



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 03/12/2020 | Report No: ESRSA00473



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Pakistan	SOUTH ASIA	P172834	
Project Name	Sindh Early Learning Enhancement through Classroom Transformation		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	3/12/2020	8/31/2020
Borrower(s)	Implementing Agency(ies)		
ISLAMIC REPUBLIC OF PAKISTAN	SCHOOL EDUCATION AND LITERACY DEPARTMENT		

Proposed Development Objective(s)

To improve reading skills of early grade primary students and support student retention in primary schools, in select districts.

Financing (in USD Million)	Amount
Total Project Cost	129.99

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]

Directly addressing the global priority of reducing Learning Poverty in Sindh and Pakistan, the project aims o improve reading skills of early grade primary students and support student retention in primary schools, in select districts. This will be achieved by increasing reading competency of grade 3 students through improved teachers’ pedagogical and assessment practices, increasing the number of schools and students by providing improved learning environment, and implementing a mechanism for reducing students’ early grade dropout using student attendance monitoring system. Three different, but interlinked sets of interventions will be applied for this whole school development approach in 500 selected schools across Sindh, using government frameworks to allow sustainability and scale-up across the province with government resources over time. First, the project seeks to transform teaching practices in



the early primary grades by reforming the school learning culture to one that is focused on students' varied learning needs, specifically related to literacy and socioemotional well-being. Differentiated teaching practices will be promoted in grades 1-5 through continuous professional development (CPD) support which will focus on literacy subjects, assessment practices and behavioral support for students. Second, improved teaching will be accompanied by establishment of effective, eco-friendly and conducive learning environment of primary schools through upgrading of large primary schools (grades 1-5) to elementary schools (grades 1-8) using innovative and sustainable design concepts. And third, to facilitate and support these changes, the project will work to improve system capacity for better leadership and management at the school, taluka, and district levels that will assist them in building an educational culture, based on instructional support and school-level performance improvement. The project will also support improved efficiency and effectiveness in the allocation and use of resources by automating student tracking and focusing support efforts on the schools with highest needs, which, coupled with the first two interventions, will ultimately contribute to student retention within primary grades and ensure transition from primary to secondary schools, significantly addressing the out of school children challenge, a large share of which reflects the high rate of children dropping out from schools in Sindh.

D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
The proposed Project is to be implemented in ten selected districts of Sindh, which have been identified based on scoring across six indicators. Within these districts, schools in approximately 100 union councils (administrative planning unit of the lowest tier) will be specifically supported by the Project activities. Approximately 500 schools will be rehabilitated and will receive full package of interventions from all the project components. The rehabilitation activities would include refurbishing of existing classrooms and adding new classrooms to existing schools, provision of furniture, and adequate Water, Sanitation and Hygiene (WASH) facilities. Where relevant, solar panels will also be added to meet the electricity demands. The remaining schools in the same union councils and/or districts will receive enhanced service provision through improved teacher training and administrative systems supported under components 1 and 3.

Major environmental issues common in the selected districts are health hazards stemming from a lack of access to safe drinking water and from poor sanitation and hygiene. The main factors associated with this environmental health risk are limited household water supply coverage, distance to the drinking water source, poor household water quality, limited treatment of drinking water at the point of use, limited access to sanitation facilities, and lack of hygiene. There is also no proper solid waste management system available in any of these districts. Seven out of ten selected districts (Jacobabad, Kashmore, Ghotki, Sanghar, Jamshoro, Thatta and Tando Muhammad Khan) are prone to risk of high floods, three (Badin, Thatta and Sajawal) are prone to risk of cyclones, while one (Tharparkar) is prone to drought. Sindh Wildlife Department recognizes 13 game reserves and 45 wildlife sanctuaries exists across different districts of Sindh Province.

Primary social issues in the selected districts pertain to labor and working conditions, community health and safety especially that of school children and staff, GBV in the form of sexual exploitation and harassment of school children, lady teachers and district-level female staff of School Education and Literacy Department (SELD), gender (boys versus girls education), and vulnerable people. Sindh is home to religious and ethnic minorities, with at least three of the selected districts having high Hindu and low caste populations; students with disabilities are present across Sindh, and equity and inclusion challenges associated with targeting and selection of union councils are the major social risk



associated with vulnerable groups needs to be considered. Rural union councils in all these zones/areas have low HDI scores and incomes, due to historical neglect and remoteness, which still remains the case. Most often, there is a tendency to ignore these areas due to their locations, low political influence and higher costs of engagement/transaction costs. This can be the case in this project unless mitigated through project design.

D. 2. Borrower’s Institutional Capacity

The Project will be implemented by School Education and Literacy Department (SELD) and the Reform Support Unit (RSU) under the leadership of Secretary SELD to ensure project sustainability. Both SELD and RSU are a part of the overall provincial Department of Education of Government of Sindh. The project expects SELD directorates to be the technical leads of the activities and the RSU to lead the fiduciary and safeguard administration based on its extensive institutional experience in implementing various donor projects. Component 2 will be coordinated by Directorate of School Education and civil works will be led by Education Works Department under SELD. Implementation of Component 1 will, overall, be coordinated by the STEDA. PITE and TTIs in the selected districts will be responsible for implementing teacher training related activities and formative assessments. The Directorate of Curriculum, Assessment and Research (DCAR) will be responsible for overall development and coordination of the learning materials and SES activities and providing technical support to the component.

Although SELD has worked with World Bank before, its capacity for managing environmental and social safeguards is limited. The professionals who were hired during the SESP 2013-18 implementation are no longer present since these were project specific positions. As such there are no permanent employees within SELD focusing on and responsible for environmental and social safeguards. Given the project will follow ESF, the borrower will need considerable support from the Bank. During the project preparation, a detailed borrower institutional capacity assessment has been conducted and relevant measures/actions are incorporated in the ESCP. It is committed under the ESCP that SELD will establish and maintain an Environment and Social Management Unit within the PMU, with qualified staff and resources to support management of E&S risks including an Environment Specialist, a Social Specialist/Community Health and Safety Specialist and a Gender Specialist. The Unit with the required staffing and resources will be established within 90 days after Project effectiveness and before issuing first bidding document and first procurement order. This will also ensure effective participation of the client in the development and implementation of the safeguard instruments. The organizational structure, including the specialists, will be maintained throughout Project implementation. In addition, the ESCP commits to have professionals at the project supervision consultants and contractors levels to ensure seamless delivery of safeguard instruments. The ESA as part of ESS1 will further assess the capacity of all implementing stakeholders, and would suggest necessary measures for building safeguard monitoring and implementation capacity in the ESMF.

Public Disclosure

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The Environmental risk rating of the Project is assessed as moderate. The project involves small- to medium scale construction activities in 500 schools (reduced from 900 schools at concept stage) across ten districts of Sindh province. The civil works during school rehabilitation and construction of additional classrooms pose environmental risks associated with deteriorating air quality, increase in noise affecting neighboring receptors (school children, staff,



nearby communities), generation of waste water and solid waste. Due to close interaction of the Project with the school children, the Project needs to consider stringent Occupational, Health and Safety considerations at planning and implementation stages. As most of the selected districts for the Project are prone to natural disasters (mainly floods and cyclones), the Project design needs to include adequate safety measures including disaster risk reduction and response trainings. During operations, the environmental risk are associated with provision of safe drinking water and adequate disposal of waste. The environmental risks associated with the Project activities during construction and operations are predictable, site specific with impacts not likely to go beyond the immediate school vicinity. These environmental risks can be mitigated through preparation and implementation of adequate measures for both construction and operation-related impacts. The other Project Components are soft in nature and do not anticipate any environmental risk. The ESCP has been prepared by the client in which the client has provided commitment to prepare and implement all adequate safeguards instruments as required under ESF. Considering the above the Project risk rating has been kept at moderate as assessed at concept stage.

Social Risk Rating

Moderate

The number of schools has been reduced from 900 at the Concept stage to 500 over 10 districts of Sindh, limiting the potential adverse impacts on human population, given that the project involves small to medium scale construction works. There are certain risks associated with GBV, labor, and community health and safety, which will be addressed through relevant instruments developed under specific ESS (details in Section B). Social risks are localized and site specific, and can be mitigated through incorporating suitable provisions in contract documents and project design. The ESCP illustrates these commitments by the client, as does the Project Appraisal Document (PAD). In lieu of this, the social risk has been reassessed and rated as moderate, at the Appraisal stage.

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:

Component 1 of the Project focuses on transforming teacher practices in the early learning grades. The component includes use of technology-based materials (MP3 players, CDs or smartphones). All the technology based material will be new and there is no risk of generation of any e-waste that needs to be disposed off. Once used, faulty or at the end of the life of these material will be returned to the vendor. Social risks associated with this Component are related to the selection criteria for mentors to be hired for improved learning. While selecting these mentors, factors ensuring social inclusion and stakeholder engagement will be adhered to so that all religious and ethnic groups can be represented.

Component 2 of the project includes rehabilitation of existing schools through refurbishing of existing classrooms, adding new classrooms to the schools, and providing furniture and adequate WASH facilities. Where possible, the project will pursue eco-friendly classroom design with natural lighting and temperature control and will utilize cost-effective low carbon technology such as solar panels to generate electricity in schools. The Project component also includes provision of age appropriate and child-friendly furniture and facilities for co- and extra-curricular activities including modular desks and chairs, mini classroom libraries with age and grade- appropriate reading materials, an art and craft room, and a safe playground with provision of sports equipment.



The anticipated environmental risks during construction activities include generation of dust which can have negative impacts on the air quality of surrounding areas and can adversely impact the health of school children and nearby communities. Risk associated with noise generation from the construction activities can cause disturbance within the school and to the households located in close vicinity to the schools. Construction activities also generate solid waste (including debris, plastics, organic food waste, packaging material etc.) that needs to be properly disposed off during construction and also the area needs to be cleaned properly after completion of activities. The wastewater from construction can temporarily contaminate the soil and water, if not properly managed. Health and safety risk associated with fallen objects like bricks, tools debris during loading, unloading or during construction can cause potential injuries to the workers and any passerby. The exposure of construction material (cement, asbestos, sand, debris) to the children (in particular) is also a major concern to be taken care to prevent any unavoidable incident. Though asbestos has not been used in Pakistan for Government buildings including schools, the selected schools shall be screened for any asbestos before Project implementation. If asbestos use is suspected in any of the schools site, it will be excluded for any repair works or new construction. Other than construction and rehabilitation activities, the Project will also provide drinking water facilities in schools. As the underground water available in most of the areas in Sindh is not adequate for drinking, risk of pollution poisoning, and related impacts is eminent. Given the Project plans to provide sanitation and hygiene facilities and toilets for school children, risk of soil and underground water contamination around disposal areas is present, if the facilities are not adequately designed.

There is some additional traffic anticipated at school sites during construction for transportation of material, that could have potential impacts on the safety of the school children. The health risks associated with chemical exposure to children from paints, glues, varnishes, floor strippers, urethans etc. also needs to be considered. There are some minor risks associated with the enhanced food supply to the contractor's workers which can bring unwanted intruders in school premises including bugs, rodents, roaches, rats etc. Considering all above environmental, health and safety risk associated with the Project, an environmental assessment of the project will be conducted and ESMF will be prepared for the project since the location of school facilities are not finalized. This ESMF will include the environmental screening criteria which will enrich the school selection criteria. During screening of school sites, it would be ensured that the site is not in close vicinity of any protected area, the existing building has sufficient base infrastructure and asbestos is not used in the construction building, availability of clean drinking water.

Social Risks of Component 2

In order to respond to social risks mentioned earlier, particularly under ESS1, a Social Assessment will help in enriching the school selection criteria, bringing inclusion and equity concerns into their ambit, and improve targeting hence. Amongst other equally important equity issues, the possibility for discrimination in constructing and equipping girls schools as compared to boys schools (and training opportunities for female teachers vs. male teachers) will be assessed. The Assessment will also help identify challenges associated with discrimination, if any, in education systems due to caste, ethnicity and religious orientation, and suggest appropriate responses. The findings can be used to design a learning program for teachers, students, parents and communities at large, as an immediate mitigation measure. The Assessment will also explore the possibilities and efficacy of having parent-teacher school councils in reducing discrimination and improving learning outcomes, enrollment and retention. Suggestions on improving the school environment and learning tools for students and teachers with disabilities will also be a part of this Assessment. In addition, a GBV and gender analysis would help identify risks of GBV, not only for the construction phase but also for operational phase, to suggest mitigation measures during construction, and also for the learning program mentioned above. GBV risks will be analyzed and rated, and mitigation measures including a GBV Action Plan will be developed based on the relevant Good Practice Note.



Considering various number of environmental and social risks associated with the Project (mainly under Component 2) and due to the unknown sites, the client will conduct ESA to inform the preparation of an Environmental and Social Management Framework (ESMF) in compliance with ESS1 requirements. The Social Management Framework that is part of the ESMF will include social indicators on inclusion and equity for school selection criteria, as well as a Gender Action Plan and a GBV Action Plan. The ESMF will also include a negative list which will ensure that school siting and selection is at par with requirements of all relevant ESSs . The ESMF shall be reviewed, cleared and disclosed by the Bank and the client locally via the appropriate means.

ESS10 Stakeholder Engagement and Information Disclosure

SELD has worked with an independent consultant to develop a draft Stakeholder Engagement Plan (SEP). The draft identifies project affected parties, other interested parties and vulnerable groups as part of the stakeholder identification and analysis process.

As per the SEP, “Affected Parties” in the context of the Project refers to all those stakeholders who are either involved in direct implementation of the project components, who are recipients of the project benefits, or/and those who are likely to be adversely impacted by it. Stakeholder mapping and listing of implementing agencies and project beneficiaries in all project components through review of the project documents and initial consultations with the Reform Support Unit (RSU) have guided in identifying the stakeholders under this category. The table below has been extracted from the SEP which illustrates the affected parties and their level of impact:

Affected Party	Level of Impact
1 Primary students (1-5)	+ High: Will positively benefit through improved teaching pedagogies and availability of learning tools and improved facilities
2 Elementary students (6-8)	+ High: Expected to increase retention. Opportunity, especially for girls to continue education
3 Primary teachers	+ -ve High: Increased capacity and access to teaching resources for improved learning outcomes, but are unlikely to advance in career
4 Primary headmasters/mistresses	-ve High: In case of up gradation of “hub schools,” there is a likelihood of transfers
5 Elementary headmasters/mistresses (HMs)	+ High: Fresh recruitment through third party and promotions of senior teachers to Grade 17 in this post
6 Taluka Education Officers (TEOs)	+ -ve High: Redefined roles and responsibilities for engagement on academic matters rather administrative.
7 District Education Officers (DEOs)	+ - High: Bifurcation of responsibilities between DEOs, Deputy DEOs, and TEOs will lead to result based management. Might cause displeasure and conflict over new roles
8 Sindh Teacher Education Development Authority (STEDA)	+ Moderate: Improved coordination between STEDA, PITE and TTIs
9 Provincial Institute of Training and Education (PITE)	+ High: PITE will lead in managing all the CPD activities in the field
10 Teacher Training Institutes (TTIs)	+ High: Strengthened through Public Private Partnerships
11 Directorate of Curriculum, Assessment, and Research (DCAR)	+ High: Increased implementation capacity and TA for establishing EGRA/EGMA instruments

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- 12 Directorate General of Monitoring and Evaluation (DTG M&E) + Low to Moderate: Continue in its existing role
- 13 Directorate of School Education and Civil Works + High: Financial resources to undertake civil works in 300 hub schools and 600 satellite schools
- 14 Reform Support Unit + High: Technical assistance will strengthen SELD’s and implementing entities’ capacity through RSU
- 15 Provincial Disaster Management Authority, Sindh (PDMA) + High: Technical assistance for disaster proofing of school designs and on disaster zoning across the selected districts

The Other Interested Parties (OIPs) are likely to be some of SELD’s “Allied Institutes,” local and international organizations working independently or in conjunction with SELD on similar components within the selected districts. These stakeholders are not going to be directly responsible for execution of any project component. However, based on their experience and knowledge they can either assist in informed decision making for different Project components or directly benefit from Project activities for improved outcomes through collaboration. Following table from SEP provides more details:

Other Interested Parties	Level of Impact
1 The British Council	+ Moderate: CPD implementation knowledge and experience
2 Sindh Education Foundation (SEF)	+ Moderate: Has high enrolment functioning schools in the select districts
3 The Citizens Foundation	+ Moderate: Has functioning schools and strong teachers’ training program and modules
4 Sindh Text Book Board	-ve Moderate: Responsible for publishing and distributing textbooks. Untimely distribution can adversely impact learning outcomes
5 Curriculum Wing	-ve High: The role should be merged with DCAR
6 Sindh Environment Protection Agency (SEPA)	Neutral Moderate: SEPA is responsible to monitor construction impacts on the environment

Disadvantaged in this context refers to individuals or groups of individuals who should be the direct beneficiaries of the project, but are at risk of being alienated. Socio-cultural demand-side barriers combined with economic factors and supply-related issues (such as availability of school facility), together are likely to hamper enrolment and retention of certain marginalized groups, in particular girls and differently abled children in acquiring and continuing primary and secondary education. Similarly religious minorities and female teachers are at risk of being sidelined.

S.N	Disadvantaged Groups	Level of Impact
1	Out of School Children (OOSC)	-ve High: Many likely to be excluded because of their poor socio-economic status and limited schools
2	Differently Abled Children	-ve High: Lack of facilities and services for specific learning needs
3	In School Children	-ve High: No checks and balances on physical and sexual abuse
4	Religious and Ethnic Minorities	-ve High: Low caste Hindus and ethnic groups of haris (farm labour) are discriminated against
5	Female school staff	-ve High: No effective mechanisms on reporting harassment and abuse



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

Since the project involves setting up of a PIU and small to medium level construction which will be carried out by independent contractors, across ten different districts with varied contractor capacities, ESS2 is relevant. Potential categories of workers identified at PCN stage remain and are as follows:

- a. Direct workers employed by the borrower
- b. Contracted workers
- c. Primary supply workers (include construction material suppliers, suppliers of essential/raw material like WASH equipment, IT equipment etc.)

ESCP commits to prepare LMP after project effectiveness and before issuance of first bidding document and/or first procurement order. The LMP will be prepared by a Labor Expert (consultant), to safeguard work environment for all the above mentioned workers, and will aim to ensure labor security and welfare, and working conditions as per requirements of ESS2. The LMP will be prepared in close coordination with the Procurement staff of the client, and contractor level LMP and Codes of Practice will be prepared and added to all relevant contracts including OHS-related clauses. A labor-specific GRM will be developed and operationalized as per guidance of ESS2 and will be a part of the LMP. LMP will be prepared by the client, and will be disclosed by the client and task team.

ESS3 Resource Efficiency and Pollution Prevention and Management

ESS3 is relevant as the Project is likely to involve emission of air pollutants, use of fuels and other chemicals, and potential contamination of land and water during construction activities. As the Project is located in Sindh where water quality is not adequate at most of the places, there is a major risk associated with the quality of drinking water supplied to the schools. It is important to conduct water quality assessment and monitoring of the schools where the Project is going to provide safe drinking water facilities. Water quality assessment and monitoring procedure will be included in ESMF. The schools where the Project is providing WASH facilities, and there could be a risk associated with disposal of waste due to lack of proper drainage systems in many of the schools in Sindh. Therefore, proper disposal and drainage system needs to be devised for such schools to avoid any risks of soil and under ground water contamination associated with poor drainage systems. During the civil works, the Project is anticipated to generate construction waste including solid waste (packaging material, debris, organic waste etc) and waste water. The potential risks and their impacts will be assessed in ESMF prepared by the client and necessary mitigation measures will be proposed.

Adequate awareness building trainings shall be included for the Contractor's staff for the efficient use of water and other resources during construction.



Trainings for school teachers and staff for raising awareness for efficient use of electricity, water and other resources will be included in ESMF. Where possible, the project will pursue eco-friendly classroom design with natural lighting and temperature control, and will utilize cost-effective low carbon technology such as solar panels to generate electricity in schools and will ensure the rehabilitation activities are easy to maintain at low cost.

ESS4 Community Health and Safety

ESS4 is relevant to the Project. Since seven of the ten selected districts are located in high flood risk zone, three in a cyclone risk zone and one in a drought-prone area, existing school buildings and all additional classrooms/buildings need to be screened against safety protocols suggested by the Sindh Provincial Disaster Management Authority (PDMA). PDMA has clustered the districts of Sindh on the basis of various disaster types, and recommends corrective actions based on disaster preparedness and climate resilience. School building designs will need to comply with the same. Also, the construction activities under Component 2 of the Project can have negative impacts on the school children and staff within the school premises and also to the nearby communities due to increase in air pollution, dust and noise. Increased traffic at school sites can also pose risks to the safety of the school children and nearby communities. A Traffic and Road Safety Plan, proportional to the scope of the Project, will be prepared by Project contractors as per the guidance provided in the ESMF, in accordance with acceptable norms and as per the WBG EHS guidelines. In addition, exposure (and interaction in some cases) of school children and teachers with labor and other construction staff poses a security risk, including that of GBV, harassment, culturally inappropriate behavior, etc. and the risk of conflict with local communities due to the mentioned risks and otherwise. Accidents and incidents reporting toolkit will also be prepared as a part of ESMF, and has been incorporated into the ESCP, which will be reported upon, and monitored. In addition, potential emergency situations associated with construction activities and natural and manmade hazards will be identified.

In order to mitigate the above, a Community Health and Safety Plan covering the community health and safety aspects of the Project such as infrastructure design, safe water supply, and traffic and road safety, will be prepared by the contractors, as per the ESMF. The Plan will identify potential safety hazards and risks and will propose necessary mitigation actions, such as regular safety inspections. An Emergency Response Plan, proportional to the Project risks, will be incorporated in the ESMF, and will include early warning systems, evacuation plans, fire safety plans etc. Such a Plan is required as contractors and schools lack emergency response planning in general as per practice. A Gender Action Plan and a GBV Action Plan will also be developed as part of the ESMF.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS5 is not relevant as the Project will work at existing school locations which are the property of the Government, and which do not require any additional land acquisition. Forced evictions, physical and economic displacement, etc. will be made a part of the negative list of activities included in the ESMF. This means that any school areas that are subject to rehabilitation works but that cannot be demonstrated to be “free and clear” of squatters or encroachers (regardless of the formal ownership status of the land) will be excluded from the Project.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

ESS6 is not relevant. The Project activities are planned within the premises of already constructed school buildings; therefore, no impacts on biodiversity conservation and natural resources are anticipated. Any expansion of the



footprint of a school building which could encroach on natural habitat or have adverse impact on biodiversity will be excluded using the negative list as part of ESMF.

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

ESS7 is not relevant, as there are no Indigenous Peoples living in Sindh (area of operation).

ESS8 Cultural Heritage

ESS8 is relevant. There is no archeological, cultural or religious sites to be affected by this Project as the Project activities are to occur within existing school locations. But as the Project involves digging and excavation activities, a Chance Finds Procedure will be prepared and made part of the ESMF. The same procedure will be included in works contracts and in the bidding document so as to require contractors’ compliance with the specified measures.

ESS9 Financial Intermediaries

ESS9 is not relevant as the Project does not involve any FI.

B.3 Other Relevant Project Risks

None at the this stage.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
ESS 1 Assessment and Management of Environmental and Social Risks and Impacts	
SELD will undertake an ESA and prepare an ESMF. The ESMF will include a school selection criteria, traffic and road safety plan, occupational health and safety measures, emergency response preparedness measures, community health and safety plan, and a Social Management Framework including social indicators for the school selection criteria, Gender Action Plan and a GBV Action Plan as part of ESMF.	10/2020
The Project will develop and implement subproject-specific Environmental and Social Management Plans (ESMPs) when the exact sites of the schools are determined.	11/2020

Public Disclosure



Public Disclosure

ESS 10 Stakeholder Engagement and Information Disclosure	
The client has prepared a draft Stakeholder Engagement Plan (SEP). The draft will be finalized by project Appraisal.	03/2020
ESS 2 Labor and Working Conditions	
SELD to prepare Labor Management Procedures (LMP) as appropriate and acceptable to the Bank.	11/2020
ESS 3 Resource Efficiency and Pollution Prevention and Management	
ESMPs will include, general waste management plan including hazardous materials and chemicals as a part of ESMP(s) under the technical guidance provided in the ESMF.	11/2020
ESS 4 Community Health and Safety	
Prepare and implement CHS Plan to manage risks associated with natural and manmade disasters (floods, fire, etc), construction (dust, noise, exposure to strangers, etc), harassment, extortion, culturally inappropriate behavior, as part of ESMF/ESMP.	11/2020
ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	
None	
ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources	
None	
ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	
None	
ESS 8 Cultural Heritage	
Prepare, adopt, and implement the chance finds procedure described in the ESMF developed for the Project.	11/2020
ESS 9 Financial Intermediaries	
None	

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

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

At this stage, use of borrower framework is not recommended for any Standard.



IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: ISLAMIC REPUBLIC OF PAKISTAN

Implementing Agency(ies)

Implementing Agency: SCHOOL EDUCATION AND LITERACY DEPARTMENT

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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