



Program Information Document (PID)

Concept Stage | Date Prepared/Updated: 22-Feb-2024 | Report No: PIDPC00063

**BASIC INFORMATION****A. Basic Program Data**

Project Beneficiary(ies)	Region	Operation ID	Operation Name
Ukraine	EUROPE AND CENTRAL ASIA	P504171	Lifting Education Access and Resilience in times of Need in Ukraine
Financing Instrument	Estimated Appraisal Date	Estimated Approval Date	Practice Area (Lead)
Program-for-Results Financing (PforR)	01-May-2024	16-Aug-2024	Education
Borrower(s)	Implementing Agency		
Ukraine	Ministry of Education and Science of Ukraine		

Proposed Program Development Objective(s)

To (i) increase access to in-person learning and (ii) improve teaching and learning conditions in Ukraine.

COST & FINANCING (US\$, Millions)**Maximizing Finance for Development**

Is this an MFD-Enabling Project (MFD-EP)?	No
Is this project Private Capital Enabling (PCE)?	No

SUMMARY

Government program Cost	17,841.00
Total Operation Cost	8,372.00
Total Program Cost	8,322.00
IPF Component	49.88
Other Costs (Front-end fee,IBRD)	0.12
Total Financing	8,372.00
Financing Gap	0.00

FINANCING



Total World Bank Group Financing	500.00
World Bank Lending	500.00
Total Government Contribution	7,822.00
Total Non-World Bank Group Financing	50.00
Trust Funds	50.00

Concept Review Decision

The review did authorize the preparation to continue

B. Introduction and Context

Country Context

- 1. Ukraine is classified as a lower-middle-income country that has long been characterized by weak institutions.** As of 2021, Ukraine had a gross domestic product (GDP) per capita of US\$4,827, and its economy was hit hard by the COVID-19 outbreak while still recovering from the last economic crisis of 2014-15. At this 2021 growth rate, it would have taken Ukraine more than 50 years to reach the income levels of today's Poland. Indeed, Ukraine's economy was marked by an unfinished reform agenda from the Soviet period and constrained institutions, resulting in a lingering legacy of inefficient governance structures and challenges in establishing effective regulatory frameworks. Russia's invasion of Ukraine has resulted in substantial civilian casualties, increased poverty, and displacement of millions of people. The crisis substantially affects Ukraine's economy and revenues. Damage to country infrastructure continues to grow, with funding needs for recovery and reconstruction estimated at US\$411 billion as of February 24, 2023. Climate change presents significant risks to Ukrainians' health, livelihoods, and environment, threatening the country's human capital, recovery and reconstruction efforts.

Sectoral (or multi-sectoral) and Institutional Context of the Program

- 2. Before 2022, Ukraine fared comparatively well in education outcomes, with some internal disparities in terms of learning outcomes.** In 2021, enrollment in general secondary education—which in Ukraine covers primary, lower secondary, and upper secondary education—reached 96 percent. Moreover, 85 percent of children aged 3-5 years were enrolled in voluntary preschool education as of January 2022, with 97 percent of coverage in urban areas compared to 62 percent in rural settings.¹ Looking at students' learning outcomes, 15-year-old students in Ukraine performed better than those in countries with similar income levels in the 2018 Programme for International Student Assessment (PISA). However, there were important disparities shown by 2018 PISA performance: rural students

¹ <https://www.ukrstat.gov.ua/>



lagged behind their urban counterparts by 55 PISA points, larger than the OECD average of 35 points. Moreover, students from the poorest 20 percent of the population lagged behind as compared to those from the richest 20 percent by 101 PISA points in reading; this gap represents almost 3.5 years of schooling.² School closures due to the COVID-19 pandemic added to these challenges by widening the gap between those with access to online learning and parental support and those without such access and support. As such, performance between PISA 2018 and PISA 2022 has declined and the gap between students has grown further.

- 3. The New Ukrainian School (NUS), introduced by the Framework Law on Education of 2017, aims to modernize and radically enhance the quality of school education in Ukraine.**³ The NUS's objective is to bring Ukraine closer to the standards of OECD countries through i) the development of a competency-based school curriculum focused on acquiring 21st-century skills and competencies, ii) continuous teacher professional development, emphasizing student-centered learning; iii) a modernized education system management and school administration to support the implementation of the NUS on the ground, in line with the decentralization reforms, and iv) central government focused on setting and monitoring learning standards. As illustrated in Figure 1, the NUS is being rolled out grade by grade since 2018. It has been implemented in grade 6 in 2023, and is planned to introduce grade 12 in the Ukrainian education system in 2029.
- 4. Since 2022, the invasion of Ukraine has further disrupted access and quality of education due to damage to educational institutions, population displacement, and trauma.** As of November 2023, nearly 3,800 educational institutions (12 percent of the total) have been damaged or destroyed.⁴ Also, 43 percent of schools and 31 percent of preschools stopped providing in-person education since 2022. Schools and preschools in oblasts regularly under attack, such as Kharkiv or Kherson oblasts, are solely providing online classes.⁵ Many teachers have also fled, leading to a shortage of qualified teachers, as many have been displaced or faced with unsafe working conditions.⁶ Finally, the psychological toll of the crisis has also negatively impacted the overall learning environment, affecting the well-being of students and impeding their ability to focus on their studies.⁷
- 5. Access to in-person schooling has been critically affected by insufficient safety infrastructure in schools and a lack of student transportation.** According to the MoES, 3,454 of the 13,564 schools (25 percent) and 4,938 of the 11,249 preschools (44 percent) nationwide do not yet have a protective structure as of July 2023. As a result, approximately 5,200 shelters still need construction or renovation within schools and preschools throughout Ukraine. In addition, existing constraints in school transportation prevent students from attending school. As of February 2023, 1,874 buses had been destroyed, damaged, or transferred for evacuation purposes. Of 341,656 students needing transportation to schools, 316,358 are receiving the service, with a gap of 25,298 students mainly from Zakarpattia, Ivano-Frankivsk, Lviv, and Dnipropetrovsk oblasts. To address these issues, the government established an annual US\$40 million

² <https://www.oecd.org/pisa/data/>

³ <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf>

⁴ <https://saveschools.in.ua/en/>

⁵ Ministry of Education and Science of Ukraine (2023). Education Sector Overview.

⁶ <https://pisa.testportal.gov.ua/pisa-2018-zvity/>

⁷ <https://reliefweb.int/report/ukraine/ukraine-education-cluster-strategy-2023-2025-enuk>



subvention to augment municipalities' local budgets to build school shelters and provide access to in-person education as well as a US\$26 million subvention to procure school buses.

6. **Teaching and learning conditions in schools have also deteriorated since the beginning of the conflict.** Outdated education content in most grades, the need for enhanced capacities among teachers and managers, and a shortage of teaching and learning materials have been exacerbated since the onset of the conflict, as the MoES and municipalities had to reduce expenditures across the state and local budgets. This included a significant reduction in teachers' salaries in 2022 and 2023 at the local level, limited funds to print new NUS textbooks, and a halt to the NUS subvention that was to finance the rollout of the reform. As such, limited access to learning and teaching resources, coupled with a lack of teacher training opportunities, hampers the ability of teachers to provide comprehensive and up-to-date instruction, exacerbating the challenges educators and students face and further hampering the quality of education. While the 2024 state budget for education increased compared to 2023, and the NUS subvention was reinstated, the reform path adopted by the MoES before the COVID-19 pandemic is critical.
7. **Early childhood education (ECE) reform is a high priority for the GoU, yet the absence of a national framework and capacity constraints at the municipal level create inequalities in access and quality.** The Law on Preschool (2016) emphasizes the rights of every child to a place in early childhood education centers (ECEC) and established tuition-free access to preschool education. However, even before 2022, only 7 out of 10 children from 3 to 6 years attended preschool nationwide, and only 6 out of 10 in rural areas.⁸ Since 2022, preschool attendance has further declined to about 3 out of 10, placing significant childcare burdens on mothers.⁹ The decentralization process established that municipalities finance and organize ECEC services, but the lack of a common framework creates differences in ECEC supply, quality, and management across municipalities, affecting children in the poorest areas.
8. **The fragile context has exerted immense pressure on the MoES's capacities to manage the subventions from the state budget to the local budgets and constrained its ability to pursue key reforms related to the NUS and early childhood education.** The increased demand for educational support and the urgent need for policy adjustments to address the evolving challenges in the education sector have strained the MoES's human and institutional resources. For example, a central administrative challenge lies in ensuring efficient, transparent, and effective management of the subventions from the state budget to local budgets. These subventions serve various purposes, such as the payments of teacher salaries (2211190), the construction of shelters (2211310), the procurement of school buses (2211320) and school canteens (2211330), and support for the implementation of the NUS (2211230). Managing these subventions at the central level requires streamlined disbursement capacities, transparent reporting mechanisms as well as additional monitoring capacities. This lack of resources limits the effectiveness of the MoES's response to the conflict and jeopardizes the implementation of essential educational reforms. Indeed, limited capacities are available for the MoES to provide the necessary guidance, oversight, and expertise required to effectively implement and pilot reforms that are key to the country's long-term development, such as the NUS and Early Childhood Development.
9. **Recognizing the importance of education to the long-term development of Ukraine, the MoES has developed the Education Sector Overview (ESO) and is preparing the Education Sector Strategy (ESS) 2023-2027, focused on access to in-person education, improving education quality, and strengthening the capacity of the MoES.** In August 2023,

⁸ Peeters (2018). "Improving the quality of ECEC services in Ukraine."

⁹ <https://www.unicef.org/moldova/en/press-releases/widespread-learning-loss-among-ukraines-children-students-enter-fourth-year>



the MoES launched the ESO to respond to the emergency and establish the key priorities. Since then, the MoES has been developing the ESS as a strategic plan to support the transition out of the emergency and the recovery of the education sector from the conflict. Moreover, coherently with the national development objectives, the ESS provides a comprehensive vision for the modernization of the education system and its improvement in line with Ukraine's future EU accession. In that path, the success of the NUS and early childhood education become critical for the education sector.

- 10. The resumption of high-quality in-person education, as an enabling factor of the NUS reform, is the key priority of Ukrainian authorities in the short term.** In the ESO, the MoES outlines a clear vision to provide safe access to in-person education conditions. The priorities and investment plans of MoES in the coming years are geared towards creating shelters for schools that do not have one, resuming school transportation, and providing meals at schools. In parallel, to ensure that in-person instruction translates to actual learning, the MoES detailed its planned support for investments in the ESO to foster high-quality learning, in line with the NUS vision. This includes providing modern teaching and learning materials, updated textbooks, and relevant teacher training. To achieve these objectives, the MoES has adopted several subventions from the state budget to the local budgets and channels financing directly to municipalities.

Relationship to CAS/CPF

- 11. The proposed Program would be aligned with the Bank's Approach Paper "Relief, Recovery and Resilient Reconstruction: Supporting Ukraine's Immediate and Medium-Term Economic Needs."**¹⁰ The Program will support the Ukrainian authorities in restoring access to essential public services, including in-person education. It would directly tackle the accumulation of learning losses due to remote education, conflict, budgetary reductions, closed schools, dislocation, and psychosocial distress. In line with the World Bank's approach paper, the Program would also support capacity building in the MoES to collect and analyze data on education indicators, including the modernization of education management information systems to obtain real-time data on students, teachers, and education infrastructure to start planning the longer-term school reconstruction effort. Finally, by supporting the NUS reforms, the Program will support the transition to new pedagogical methods that respond to 21st-century needs in schools.
- 12. The Program is aligned with the World Bank Strategy for Fragility, Conflict, and Violence (2020-2025).**¹¹ Pillar II of the World Bank Strategy emphasizes "remaining engaged during conflicts and crises" to build resilience, deliver basic services, and support national and local institutions. With the continuation of the conflict, the Program aims to create conditions for instruction conducive to learning and limit the growth of learning losses. At the same time, the Program acts on Pillar IV of the Strategy by "mitigating the spillovers of fragility, conflict and violence" through strengthening in-person learning, in particular among the most vulnerable students, helps to address the impacts on children. This would enable Ukraine's human capital to recover from trauma, stress, displacement, and disruption in delivering education.

Rationale for Bank Engagement and Choice of Financing Instrument

¹⁰<https://documents1.worldbank.org/curated/en/099608405122216371/pdf/IDU08c704e400de7a048930b8330494a329ab3ca.pdf>

¹¹ <https://documents1.worldbank.org/curated/en/844591582815510521/pdf/World-Bank-Group-Strategy-for-Fragility-Conflict-and-Violence-2020-2025.pdf>



- 13. This operation builds on and expands the years-long WBG engagement in education in Ukraine, including both lending and technical assistance.** The engagement started almost 20 years ago with the first investment project in basic education, followed by a long hiatus until 2017-18, after which the lending program has grown significantly to include a small grant on statistical capacity building, the ongoing IPF-PBC operation Ukraine Improving Higher Education for Results Project (P171050, Loan No. 9238), extensive technical assistance across a range of areas (sector-wide review covering preschool through higher education, teacher training, digitalization and blended learning, tech-based tutoring, HD assessment, RDNA1-3, and more), and the Public Expenditures for Administrative Capacity Enhancement (PEACE) which covers in part the financing of teachers' salaries. The lending program in education has diversified over time to cover traditional IPF as well as IPF with PBCs, and the Program-for-Results (PforR) operation represents an evolution of the technical dialogue as well as the client's capabilities.
- 14. This operation is part of the Bank's engagement in recovering and building Ukraine's human capital through system-wide support for learning outcomes.** The proposed Program is part of the Bank's support to the country, not only to cope with the emergency context but also to recover, to build back better, and continue its reform trajectory. The operation's design is informed by extensive diagnostics prepared by the government and development partners, as well as recent and active analytical work conducted by the Bank. This includes an assessment of the implementation of the NUS since its inception which identifies outstanding actions for policymakers to support the reform, as well as a school infrastructure assessment to identify schools without access to a shelter and define a roadmap for investment, prioritization and sequencing of needs related to education infrastructure. Moreover, the proposed Program aims to be closely aligned with the needs and priorities signaled by the Rapid Damage and Needs Assessment – RDNA3. In light of the above, the proposed operation would focus on preschool and school education in line with the existing evidence on the importance of foundational skills for lifelong productivity as well as for the recovery of the country.
- 15. Three priority support areas have been selected based on their potential impact on education outcomes, the relevance of the reforms, and their prioritization in the MoES's ESS.** The NUS, the main focus of the proposed Program, is a comprehensive educational reform that will modernize the basic education system getting it closer to EU standards. Focusing on this priority ensures that the school curriculum across all grades is modern, relevant, and capable of meeting the evolving needs of Ukraine's reconstruction and recovery, while also serving as a model for broader educational reforms. In addition, early childhood and preschool education represent a critical foundation for lifelong learning that significantly impact children's overall development. Addressing early childhood education aligns with long-term goals of improving educational outcomes and workforce participation. Finally, the proposed Program will also support the digitalization of the education system, with targeted support for the education management information system and the modernization of selected processes within the MoES. By concentrating on these three priorities, the proposed Program aims to make a strategic impact on both the foundational and advanced levels of education, fostering a holistic approach to educational development in Ukraine. Moreover, the government launched transformational reforms but will need financial and technical support to materialize impact.
- 16. As Ukraine's engagement with the Bank has grown, the country has demonstrated adequate governance structures, monitoring and evaluation systems, and capacity for systemic reforms that would benefit from the PforR approach.** The design and preparation of the ESS show that Ukraine has a clear policy and institutional framework that is consistent with the type of systems the PforR instrument was developed to support, including relevant laws,



regulations, and institutional structures that facilitate implementation of reforms and achievement of results. Importantly, experience with the UIHERP as well as with other donor-funded activities demonstrates that the MoES has the capacity to monitor results achieved while also addressing the impact of the crisis on the education sector, ensuring that resources are used efficiently and effectively. As such, in comparison to an IPF, support via a PforR would strengthen the MoES's institutional and human capacity, fostering a more comprehensive approach to capacity building for Ukraine's recovery and greater ownership of the reform process. The use of the PforR instrument is an opportunity to leverage the MoES' investments in data systems such as the AIKOM system, and to institutionalize a results measurement culture. Finally, the MoES leadership has demonstrated commitment to Ukraine's reform path and has the political will needed to pursue key reforms for the recovery of the sector over the next years.

C. Program Development Objective(s) (PDO) and PDO Level Results Indicators

Program Development Objective(s)

To (i) support access to in-person learning and (ii) improve teaching and learning in Ukraine..

PDO Level Results Indicators

To measure the achievement of the PDO, the three proposed PDO indicators are:

- i. *Number of general secondary education students with access to school safety protective structures.*
- ii. *Number of general secondary education students with access to free school bus transportation.*
- iii. *Number of general secondary education students in grades 7-9 classes taught according to the New Ukrainian School curriculum.*

Note: These three indicators refer to the total number of students in school education nationwide that, during the project duration, gained access to shelters, free transportation, and updated teacher practices, regardless of the financing source (local budgets, subventions, civil society, or development partners). In contrast, the DLIs presented in the following section refer only to those students who benefited under the existing subvention.

D. Program Description

PforR Program Boundary

17. The GoU's Education Sector Strategy (ESS) provides the policy framework with a projected investment of approximately US\$17.8 billion for 2024-2026. The ESS is the instrument the government is developing to strengthen the education sector and transition out of emergency for the next five years. The ESS is organized into 9 priorities, each with 3-5 strategic goals and targets. The Program will focus on ESS Priority 1: Early Childhood Education, ESS Priority 2: NUS Reform, and ESS Priority 7: Digital transformation of education and science, with a nationwide scope



(excluding territories temporarily no longer under the government's control (Black Zone) and Red zone territories close to the conflict line with high risk of damage or destruction).¹²

18. The proposed PforR Program (henceforth Program) would primarily focus on ESS Priority 2: NUS Reform through a combination of emergency actions to restore in-person education with initiatives to promote the quality of education. To contribute to restoring access to in-person education, the Program will support students' access to safety protective structures in their schools (decree #419-2023), free school transportation (decree #100-2020), and healthier school meals (decree #418-2023). To improve teaching and learning conditions in basic education, the Program will support the development of teacher capacities and the equipment of basic education schools with textbooks and materials according to the NUS standards.

19. The Program will also support ESS Priority 1. Early Childhood Education, with a modest contribution to incentivize key reforms at the national level. To support inclusive early childhood and preschool education, the Program will support salaries and equipment for preschools providing inclusive education for children with special educational needs. To set the policy framework for ECE, the Program will support the development of legislation and a State standard for ECE.

20. Finally, the Program will support ESS Priority 7. Digital transformation of Education and Science, particularly on strengthening data availability, transparency and management. To contribute to improved data accessibility for the monitoring of results and evidence-based policymaking, the Program will also focus narrowly on Strategic Goal 7.3: Data exchange, services and processes in the field of education and science are accessible, transparent, and convenient.

Results Area 1: NUS Reform is focused on improving learning outcomes by ensuring that every student has access to quality education focused on academic development, critical thinking, social skills, and emotional well-being. This holistic strategy addresses immediate challenges while laying the foundation for long-term improvements in the education system. By combining emergency measures with quality reforms, this results area responds to immediate needs and contributes to the lasting enhancement of the quality of education. To make it possible, the operation will focus on supporting children in attending in-person school despite the challenging security context while receiving a modernized competency-based education. To this end, the Program will support enabling factors for in-person education, such as protective structures in schools, free transportation, and meals, while contributing to an updated curriculum, teaching and learning materials, and enhanced teachers' and managers' capacities. In addition, the operation will contribute to strengthening the MoES capacities to manage and implement the NUS Reform. These strategic goals underpin the development of the results area and the selection of meaningful and relevant disbursement-linked indicators (DLIs).

21. Results Area 2: Early Childhood Education aims to support the government's strategy to ensure that all children in Ukraine have access to quality early childhood education. In the case of ECE, the ESS focuses on the need to modernize the preschool system to promote access to education and the quality of early learning. The ESO recognizes the importance of participation in high-quality early learning to early childhood development. The MoES is preparing a series of significant reforms in the ECE sector aimed at increasing safe and inclusive access through diverse types of providers, ensuring a qualified and motivated pedagogical staff, enhancing the content of ECE programs, and

¹² Zone is determined by Order of the Ministry of Education and Science (Decree of the Cabinet of Ministers of Ukraine) based on security and risk across territories.



strengthening the M&E system for ECE to improve delivery in the decentralized context. However, unlike in school education, where the NUS reform is already institutionalized in policies, laws, and bylaws, the ECE reform is still developing. At the same time, ECE is currently financed almost completely by local governments. For these reasons, the Program's theory of change focuses on establishing the new ECE policy framework rather than its implementation.

22. An Investment Project Financing (IPF) component would complement the PforR by strengthening the MoES' capacity to manage the NUS reform in upper secondary education (grades 10-12) and supporting the development and implementation of an ECE reform nationwide. The IPF would provide technical assistance to MoES to pilot NUS for grades 10-12, including content development, teacher training, and equipment for secondary education institutions. This would contribute to strengthening the quality assurance of the NUS through the development of an online platform for conducting the State Final Examination, capacity-building of the Ukrainian Institute of Education Development (UIRO), and the modernization of the existing education information system AIKOM. The IPF would also offer technical support for the capacity development of the ECE Directorate, support to the pilot of preschool learning spaces reform, training for preschool managers, and procurement of digital equipment for preschools to improve learning and management. Finally, the IPF would finance technical assistance for project management within the MoES and cover the costs for the functioning of the Project Implementation Unit, including for monitoring and evaluation, safeguard and fiduciary functions. This component would be financed through trust funds, primarily the Ukraine Relief, Recovery, Reconstruction and Reform Trust Fund. Discussions are ongoing to also obtain funding from the Global Partnership for Education to finance the IPF component

E. Initial Environmental and Social Screening

23. Environmental risks are rated as Substantial. Environmental risks and impacts are mostly associated with project-related civil works (for rehabilitation/installation of infrastructure/equipment) and issues associated with operations of school food blocks (canteens) and school buses. Rehabilitation and construction-related risks include potential increased pollution due to improper care, handling and storage of construction material and waste; temporary impact on cross drainage; water/soil quality impacts in case of construction pollution as well as pressures on the environment caused by the material sourcing; generation of excessive noise and dust levels from trucks and other construction machinery; soil disturbance during earthworks; tree-cutting and loss of vegetation; negative impact on ecosystems (through disturbance); traffic safety issues; community and workers' health and safety incidents. Canteen and school buses operations-related risks include design and functional layout for new facilities (shelters, canteens, etc.) and equipment to ensure proper OHS conditions and community health and safety; and practices to manage household and organic waste. These risks are site-specific and temporary and can be mitigated by existing construction and healthcare management best practices. However, these risks may be exacerbated by potential aerial strikes and other military actions which add an element of extreme uncertainty and risk of fatality or serious injury that cannot be entirely mitigated by environmental and social management measures. Also, there is a risk that project sites may become a target for aerial strikes which will endanger nearby communities and site workers. Other war-related risks include possible site contaminations with hazardous compounds and explosive remnants of war (ERW).

24. The Social effects are rated Substantial. The proposed operation will have positive social effects by increasing access to in-person learning and improving teaching and learning conditions in Ukraine. However, the operation takes place within a highly volatile context, and the community and worker health and safety and security risks in the education sector are high due to the ongoing crisis. These risks are highly contextual, beyond the immediate control of the borrower, and the operation will help mitigate the impacts of the conflict on the education system in Ukraine and



build resilience against future shocks. At the concept stage, the key potential adverse social effects are associated with the construction and rehabilitation of approximately 286 protective structures within existing schools that are supported under PforR Pillar 1; for example, if the structures are not constructed properly leading to collapse or injury. Norms and systems for the construction of protective shelters will be further assessed and recommendations for strengthening such systems will be made under the Environmental and Social Systems Assessment. Land acquisition will be excluded from the program. Other social risks/ effects of the program are related to ensuring that the benefits (e.g. school meals, textbooks, equipment, school buses) are designed to be inclusive and accessible to vulnerable individuals and groups, for example by reaching the poorest children, and children with disabilities.

25. For the PforR operation, an Environmental and Social System Assessment (ESSA) will be prepared in accordance with paragraph 9 of Section III of the PforR Policy and the Bank PforR Directive. The ESSA will (a) examine the scope, context, and potential impacts of the Program from an E&S perspective; (b) further assess in detail the different E&S effects under the Program activities, including indirect and cumulative effects, contextual and political risks related to the E&S issues; (c) assess the capacity of national bodies in addressing related E&S risks and identify any complex risks in implementing E&S measures; (d) compare the borrower's systems (laws, regulations, standards, procedures, and implementation performance) against the PforR core E&S principles; and (e) formulate recommended measures to address capacity for and performance on policy issues and specific operational aspects relevant to managing program risks. The ESSA will include screening criteria to exclude any activities that are likely to have significant, sensitive, diverse, or unprecedented impacts to the environment and/or affected people. To inform its development, the ESSA will be consulted with relevant stakeholders and interested parties. Due to the implications of martial law, limited in person consultations are possible; on-line consultations will be the consultation modality. The ESSA will also include a program action plan to manage and mitigate potential environmental and social risks and impacts. The ESSA will be prepared, consulted and disclosed prior to appraisal of the operation.

Legal Operational Policies

Triggered?

Projects on International Waterways OP 7.50

No

Projects in Disputed Area OP 7.60

No

Summary of Screening of Environmental and Social Risks and Impacts of the IPF Component

26. The IPF component of the operation is comprised of capacity building activities with minimal environmental and social impacts in themselves. Activities under the IPF support technical assistance for piloting and rollout of established educational curriculum, as well as purchase of classroom equipment. The ESF is applicable to the IPF component, and accordingly relevant and proportionate E&S instrument(s) will be prepared. At concept stage, the social and environmental risks of the IPF are rated moderate given the risks of delivering in-person training activities in the context of the conflict. An Environmental and Social Commitment Plan (ESCP) will be prepared and disclosed before appraisal, specifying any appropriate ESF requirements to be incorporated into training and consultant



contracts (e.g. labor and working conditions consistent with ESS2, SEA/SH Code of Conduct) as well as for managing procurement, use and disposal of digital equipment. The ESCP will also specify any specific stakeholder engagement requirements for capacity building, as needed, and will make reference to the GRM for the operation as a whole; no standalone SEP will be prepared. Ministry of Education has an on-going project with fully staffed PIU with experience implementing projects under ESF.

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