



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

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**BASIC INFORMATION****A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
South Sudan	EASTERN AND SOUTHERN AFRICA	P178654	
Project Name	Building Skills for Human Capital Development in South Sudan		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	2/22/2023	5/12/2023
Borrower(s)	Implementing Agency(ies)		
South Sudan	Ministry of General Education and Instruction, Ministry of Higher Education, Science and Technology		

Proposed Development Objective

The Project's Development Objective is to increase skills development opportunities in teaching and digital agriculture and strengthen capacity for management of the education system.

Financing (in USD Million)	Amount
Total Project Cost	57.33

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

No

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

The proposed Project would support South Sudan to establish the minimum skills base needed to enable the country to accelerate human capital formation. The Project proposes to do this by addressing skills constraints in key sectors that contribute to human capital—education and agriculture. In both these sectors, lack of critical skills is a binding constraint for improving sector performance and will need to be addressed to enable complementary investments to



produce returns. The Project would tackle these constraints by (i) enhancing teachers' skills to strengthen education delivery through in-service and pre-service professional development; (ii) fostering the development of digital skills in youth through the piloting of a blended education model for a digital agriculture program and providing internet connectivity to ten public universities/polytechnic institutes; and (iii) strengthening local capacity to manage the education system by providing technical assistance and capacity building support to the Ministry of General Education and Instruction and Ministry of Higher Education, Science and Technology, strengthening information management systems, and establishing Project Implementation Units to manage Project activities. The Project will also finance activities to increase schooling opportunities in refugee hosting areas of South Sudan and promote inclusion of refugee children in these schools.

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 Project would support South Sudan to establish the minimum skills base needed to enable the country to accelerate human capital formation. The Project will have national coverage. The teacher professional development will be implemented through National Teacher Training Institutes across the country. Similarly, activities under component two will also be implemented across the country through existing higher education institutions. However, activities under component three will be implemented in non-functional schools in Ruweng, Upper Nile, and Western Equatoria, prioritizing communities in refugee-hosting areas that have large numbers of primary-aged children. It will focus on counties, TTIs, universities, and polytechnics that will be selected using transparent criteria that will consider geographic coverage, proximity to vulnerable populations, infrastructural requirements, availability of personnel, and security concerns.

South Sudan is a landlocked country that lies between latitudes 3°N and 13° N and longitudes 24°E and 36°E. The country's territory totals 644,329 km² and has many plains and plateaus that are drained by the Nile and its numerous tributaries. South Sudan is endowed with a wealth of biodiversity, which provides the country with great opportunity for socioeconomic development, as well as many biological resources that have considerable economic and social value. Most South Sudanese depend on biological diversity for goods and services, either directly or indirectly, for their basic and development needs. The country has a wide range of habitats, including lowland forest, montane forest, savannah woodland, savannah grassland, wetlands and floodplains, the Sudd Wetland, and the semi-arid region in the north, which support a very rich diversity of animal and plant species. However, such biodiversity, including wildlife, is currently under threat, due to weak environmental regulation, poor development planning, fires, and most importantly, fragility resulting from conflict, instability, and insecurity.

South Sudan faces several development challenges due to decades of political instability, poverty, and persistent food insecurity, all of which are exacerbated by climate change. With around half its population living below the national poverty line, a weak economy, and ongoing political conflict, South Sudan ranks among the world's most fragile states. Despite having one of Africa's richest agricultural areas with fertile soils and abundant water, frequent flooding, conflict, and the displacement of millions of people have drastically reduced the country's food production, which has left an estimated 7.5 million people facing food insecurity. Climate change in South Sudan is manifested through erratic onset and duration of rains, delayed and shorter rainy seasons, and less rainfall in some areas leading to decreased water table levels and the southward expansion of the desert (Government of South Sudan Initial National Communication to the United Nations Framework Convention on Climate Change, 2018).

Most of the project activities are not anticipated to have significant E&S risks. The project activities will not require new land acquisition. However, some of the activities under the project components include minor civil works



(rehabilitation and renovation activities) which will be undertaken within the existing compounds. Almost all the ESSs will be relevant to the project except ESS5 and ESS9.

D. 2. Borrower's Institutional Capacity

South Sudan has legal frameworks related to management of environmental and social risks such as the National Environment Policy (NEP; 2015-2025) which was developed to manage the environment and ensure the wise exploitation of natural resources in the country (oil, energy, mining, forest, water, land, animal, fisheries, wildlife, biodiversity, mountains, natural heritage). It's also established the Ministry of Environment which is responsible for the development and implementation of environmental policy and legislation at a national level to protect the environment and ensure sustainable development.

However, the proposed project implementing entity (the Ministry of Education and Instruction) has no experience in managing the environmental and social risks of World Bank-financed projects. It has no unit/department or staff who can oversee the management of environmental, social, health, and safety risks of education projects. Hence, significant E&S staffing and capacity enhancement measures will need to be implemented to ensure that potential E&S risks of the project could be properly addressed.

MoGEI and MoHEST will establish separate Project Implementation Units (PIUs) that will be responsible for the implementation of their respective components and activities. The two PIUs will coordinate implementation, build the capacity of Ministry teams for implementation, facilitate support for compliance with environmental and social requirements for the project, collect and compile data from the project results framework and manage communications for the project. Each PIU shall hire and maintain qualified staff and resources to support the management of E&S risks including appointing 1 Environmental Specialist, 1 GBV specialist and 1 Social Specialist who will fully dedicate to the project at each PIU. The Bank will organize training on the ESF and E&S risk management tools that will be prepared for this project. A detailed capacity assessment and capacity building action plan will be prepared as part of the ESMF (the timeline for which will specify in the ESCP).

The establishment of a functioning E&S risk management implementation arrangement will be included as one of the major commitments in the Environmental and Social Commitment Plan. Compliance with environmental and social standards shall be monitored in different ways. Quarterly and annual environmental and social monitoring reports will be prepared by the PIU and will be shared with the Bank. The PIU will also closely work with the relevant regulatory agencies so that site-specific environmental and social risk management tools could be reviewed and cleared by the agency.

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

A. Environmental and Social Risk Classification (ESRC)

Substantial

Environmental Risk Rating

Moderate

The key environmental risks associated with the project are rated as Moderate. The project plans to expand access to quality pre-service and in-service training opportunities, including the rehabilitation and/or equipment of National



Teacher Training Institutions (NTTIs), renovation of institutions/polytechnics; provision of furniture for students, teachers, and administrators; and support to school grants which will help schools finance recurrent expenditures related to teaching and learning materials, school maintenance and other goods and services to support teaching and learning. The environment and health and safety risks are anticipated to be resulted from the rehabilitation and/or equipment of National Teacher Training Institutions (NTTIs), the minor civil works under component three i.e., refurbishment of existing school facilities in refugee-hosting communities, equipment provision including furniture's and equipment for teaching and learning renovation of institutions/polytechnics and ensure a proportional allocation of gender-separated washrooms and water delivery points for each school. Renovation of TTIs may include refurbishment activities including painting of walls, replacing light bulbs/ minor electrical repairs, and repairing of plumbing works, and could bring minor OHS, pollution, and waste generation-related risks. In addition, the procurement of IT equipment required for TTIs and refugee-hosting communities, remote learning (projectors, servers, solar chargers, satellites, etc.) will also generate small quantities of electronic waste. (i) Risks and impacts related to minor civil works such as noise, waste, construction dust, contamination of soil, generation of domestic waste, soil erosion, water effluents, potential HS risks due to possible exposure to environmental liabilities such as asbestos, lead based paint ; (ii) poor water provision and quality will affect health; iii) potential risks and impacts from exposure to laboratory chemicals used in schools which might be purchased from school grants and exposure to hazardous materials and poor management of chemicals from science labs can cause burns and explosions; the cumulative impact of the works and presence of contractors and machinery at each targeted site is unknown at the moment, but careful supervision will be needed to avoid accidents, (iv) Other potential impacts at the sub-project area level are related to (a) waste generated from minor construction activities (cement mixing areas, metal, wood and paint residues, diesel and other residues); open pits in the soil can cause accidents; (b) cutting of trees to use as building material; and (c) road accidents among others. During operations, the project will produce some amount of waste by-products, risk of provision of inadequate potable water, generation of wastewater, potential safety risks to students, teachers and facility administration staff due to man-made disasters (fire, explosions, inadequate structural or related safety of buildings, etc.), natural disasters (floods, droughts, health diseases, etc.) and poor ambient air quality within classrooms. The capacity-building activities under Component 3 will mainly focus on building a strong education system which includes, the provision of technical assistance to develop strategic plans to fill key gaps in the education sector. Therefore, the activities will be undertaken in compliance with the World Bank's Advisory Note on Technical Assistance and the ESF. The project has planned to undertake installation of energy-saving teaching and learning equipment—including ICT infrastructure; challenges associated with the limited environmental and social management capacity of both the MOGEI and the MOHEST. The limited institutional capacity of implementing partners, the small, localized, & reversible nature of environmental, health and safety risks of the referenced activities, and the overall environmental impacts are rated Moderate.

Social Risk Rating**Substantial**

The potential social risks of the project can be sorted into two: (i) contextual and (ii) project specific. First, the overall contextual risks encompass conflict and fragility due to protracted civil war and delayed realization of the peace process. Second, potential security and safety risks to beneficiaries, workers, and school communities. Third, due to prolonged conflict in South Sudan, the institutions and services are considerably weak, especially at the local level. Fourth, the accessibility of some of the project areas due to conflict or remoteness makes the accessibility of project services a challenge. Security and SEA/SH are other contextual risks in the country. Project-related potential risks include (i) inadequate stakeholder consultation/engagement, (ii) selection biases and corrupt practices in the selection of institutions and trainees/beneficiaries, (iii) lack of functional grievances mechanism, iv) discriminatory practices in accessing project services, and benefits, vi) protection of labor and working conditions, vi) labor influx



risks; and (vii) GBV/SEA risks. Another potential risk is a conflict between hosts and refugees due to the perception that refugees are receiving resources that should go to South Sudanese. However, as the project mainly focuses on urban areas and less on the really remote areas where security risks might be higher, the social risk of the project is rated as substantial. Women in South Sudan are less likely to be employed in wage and salaried work and women constitute a small minority in the education sector as educators due to the restrictive gender and social norms and protracted civil wars that left women in South Sudan with fewer choices and opportunities, less agency and options for self-determination. The unavailability of services, such as child care, hamper women's participation in employment. The vulnerable and disadvantaged groups in South Sudan comprise, people affected by human-made social and economic shocks, refugees, IDPs, soldiers, demobilized soldiers (including those displaced), child soldiers, young girls, women-headed households, child-headed households, female ex-combatants, etc. The risk related to land acquisition is low. Project activities do not require land for implementation. Some maintenance and renovation activities will be necessary for re-opening and equipping of TTIs, and availing connectivity to TTIs and Public Universities and will be in the existing compound. During preapration, it is confirmed that all of these construction activities will take place within the existing premises of institutions and there will not be any new land acquisition for the project. Accessibility of internet labs and digital gadgets for persons with a disability could result in the exclusion of vulnerable groups. The low skills in the use of such gadgets may put women as a disadvantaged vulnerable group.

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:

The Project will be implemented throughout the country including 10 universities and polytechnic institutes. The project plans to support the mainstreaming of refugee teachers into the national professional development system by expanding access to quality pre-service and in-service training opportunities, including the rehabilitation and/or equipment of National Teacher Training Institutions (NTTIs), and refurbishment of existing school facilities to make them more adaptable to climate change, by ensuring they are flood-resistant and learning-conducive to refugee communities. In addition, MoHEST will identify and renovate the institutions/polytechnics that will deliver the training ensuring attention to safe and conducive learning environments for students. Furthermore, there will be 3NTTIs that will be rehabilitated under component 1. Renovations will adopt climate-safe techniques and pay special attention will be paid to ensure that there are adequate facilities for female students to safely attend the training courses. However, some minor activities targeting the renovations which may include painting of walls, replacing light bulbs/ minor electrical works, etc., and equipping will be undertaken to ensure that teacher training institution (TTIs) are equipped and ready for remote learning. All the renovation activities will be undertaken in consideration of EHS good practices and mitigation measures that will be mentioned in the ESMF. These activities may result in risk and impacts related to the prevalent working conditions and labor management, Occupational, and Community Health, and Safety related issues associated with minor rehabilitation and/or equipment of National Teacher Training Institutions (NTTIs), refurbishment work, and contaminations from waste generations from used IT equipment. The main environmental risk and impacts are related to minor civil works from renovation activities such as noise, waste, construction dust, cutting of trees/vegetation, generation of domestic waste, exposure to health and safety risks to workers, etc. from possible exposure to environmental liabilities such as asbestos, lead-based paint, etc. In addition, potential risks and impacts that could occur during school operations are: (i) poor design or construction



quality, water can infiltrate classrooms, walls, and roofs which can crack and eventually affect the security of the room; ii) burning of rubbish and other waste can cause breathing of toxic fumes; iii) poor management of chemicals from science labs can cause burns and explosions (chemical include acids which are very dangerous); science labs have open channels in the floors which represent a hazard; and iv) the IT equipment required for TTIs and remote learning (projectors, servers, solar chargers, satellite, etc. and provision of internet labs will also generate small quantities of electronic waste. During operations, the project might also produce some amount of waste by-products, risk of provision of inadequate potable water, generation of wastewater, and potential safety risks to students, teachers, and facility administration staff due to man-made disasters (fire, explosions, inadequate structural or related safety of buildings, etc.), natural disasters (floods, droughts, health diseases, etc.) and poor ambient air quality within classrooms. The project will finance comprehensive technical assistance (TA) to support the development, adaptation, and implementation of key building blocks of the teacher professional development system; a two-year diploma program in digital skills for climate resilient agriculture in collaboration with the Galilee International Management Institute (GIMI); support conducting an institutional capacity assessment at the national (MoGEI and MoHEST) and sub-national levels (basic education ministries of all states and selected counties) and will support the development of clear policies/ teacher standards and provision of training on climate change adaptation and mitigation in consideration of EHS management in agriculture activities. Such capacity-building activities will be undertaken in compliance with the World Bank's Advisory Note on Technical Assistance and the ESF.)

The project will have social risks and impacts. As mentioned earlier the risks come from both the context of south Sudan (security-related and SEA/SH) as well as project-specific risks and impacts. Security, elite capture, SEA/SH, weak client capacity, inadequate stakeholder consultation/participation, the tension between the host and refugee community, and access to project areas will be the social risks of the project.

The Project mainly focuses on urban areas and less on the really remote areas where security risks might be higher, hence, the project risk is rated as substantial. The activities of the project cover all 10 states and an unspecified number of TTIS and 10 Universities/polytechnics within these states. While most project activities are TA, some activities involve minor civil works for the installation and housing of equipment. While the project finances the rehabilitation of some school facilities, all will be in the existing compound and no new land will be acquired. Thus, the social risks of the project are related to insufficient community and stakeholder engagement due to capacity limitation, sub-project selection biases and corrupt practices in the selection of institutions and trainees/beneficiaries; lack of functional grievances mechanism; discriminatory practices in accessing project services and benefits; security concerns for the communities and project workers (during work on site, travel to the site, and accommodation, where relevant); creation of physical targets for violent groups; labor influx risks such as the transmission of diseases including HIV/AIDS, Covid-19, etc. and increased social tensions; SH/SEA risks by project and sub/contractor staff; and protection of labor providing inputs to the project. These risks and impacts may differentially affect vulnerable groups including women, youth people living with disabilities as well as communities that met the criteria of ESS7. To preclude/reduce these risks the project will conduct ESMF, SEA/SH risk assessment, and SEA/SH plan, LMP, and SA. In order to have a meaningful risk management system in place, the capacity-building activities that support the government to systemically identify risks and devise mechanisms to mitigate these risks during project preparation and implementation are very important. This is expected to be a continuous process and is built into the design of the project through a system-building component which will among other TA also support the recruitment of specialists to identify risks and propose mitigation plans. Hence, except for SEP and ESCP, the remaining ESF instruments will be prepared and disclosed before the disbursement of non-TA activities. No civil work will be done prior to screening, preparation, and disclosure of site-specific environmental and social assessment. The draft security risk assessment will be prepared at the latest prior to project effectiveness.



Considering the project's environmental and social activities, an ESMF will be developed by the joint E&S team from the Ministry of General Education and Instruction and Ministry of Higher Education, Science and Technology and will include, EHS assessment of the existing conditions of the facilities (universities, etc.) will be done to determine if any existing EHS liabilities or major issues exist and will show responsibilities and procedures of various operation phase EHS measures to be implemented; screening process and exclusion criteria for the potential project activities; Environment, Social, Health, and Safety clauses and requirements which will be incorporated in the contract bid documents, institutional arrangements for environmental and social due diligence and monitoring; any needed capacity-building measures including an environmental and social risk management implementation arrangements including deployment of qualified staff at different levels of implementation; generic guidance on the preparation of site-specific management plans if needed; and monitor and report incidents and the implementation of environmental and social risk management tools. All civil work-related activities will be required to adhere to the WBG Environmental, Health, and Safety Guidelines and fire safety sheets to define specific mitigation and prevention measures to prevent and reduce OHS risks and impacts

The Ministries jointly have prepared a Stakeholder Engagement Plan (SEP) and Environment and Social Commitment Plan (ESCP) and are developing a Security Management Plan (SMP) and Labor Management Procedures (LMP) to complement the ESMF. The SMP, LMP, and ESMF will be reviewed, finalized, and disclosed on the two ministries' websites. The ESMF and LMP will be reviewed and disclosed prior to the disbursement of non-TA activities of the project. A Social Assessment (SA) covering social risks comprehensively including exclusion, security, GBV, stigma, conflict, violence, etc., and its results should be integrated into the ESMF (a social risk mitigation plan/strategy) and in the updated SEP. This scope should include elements on addressing risks and impacts on disadvantaged and vulnerable groups and individuals.

The project's ESCP included all the requisite E&S actions and commitments between the Ministry of Finance and the Bank to ensure that environmental and social impacts are addressed and managed in keeping with the Bank's ESF. The Implementing Agencies (IA) shall obtain clearance from the Bank and publicly disclose the SEP and ESCP prior to the appraisal. Training and capacity support on the ESF and more specifically on the Project ES instruments (ESMF, LMP, SMP, etc.) will be needed to better ensure compliance.

ESS10 Stakeholder Engagement and Information Disclosure

The implementing ministries, school community, students, parents, interested parties, NGOs and CSOs; women, and youth groups, and people with disability are the key stakeholders identified for this project.

The potential stakeholder risks of the project are i) inadequate stakeholder and community consultation ii) poor communication and outreach iii) weak grievance management. Further, the conflict and fragility context, accessibility, and remoteness, coupled with COVID-19 may hinder the project from setting up robust stakeholder engagement and feedback mechanisms. The project will work closely with stakeholders at national and local levels in education, educational institutions, schools, and parents.

The project is informed and builds on the education Transformation Agenda that was prepared in 2022, which involved consultation with stakeholders including, state governors, learners, vulnerable groups, women, youth, teachers, donors and development partners, and line ministries. The design and priorities of the Project were also discussed in Juba, South Sudan in early September 2022 with the MoGEI, MoHEST, NTTIs, CECs, and universities/polytechnics, teachers, and Development Partners (DPs). Further consultation took place in Juba, South Sudan, and during the field visits to the Aweil, Northern Bhar El Ghazal State, and refugee communities in Maban,



Upper Nile State which took place in October and November 2022. These discussions involved MoGEI, MoHEST, UNICEF, UNHCR, WFP, Save the Children, European Union. Also, the State Ministry of General Education and Instruction (SMoGEI) of Northern Bahr El Ghazal, Country Education Offices (CEOs), teachers, students, and refugees. The client has prepared a draft Stakeholder Engagement Plan (SEP) in accordance with the requirements of ESS10. The SEP will be disclosed and made accessible to project stakeholders before the appraisal. The SEP outlines the characteristics and interests of the relevant stakeholder groups, a detailed process of participation and resources for the disadvantaged and vulnerable groups, and timing and methods of engagement throughout the life of the project. The application of ESS10 will be closely monitored through the implementation of the SEP. The SEP further outlines the characteristics and interests of stakeholders, timing, and methods of engagement throughout the life of the project, appropriate to the different population groups, vulnerable and disadvantaged groups, consistent with the requirements of ESS7. The project will consult key stakeholders on the overall project, the potential benefits of the projects as well as risks and mitigation measures. The project will ensure that information is meaningful, timely, and accessible to all affected stakeholders, including the usage of different languages, addressing cultural sensitivities, as well as challenges deriving from illiteracy or disabilities. Besides, the project will ensure that all processes of information disclosure and consultation are inclusive as possible to ensure that all sections of the affected communities will benefit from the project, and women, youth, and other vulnerable groups are not excluded. The project will further ensure that information disclosure takes place in an ongoing, satisfactory, and culturally appropriate manner.

The SEP includes a robust GRM with provisions for IP/SSAHUTLC, refugees/returnees, and survivors of SEA/SH. The stakeholder engagement process shall ensure that vulnerable groups including indigenous/ underserved people are adequately participated through the process that their views are incorporated in project design and implementation and that risks particularly affecting women and girls are adequately assessed and mitigated. Finally, this process will need to be adapted regularly, also given the fast-changing nature of the project's FCV context. The SEP includes a robust GRM with provisions for IP/SSAHUTLC, refugees/returnees, and victims of GBV. The project will continue conducting stakeholder engagement through virtual as well as face-to-face meetings and will continue throughout project implementation. The SEP will be updated during implementation and will integrate key findings of the social assessment that will be prepared for the project as a requirement for communities meeting ESS7 criteria.

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

This standard is relevant. The type of workers anticipated to be engaged in this project includes direct workers who are staff of government IAs and local counterparts and staff implementing partners. The direct workers will be governed by the government / national code of conduct and labor management procedures. Contracted workers include consultants, contractors, and construction workers. At this stage, we don't anticipate community workers. The project may engage contracted workers for minor activities that may bring exposure to health and safety risks to workers during reopening activities (if any).



OHS of the workers during the construction phase is a concern due to the types of accidents that can normally occur on construction sites that could cause loss of life and injuries among others. OHS risks associated with project operation might include exposure of teachers and students to OHS risks in handling chemicals (in science labs), etc., which will need to be managed. The WB EHS General Guideline and WB ESF Life Fire Safety Tip Sheet will be required and provides a list of potential worker OHS risks and associated mitigation and monitoring measures. To escape and/or lessen the expected occupational health and safety (OHS) risks and impacts associated with the school grant activities, the ESMF will include a detailed safety management plan defining potential OHS issues and respective mitigation measures. More specifically, the schools and contractors (if any) shall commit to preventing and managing these impacts and risks in an acceptable way and comply with the required OHS national and international OHS standards during the renovation period.

Careful selection and use of adequate Personal Protective Equipment (PPE) are required to protect individuals involved in civil works and hazardous chemicals, particularly laboratory chemicals used in the schools that might be purchased from school grants, and during a ramp, toilet, and class renovations in the school during the project implementation period. Measures related to the Occupational Health and Safety (OHS) of the project workers will be assessed as part of ESMF and LMP. In addition, potential OHS risks and impacts for sub-projects will be screened as per the screening checklist which will be annexed to the ESMF. Therefore, as a requirement of ESS2, Labor Management Procedures (LMP) including clear information on the terms and conditions of employment, principles regarding non-discrimination and equitable opportunity, the establishment of workers' organizations, rules regarding child labor and forced labor, and occupational health and safety measures will be prepared prior to disbursement of non-TA activities.

The LMP is expected to set out procedures in accordance with the requirements of South Sudan's national laws and the requirements of ESS2 to be followed by the project workers. The procedure also includes requirements for Occupational Health and Safety (OHS) procedures including COVID-19 prevention, working conditions and terms of employment; non-discrimination and equal opportunity; worker's organizations; child labor and minimum age; forced labor; grievance mechanisms and workers' code of conduct with specific clauses related to GBV/SEA/SH.

ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is considered relevant. The project will support the climate-smart and energy-efficient rehabilitation and equipment of National Teacher Training Institutions (NTTIs and focus on the installation of energy-saving teaching and learning equipment—including ICT infrastructure. In addition, it will also work on improving awareness of climate change mitigation and adaptation issues.

The project requires different forms of energy and water supply for the schools such as electricity. Water is also needed for construction activities and also by the project workers and students and teachers. As these resources are scarce, the project will ensure the efficient use of energy resources in an environmentally sound manner in accordance with ESS3.

The ESMF is required to include measures to promote the efficient use of energy and water and other natural resources and measures to prevent, mitigate and reduce pollution (air, surface and groundwater, and soils). Portable



water will be available to students and teachers from the existing water facility at each teaching institute. In addition, measures for efficient use of resources, and other pollution aspects in relation to the rehabilitation activities at refugee and refugee host communities like noise, dust, exhaust, and accidental spills should be identified and discussed in the ESMF.

In addition, the IT equipment required for TTIs and remote learning (projectors, servers) and energy-efficient infrastructures including smart energy building techniques, such as the installation of renewable energy sources like solar power systems for lighting, wind-powered water systems where applicable, and energy smart appliances, etc. are expected to generate small quantities of electronic waste. Electronic equipment contains many hazardous metallic contaminants such as lead, cadmium, beryllium, brominated flame-retardants, etc. Thus, if not stored and disposed of properly, the toxic heavy metals and organic contaminants leached from the electronic wastes could contaminate/pollute soil, river sediment, surface water, and groundwater. These could bring a risk of heavy metal exposure to the human body, resulting in a variety of health hazards in the long run. Thus, the ESMF will identify health hazards of e-waste handling, storage, and disposal mechanisms and will provide guidance for the site-specific instruments including the ESIA and ESMP which will be implemented during project implementation and operation phases. The implementation of mitigation measures such as dust suppression and vehicle maintenance will be applied to minimize the impact of air emissions during construction, wearing suitable masks, and residual impacts are expected to be limited in scope and duration. In addition, awareness should be provided to project workers regarding the safe storage, and disposal of e-waste and chemical wastes and personal protection during the project operations. Furthermore, the site-specific instruments (ESIA/ESMP) will provide measures for the project impact related to resource efficiency, waste management, and pollution control (water, air, and noise standards) in line with the Environmental, Health, and Safety Guidelines of the World Bank and the ESMF as per the requirements of ESS3.

ESS4 Community Health and Safety

This standard is considered relevant. The key community health and safety risks identified for the project include: (i) contamination of community water sources due to the rehabilitation and civil works, contamination of soils with construction debris, open pits, and liabilities left after the construction; (ii) exposure to harmful toxic chemicals due to leaching from untreated e-waste. The amount of solid waste including e-waste, generated and disposed of in South Sudan is steadily increasing (Dr. John Leju, 2021). Thus, with the current limited e-waste disposal practice and an increase in the population of South Sudan, there is a risk/impact of community exposure due to improperly stored and disposed of electronic waste could, (iii) risks related to gender, GBV, and SEA/SH, and (iv) diseases brought in by the workers and risk related to the transmission and spread of COVID-19 and STDs; and (v) safety and security risks for project beneficiaries and workers. The physical parts of the project that involve rehabilitation of NTTIs should consider safety risks and the safety of the services as per the national legal requirements, the EHSGs, and other GIIPs, e.g., considering local accessibility standards, and codes on universal access and nondiscrimination and safety of the training rooms. In addition, emergency response measures will be designed to address the emergency event to prevent it from injuring the health and safety of the community; and to minimize, mitigate, and compensate for any impacts that may occur. An assessment of such community health and safety risks will be done as part of the sub-project E&S Assessment and requisite mitigation measures will be provided in the ESMF.

Rehabilitation/renovation works could lead to accidents at construction sites which are usually occupied by pedestrians. The ESMF is expected to include measures to reduce accidents involving project vehicles and traffic management measures to ensure pedestrian safety, as well as requirements for the adoption of safety signs and



barriers in or near work areas and safe storage arrangements for machinery and equipment, Emergency Preparedness and Response for both natural disasters and man-made events (e.g., fires, etc.), Safety of Services for unsafe buildings, Community Exposure to Health Issues, Management and Safety of Hazardous Materials.

Given, the breadth and magnitude of gender inequality and the context of South Sudan, GBV/SEA/SH is a risk in South Sudan. Hence, the project will assess and mitigate risks of SEA and SH that can arise in the context of interactions between project workers and beneficiaries, and among project workers themselves. The commitment of the project to address issues of GBV/SEA/SH will be outlined in the GBV/SEA action plan as part of the ESMF. The SEP specifies how GBV/SEA/SH-related complaints will be managed within the project grievance redress mechanism.

The Project will conduct a security risk assessment (SRA) and prepare a Security Management Plan (SMP) which outlines the Project's approach to addressing the pertinent security risks in the project sites. This includes approaches to security risk assessments and categorization, security provisions for different types of workers and communities (on a large spectrum from prevention to response), institutional cooperation with security actors in the region (local, national, international, WB), decision-making processes, and according to documentation. Draft Security Risk Assessment and Security management plan shall be available at the latest prior to project effectiveness. The SRA/SMP will be reviewed by the World Bank and disclosed one month after effectiveness.

The pervasive incidence of SEA/SH in South Sudan is a significant contextual challenge. Assessment of project SEA/SH will be conducted and a commensurate action plan for the identified potential risks developed. Given the context of pervasive SEA/SH, the project will adopt a robust approach to address potential GBV risks; including site-specific assessments of the availability of referral systems and their establishment if insufficient. Relevant mitigation measures to address these risks (e.g., integrating Codes of Conduct with SEA/SH related protections into community consultations and mapping activities to identify potential service providers, and establishment of GRM with procedures and channels to enable safe, confidential and ethical reporting of SEA/SH incidents) will be established in the SEA/SH action plan as part of the ESMF.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The project finances for the reopening of TTIs may include refurbishment activities and the Universities will be equipped with the necessary equipment to facilitate connectivity and support internet labs. During preapration, it is confirmed that all of the activities will take place within the existing premises of institutions and there will not be any new land acquisition for the project. Hence, this standard is not relevant. A screening mechanism to confirm the status of any land use by the project will be included in the ESMF. Further, beneficiary institutions should demonstrate that they have tenure or authorized use of land needed for their project-sponsored activities and that these activities will not displace other land users.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

South Sudan is a country rich in biodiversity and ecosystems. The Project will support minor civil works (rehabilitation and renovation). As almost all project activities will be expected to be undertaken within the existing premise of the schools, the impacts associated with the conversion and degradation of natural and critical habitats will be



insignificant. Some potential impacts might include increased poaching during construction periods due to the presence of workers in the area; cutting of trees or natural vegetation as a source of materials for the schools; construction ditches that can affect local fauna; fires caused by the burning of trash, among others. The project will make sure that all the renovation activities will not alter or cause destruction to any critical or sensitive natural habitats. If there will be any direct, indirect, or cumulative impact anticipated due to the sub-project activity to cause significant impact/risk the sub-project will be automatically excluded from the menu and shall not be financed under this project. No invasive alien species are expected to be introduced by the project. The ESMF will include E&S screening checklists and E&S exclusion criteria for sub-projects and address potential direct, indirect, and cumulative impacts and provide a mitigation hierarchy to define measures to protect and reduce the impact on ecosystems (natural and critical habitats) and biodiversity, and support preventive and mitigation measures.

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

The vast majority of the population in South Sudan meets the requirements of ESS7 characterized by a large number of distinct social and cultural groups for which it is essential that project interventions are accessible, culturally appropriate and inclusive. The project preparation and implementation require understanding of the constraints to equal access to project benefits via devising culturally appropriate forms of meaningful consultations to their specific needs and livelihood models. Given the majority of the project beneficiaries are IP under ESS7, no stand-alone plan will be developed. Hence, it is essential that the project is designed to respond to the characteristics of different subgroups and address cultural adequacy issues. In this regard, issues such as curriculum and schedule suited to cultural and livelihood practices, integration of traditional indigenous knowledge; processes to understand and address exclusion need to be specifically identified and addressed in project and instrument design. Further, the project will ensure those project interventions are accessible, culturally appropriate, and inclusive.

The project design and implementation process of the proposed project, therefore, embeds its basic principles. Respective planning elements will be included in the project design to meet the requirement of ESS7. The Project will ensure that vulnerable groups and undeserved communities are not disproportionately affected by the adverse impacts of project activities and experience its benefits. The vulnerable and disadvantaged groups in South Sudan comprise, people affected by human-made social and economic shocks, refugees, IDPs, soldiers, demobilized soldiers (including those displaced), child soldiers, young girls, women-headed households, child-headed households, female ex-combatants, etc. The fragility context in South Sudan requires a proportional risk assessment not to exacerbate conflict, by diverging attention towards project beneficiary institutions and persons due to the project support. A Social Assessment (SA) as per the requirements of ESS7 will be undertaken. The client will ensure that the team of experts assigned for the preparation of the SA includes an anthropologist or a specialist (s) familiar with the groups affected and is carried out in a participatory and inclusive manner. The findings of the assessment will be included in the ESMF.

ESS8 Cultural Heritage



This Standard is relevant. The rehabilitation of NTTIs and renovation of schools may involve soil excavation. The ESMF will include provisions for site-specific screening and assessment of any known sites of cultural or historic importance which may be impacted locally, as well as identification of any sites of cultural/social importance for local communities. The ESMF will include a generic Chance Finds Procedure for all construction or works contracts, requiring civil contractors to take proper protective measures in case cultural heritage sites are discovered, including stopping construction activities if cultural property sites are encountered during construction. Furthermore, the ESMF will have an exclusion list for activities that may have irreversible risk/impact on cultural heritage.

ESS9 Financial Intermediaries

Not Applicable

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

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:

Not Applicable

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: South Sudan



Implementing Agency(ies)

Implementing Agency: Ministry of General Education and Instruction

Implementing Agency: Ministry of Higher Education, Science and Technology

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VI. APPROVAL

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Practice Manager (ENR/Social)	Iain G. Shuker Cleared on 11-Mar-2023 at 16:47:52 EST
Safeguards Advisor ESSA	Martin Henry Lenihan (SAESSA) Concurred on 15-Mar-2023 at 15:44:14 EDT