will be prepared before appraisal:

- (i) Environmental and Social Management Framework (ESMF) including Labor Management Procedure (LMP) and GBV assessment/Action Plan
- (ii) Environmental and Social Commitment Plan (ESCP)
- (iii) Stakeholder Engagement Plan (SEP)
- (iv) Resettlement Policy Framework (RPF)

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

- (i) Completion of environmental and Social Management Plan
- (ii) Recruitment of key Environmental and Social Experts
- (iii) Development of Resettlement Action Plans
- (iv) Finalization of Stakeholder Engagement Plan
- (v) Completion of an Indigenous Peoples Plan (if necessary)
- (vi) Develop a Waste Management Plan (to include Electronic waste)

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

31-Aug-2020

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Ministry of Finance

Implementing Agency(ies)

Implementing Agency: Ministry of General Education

Public Disclosure



V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Nalin Jena
Practice Manager (ENR/Social)	Ruxandra Maria Floroiu Recommended on 15-Jun-2020 at 11:46:44 EDT
Safeguards Advisor ESSA	Nathalie S. Munzberg (SAESSA) Cleared on 22-Jul-2020 at 19:34:33 EDT