



The World Bank

Getting Results: Access And Delivery Of Quality Education Services And System Transformation In Punjab Project
(P508940)

Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 01/08/2025 | Report No: ESRSC04651



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I. BASIC INFORMATION

A. Basic Operation Data

Operation ID	Product	Operation Acronym	Approval Fiscal Year
P508940	Investment Project Financing (IPF)	GRADES-STP	2025
Operation Name	Getting Results: Access and Delivery of quality Education Services and System Transformation in Punjab Project		
Country/Region Code	Beneficiary country/countries (borrower, recipient)	Region	Practice Area (Lead)
Pakistan	Pakistan	SOUTH ASIA	Education
Borrower(s)	Implementing Agency(ies)	Estimated Appraisal Date	Estimated Board Date
Islamic Republic of Pakistan	Literacy and Non-Formal Basic Education Department, Special Education Department , School Education Department	06-Jan-2025	15-May-2025
Estimated Concept Review Date	Total Project Cost		
12-Dec-2024	47,857,000.00		

Proposed Development Objective

To improve girls' and boys' participation and learning levels in pre-primary and primary levels and enhance remedial learning at elementary levels.

B. Is the operation 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 Activities

The proposed operation, funded entirely by a System Transformation Grant by the Global Partnership for Education, will support the Government of the Punjab with improvements in school enrollment and retention, provision of early childhood education (ECE) and foundational learning at the pre-primary and primary levels, remedial and non-formal



learning opportunities for children who have not acquired foundational skills at the primary level, and inclusive education for children with disabilities. Project components include: Component 1: Provision of Access to Schooling This component will support the government to (i) expand and improve its ECE delivery in primary schools, (ii) increase the number of non-formal education institutions for middle school-aged out of school children, and (iii) make schools more accessible for children with special needs through inclusive infrastructure in 7,000 schools and 300 special education schools. Component 2: Improved Learning Outcomes This component will support the government to (i) improve learning resources and delivery of foundational learning across all primary schools and (ii) introduce remedial learning in 4,000 primary and 4,000 middle schools reporting low levels of foundational learning. It will also support improvements in teacher observation and coaching, with a focus in particular on language of instruction and teacher support in multigrade settings. A content development hub will be established in the government's teacher training institution to develop digital content for schools, teachers and managers. Component 3: Enhancing System Capacity and Data Systems This component will support the government to (i) standardize data collection and reporting (including learning data and student identifiers) across the school, non-formal and special education department, (ii) establish a gender cell in the School Education Department to support gender-focused and gender-responsive planning, service delivery and oversight and (iii) introduce more equitable school budgets and support financial and administrative autonomy of schools. Component 4: Behavior change This component will support the government to engage education communities through interactive online and offline content to influence them to play a more proactive role in their children's schooling and to encourage enrolment and retention. Communications content will be developed through the content hub.

D. Environmental and Social Overview

D.1 Overview of Environmental and Social Project Settings

The project will be implemented in Punjab, Pakistan's most populous province with approximately 110 million residents. The districts and exact location of subproject activities are not known at this stage, however the target schools are expected to be predominantly rural, in the southern districts of the province. A final list of schools for intervention will be determined following a needs assessment. The project activities planned under the project are confined within the already built environment of schools, with anticipated localized, temporary, and reversible environmental and health impacts. These risks will primarily affect surrounding communities, school children, and staff at construction sites. It is important to note the socio-economic context of Punjab, where a significant portion of the population is vulnerable to poverty, particularly during crises like floods and climate change-induced events. Climate-induced events can severely disrupt the education sector, as evidenced by the 2010 floods which damaged thousands of schools and impacted millions of children. Heatwaves also force school closures, hindering educational progress. Punjab also exhibits high levels of inequality, with a pronounced disparity in poverty rates between rural and urban areas. Therefore, the project's potential environmental and social impacts must be considered in conjunction with these pre-existing vulnerabilities and the ongoing challenges posed by climate change. The project's improved management systems, including targeting and data systems, can play a crucial role in monitoring student return to school after natural disasters or pandemics, contributing to greater resilience in the education sector.

D.2 Overview of Borrower's Institutional Capacity for Managing Environmental and Social Risks and Impacts

Punjab School Education Department (SED), and its associated department Special Education Department (SpED) and Literacy and Non-Formal Basic Education Department (L&NFBED) would be the responsible agencies for the implementation of the project. The SED has approximately 20 years of implementing World Bank Projects including



three results based IPFs Punjab Education Sector Reform Program (PESRP-1, 2 & 3) and an ongoing education component of the Punjab Human Capital Investment Project (PHCIP). The Project Management Implementing Unit (PMIU) has implemented these projects and also supported in preparation of E & S management instruments for recently approved Getting Results Access and Delivery of Quality Education Services in Punjab Project (GRADES-P, P176594). The activities of GRADES -STP and GRADES-P will be complementary; with SED PMIU being the implementing agency for both projects. The SED has experience and understanding of the bank E & S requirements under safeguards policies, however capacity building support will be required to build their capacity on ESF. The other implementing agencies SpED and L & NFBED have experience working with other international donors, however, have not worked with World Bank directly. Considering the implementation arrangement, the capacity of the borrower is considered is moderate. The environment specialist, social development specialist and gender specialist positions will be hired in the departments proportionate to the project risk to complement the positions already proposed under GRADES-P ESCP at the time of project preparation. The ESCP will detail robust supervision and monitoring arrangements to be put in place, and will also account for trainings to be provided to the Project’s E&S staff on a variety of topics relating to the ESF

II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC) Moderate

A.1 Environmental Risk Rating Moderate

The environmental risks relevant to the project are associated primarily with the construction activities that will be carried out under Components 1 including minor repair works in classrooms, provision of enabling infrastructure and equipment for schools and disability infrastructure. These impacts may include: a temporary increase in dust, air, and noise pollution generation and improper disposal of construction debris and solid waste. The construction activities may also create temporary nuisance within the school environment and also to the nearby communities. The project may also procure ICT equipment, which is expected to generate e-waste at end-of-life, which will generate environmental and health and safety impacts during recycling and disposal of e-waste. At concept stage, the scale and nature of construction is not precisely known, however the environmental risks associated with construction activities are likely to pose localized, temporary environmental impacts which are expected to be short term, reversible and can easily be mitigated through appropriate E & S management instruments. Considering the E & S risks and the E & S capacity of the implementing agencies (as explained under Section D2), the project environmental risk rating is considered as moderate at Concept stage.

A.2 Social Risk Rating Moderate

The Social risk rating is considered Moderate. Efforts to improve early childhood education, provide services to out-of-school children and engage communities will generate positive socioeconomic benefits. However, there is a risk of potential exclusion of certain vulnerable groups such as religious and ethnic minorities and communities in remote locations. There is the explicit risk that girls may be excluded from the benefits of ECE expansion due to barriers in female enrollment in schools and employment as teachers. Construction and renovation activities in existing schools could generate risks related to gender-based violence (GBV), labor management, and community health and safety by exposing schoolchildren and surrounding communities to adverse impacts. Despite training and behavioral change efforts, there is also a risk that there could be resistance to project activities because of inconsistent stakeholder



engagement with groups such as rural parents, teachers unions and community-based organizations involved in the non-formal education sector. Increasing the enrollment of students with disabilities leads to increased risk of targeted bullying and physical abuse of these students and their families by their peers and the general population. This will be mitigated through the design and implementation of sensitization and acceptance campaigns for students, teachers, and communities.

B. Relevance of Standards and Policies at Concept Stage

B.1 Relevance of Environmental and Social Standards

ESS1 - Assessment and Management of Environmental and Social Risks and Impacts Relevant

ESS1 is relevant. Since GRADES-P also includes similar kind of civil works included in the project, the Environment and Social Framework (ESMF) of GRADES-P can guide E & S screening criteria and the guidance of site-specific instruments for GRADES STP. The site-specific instruments will be prepared during implementation to further assess and mitigate the E & S impacts of subproject activities. The relevant E&S requirements described in the GRADES-P ESMF will be incorporated into the Project Operations Manual (POM) for GRADES-STP. The POM will incorporate the relevant E&S screening and management measures through the Environmental and Social Codes of Practice (ESCoP). As the project involves civil work activities, Chance find procedure will be made part of site specific instruments to guide handling of any object of historical or archeological significance. The Environment and Social Commitment Plan (ESCP) will capture the organizational arrangements, E & S management commitments by the

ESS10 - Stakeholder Engagement and Information Disclosure Relevant

ESS10 is relevant. The project will prepare, disclose, and implement a Stakeholder Engagement Plan (SEP) to ensure effective and inclusive engagement with stakeholders throughout its lifecycle. The SEP will map out all project stakeholders (including students, teachers, teachers' unions, non-formal education providers, parents—particularly of children receiving special education, and female teachers), and will ensure accessibility and inclusivity by proposing tailored approaches to engagement suitable to the specific needs of each stakeholder group. The Grievance Redressal Mechanisms (GRM) developed under the ongoing projects (PESP and Punjab Human Capital) will also be assessed for their suitability as part of finalizing a responsive GRM system for the project. The Project will ensure that the GRM includes special measures for the handling of grievances related to SEA/SH, and violence against children. These measures will allow complainants to lodge grievances anonymously if desired,

ESS2 - Labor and Working Conditions Relevant

The Labor Management Procedure (LMP) for GRADES Project will be extended to cover GRADES-STP. The LMP, which has already been prepared and disclosed, meets the objectives and requirements of ESS 2 and ESS 4 as well as the national Labor Law. This LMP assesses the potential risks and impacts of assignment of labor for the implementation of Component 2 of GRADES Project by School Education Department (SED) and addresses them through mitigation measures in light of ESS and labor policies and provisions. Various types of workers (Direct, Contracted, and Primary Supply workers), their estimated numbers, characteristics etc. have been set out in this LMP. Key potential



environmental and social risks—such as unscrupulous labor practices, OHS, community risks, waste generation, risk of GBV, workplace harassment, and exploitation of child and forced labor have been identified

ESS3 - Resource Efficiency and Pollution Prevention and Management

Relevant

ESS3 is relevant. Construction activities will involve the use of various resources such as construction material, water, electricity, fuel for machinery, and other materials during implementation. These activities are also expected to generate some degree of pollutants (emissions, noise, dust, and construction waste) which may pose limited quantities of solid waste. The site-specific E & S instruments will cover all aspects of resource efficiency and pollution prevention and management. For resource efficiency, utilization of solar panels for schools could be considered and will be explored during project preparation. The project will generate E-waste as considerable amount of IT equipment will be procured. An E-waste management plan will be prepared and implemented during project implementation.

ESS4 - Community Health and Safety

Relevant

ESS4 is relevant. The construction activities in schools which may located in close proximity to communities/settlements may create nuisance to nearby communities, and temporary health and safety risks due to exposure to increased pollution and improperly disposed construction waste and solid waste. Additionally, the close proximity of some project activities to rural villages/communities may pose traffic safety risks due to temporarily increased road usage during construction activities. The absence of Life and Fire Safety (LFS) considerations—including lack of Emergency Preparedness and Response mechanisms, and proper evacuation procedures for the differently abled—in the upgrading of education centers poses a significant risk to the safety and well-being of students and teachers. The Project will ensure the integration of LFS measures during the design and construction phases of school upgrades through the preparation and implementation of a Community Health and Safety Plan.

ESS5 - Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

TBD

The schools where construction activity will take place and at this stage no land acquisition is expected. However, a Resettlement Policy Framework (RPF) for the GRADES-P project has been prepared and disclosed.

ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not Currently Relevant

The project is not expected to impact natural habitats. The project activities and the associated civil works will be confined within built up school premises. Screening of school sites conducted will eliminate any possibility of impact on sensitive biological and natural resources due to project activities.

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

Not Currently Relevant

There are no recognized indigenous people in the province

ESS8 - Cultural Heritage

Relevant



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ESS8 is relevant. As the project involves civil work activities, Chance find procedure will be made part of site specific instruments to guide handling of any object of historical or archeological significance.

ESS9 - Financial Intermediaries

Not Currently Relevant

ESS9 is not relevant. There is no involvement of any financial intermediaries in the implementation of this project

B.2 Legal Operational Policies that Apply

OP 7.50 Operations on International Waterways

No

OP 7.60 Operations in Disputed Areas

No

B.3 Other Salient Features

Use of Borrower Framework

In Part

The possibility of using borrower framework will be explored during project preparation.

Use of Common Approach

No

C. Overview of Required Environmental and Social Risk Management Activities

C.1 What Borrower environmental and social analyses, instruments, plans and/or frameworks are planned or required by Appraisal?

- The project will prepare Environmental and Social Commitment Plan (ESCP) and Stakeholder Engagement Plan (SEP) by project appraisal.
- The existing project ESMF of GRADES-P will be the guiding document for preparation of site specific instruments during project implementation.
- Site specific Instruments (ESMPs/Checklists) will be prepared during project implementation before start of any procurements of civil work contracts.

III. CONTACT POINT

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IV. FOR MORE INFORMATION CONTACT

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