



Additional Financing Concept Environmental and Social
Review Summary
Concept Stage
(AF ESRS Concept Stage)

Date Prepared/Updated: 07/09/2020 | Report No: ESRSAFC003



BASIC INFORMATION

A. Basic Project Data

Country	Region	Borrower(s)	Implementing Agency(ies)
Bangladesh	SOUTH ASIA		
Project ID	Project Name		
P174047	Bangladesh: Additional Financing for Quality Learning for All Program		
Parent Project ID (if any)	Parent Project Name		
P162619	Quality Learning for All Program		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	9/14/2020	5/27/2021

Development Objective

The objective of the Program is to improve the quality of and enhance equitable access to education from pre-primary to grade 5.

Financing (in USD Million)	Amount
Current Financing	18040.00
Proposed Additional Financing	43.90
Total Proposed Financing	18083.90

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]



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 AF TA (IPF) of QLEAP will cover only teacher training module development; teacher training and capacity building and studies. The studies will not lead to investments. At this point, the number and location from where teachers will come for training are yet to be known and will depend on the activity design and the costing during preparation. Given the TA nature of the intervention, it will have minimal impact on the environmental and social surrounding.

D. 2. Borrower’s Institutional Capacity

For the AF TA of QLEAP, the Ministry of Education of Primary and Mass Education (MOPME) is the implementing ministry; the Directorate of Primary Education (DPE) under the MOPME is the main executing agency and will be supported by other line agencies.

The additional year of preschool activity will be a ‘pilot’ in around 2,600 Govt Primary Schools (GPS). This pilot will be covered under the P4R part of the project (not the TA covered under this ESRS) and will likely not include any tribal school as by piloting in 2022, only national curriculum will be completed for normal Bangla schools. The pilot is designed to test out the ground for expansion. The TA component will be supported by IPF and as a result, will need to meet the requirements of the relevant ESSs of the WB ESF. While the E&S requirements for the IPF are extensive, the E&S assessment for the AF TA shows that most of the ESSs will not be relevant for the project given its nature of activities.

MOPME has experience of working with IDA during Primary Educational Sector Development Program 2 and 3. The experience gathered during PEDP3 has elevated MOPME’s institutional strength to tackle E&S challenges.

However, while MOPME has attained significant experience, several challenges remain, including the lack of a dedicated E&S related staff to develop and monitor E&S plans and maintain coordination with the World Bank and other development partners. Though MOPME has implemented a number of national-level projects and programs covering the entire primary education sector, its capacity for M&E is still limited. Achievement of Program objectives may also be affected by abrupt staff turnover, limited number of staff with adequate expertise in E&S, delays in filling vacant staff positions, and inadequate capacity in financial management and procurement.

MOPME has implemented several World Bank financed projects under the old safeguard policies, but the new Environmental and Social Framework (ESF) is relatively new to them. Therefore, MOPME staff will need to undergo ESF related capacity building training. The Environmental and Social Commitment Plan (ESCP) will incorporate these requirements of capacity building and training as part of the Borrower’s commitment for the implementation of the AF TA.

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

A. Environmental and Social Risk Classification (ESRC)

Low

Environmental Risk Rating

Low

The AF TA component will include development of training programs for teachers; implement classroom observation tool and evaluation; and provide capacity-building training for improving students’ learning assessment. The outputs from this TA will mainly include training modules for head teachers, teachers, studies and evaluations (which will not lead to investments), and training and consultative workshops.



Based on the AF TA components identified through the Concept Memorandum, the overall E&S risks of the project are expected to be low. TA would neither support any construction work nor would be used for design or feasibility of any civil construction. Hence the outcome of the TA is not likely to impact the physical environment. No biodiversity, natural/critical habitat, ecosystem or living natural resources will also be affected.

The associated environmental risk of this IPF TA component of the AF is thus assessed as Low.

Social Risk Rating

Low

The new AF TA component under the QLEAP project will support the Government to acquire expertise needed to help develop training programs for school head teachers, and teachers; implement classroom observation tool and evaluation; and provide capacity-building training for enhancing in-house skills and institutionalize learning assessment within the Directorate of Primary Education (DPE) and at the school level. The outputs from this TA will mainly include training modules for head teachers, and teachers, studies and evaluations on training program development and evaluation and assessment criteria and modalities (which will not lead to any investments), and training and consultative workshops.

The TA will not include any civil works and associated labor influx, land acquisition or resettlement activities. No adverse impact on community health and safety, small ethnic communities and cultural heritage are expected. The potential for GBV/SEA, use of child/forced/trafficked labor is minimal. In fact, the training for teachers will incorporate GBV/SEA identification and prevention measures.

The AF TA activities are anticipated to have a net positive impact on the primary education system of the nation by improving the quality of teachers and establishing an improved system for assessments and exams. These activities will improve the quality of education received by students in the classroom. Teachers undergoing the advanced training program will be trained on the prevention of gender stereotyping, raising awareness on hygiene and sanitation and socio-emotional development of children. Establishing improved systems of assessments will aid in accurately analyzing students learning. The overall impacts of the AF TA will be widespread and are expected to promote gender-informed students (including on the identification and prevention of GBV/SEA) and socially inclusive and responsible policies.

Based on the scale and nature of the AF TA, capacity of the Borrower, anticipated E&S risks and impacts and the context under which this AF TA will be implemented, the social risk rating has been assessed as Low.

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:

This ESS is relevant to the AF TA. The activities will include mainly studies, research and workshops for providing teachers with professional capacity building training and certification and assessment and recommendations for measuring students' learning outcome. Based on the description of AF TA components identified in the AF Concept Memorandum, overall E&S risks are expected to be low. However, an E&S screening of TA activities will be

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undertaken during preparation to assess any E&S related risks and impacts. Given the Low risk category further assessment may not be required.

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

Not considered.

ESS10 Stakeholder Engagement and Information Disclosure

This standard is relevant. Consultations and disclosure of information with stakeholders will be at the core for planning and implementation of the project. The key stakeholders which include officials at the Ministry of Primary and Mass Education (MOPME), Department of Primary Education (DPE), teachers’ organization, teachers at various primary levels, persons interested in education, NGOs working in primary education sectors, researchers/academics etc. The borrower will identify relevant stakeholders and prepare a simplified Stakeholder Engagement Plan (SEP) illustrating methods, channels and timing of engagement, feedback and grievance redress mechanism to raise concerns about the AF TA. Given the simplified nature of the SEP and the risk classification being Low, it will be included in the ESCP.

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 AF TA component will involve civil servants, individual consultants and consulting firms for various studies, assessments and development of training modules who would qualify project workers as per the ESS2. This requires preparation of a simplified Labor Management Procedures (LMP) which will incorporate aspects such as: applicability of labor laws and, non-discrimination and equal opportunity, grievance mechanism for all workers. However, the project footprint is envisaged to be relatively small and short term. Given the low risk of this project, the LMP will be developed as a part of the ESCP.

ESS3 Resource Efficiency and Pollution Prevention and Management

The AF TA component will not cause any pollution or inefficient use of resources.

ESS4 Community Health and Safety

Activities under this AF TA component will not affect community health and safety.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The AF TA component will not require any land acquisition, restrictions on land use or involuntary resettlement.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The AF TA component will not affect any biodiversity, natural/critical habitat or living natural resources.



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

The outcome of the AF TA component is not likely to include any small ethnic community schools, or curriculum in languages other than Bangla.

ESS8 Cultural Heritage

The AF TA component will not affect any Cultural Heritage.

ESS9 Financial Intermediaries

The AF TA component will not engage any Financial Intermediaries (FI).

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

OP 7.60 Projects in Disputed Areas

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered?

No

Financing Partners

No common approach is being considered.

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

Actions to be completed prior to Bank Board Approval:

- Screen TA activities during preparation to assess related E&S risks and impacts, if any.
- Prepare and disclose draft Stakeholders Engagement Plan (SEP) as part of ESCP before appraisal of the project
- Prepare and disclose draft Environment and Social Commitment Plan (ESCP) before appraisal of the project.
- Prepare and disclose draft Labor Management Procedure (LMP) as part of ESCP before appraisal of the project.

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

Capacity building measures including need for training, assignment of E&S specialist.

Reporting requirements on the Borrower’s part

The monitoring plan, including the scope and timing of report submission and disclosure

Specific timeline and responsibility assignment against each commitment



C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

31-Jul-2020

IV. CONTACT POINTS

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Borrower/Client/Recipient

Implementing Agency(ies)

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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