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Program Information Document
(PID)

Concept Stage | Date Prepared/Updated: 28-Mar-2022 | Report No: PIDC263250

BASIC INFORMATION

A. Basic Program Data

Country	Project ID	Parent Project ID (if any)	Program Name
Bangladesh	P178487		Learning Acceleration in Secondary Education

Region	Estimated Appraisal Date	Estimated Board Date	Does this operation have an IPF component?
SOUTH ASIA	22-Aug-2022	19-Dec-2022	Yes

Financing Instrument	Borrower(s)	Implementing Agency	Practice Area (Lead)
Program-for-Results Financing	PEOPLE'S REPUBLIC OF BANGLADESH	Ministry of Education	Education

Proposed Program Development Objective(s)

The proposed Program Development Objectives (PDOs) are to improve student learning and retention in secondary education

COST & FINANCING

SUMMARY (USD Millions)

Government program Cost	2,475.00
Total Operation Cost	2,475.00
Total Program Cost	2,405.00
IPF Component	70.00
Total Financing	2,475.00
Financing Gap	0.00

FINANCING (USD Millions)

Total World Bank Group Financing	700.00
World Bank Lending	700.00
Total Government Contribution	1775.00

Concept Review Decision

B. Introduction and Context

Country Context

1. **Bangladesh has made rapid social and economic progress in recent decades and reached lower middle-income status in 2015.** Officially reported annual growth of gross domestic product (GDP) averaged close to 6 percent since 2000. Strong labor market gains contributed to a sharp decline in poverty, with the national poverty rate falling from 48.9 to 24.5 percent between 2000 and 2016, while extreme poverty declined from 34.3 to 13.0 percent.[1] However, the pace of poverty reduction slowed in recent years even as growth accelerated**,** particularly in urban areas and in the west of the country. Similarly, the progress on shared prosperity slowed between 2010 and 2016 after a decade of improvements, with annual consumption growth of the bottom 40 percent trailing that of the overall population (1.2 versus 1.6 percent).

2. **The COVID-19 pandemic caused major disruptions to economic activity in FY20 and FY21 putting the substantial poverty reduction gains of the past decade at risk and increasing vulnerability to economic shocks.** In early 2020, the pandemic disrupted the supply of goods from China, thereby reducing manufacturing output. As the pandemic intensified abroad, export orders from Europe and the United States declined precipitously. The government implemented control measures that resulted in a sudden stop of economic activity in many sectors. Consequently, real GDP growth decelerated to 3.5 percent in FY20. Poverty increased from 13.9 percent in FY19 to an estimated 18.1 percent in FY20, using the international poverty rate ($1.90 in 2011 PPP). A nationally representative phone survey showed income losses and high levels of self-reported food insecurity in FY20. In poor areas of Dhaka and Chittagong, surveys showed that adults who stopped working due to COVID-19 were 11 percent more likely to report food insecurity. Early signs of a recovery emerged in the first half of FY21, after movement restrictions were progressively lifted.

3. **The economy is expected to continue to recover gradually as Bangladesh navigates the persistent effects of COVID-19 on domestic and export markets.** GDP growth is forecast to reach 6.4 percent in FY22, before accelerating to 6.9 percent in FY23 as exports and consumption continue to recover. The recent surge in official remittance inflows is unlikely to persist if the net outflow of migrant workers slows in FY22. The fiscal deficit is projected to remain above 5.5 percent of GDP over the medium term. Revenue mobilization will be supported by ongoing reforms to VAT and income tax, while higher capital expenditure on infrastructure megaprojects is expected to increase public expenditure. Sustaining the economic recovery and further reducing poverty will depend in part on mitigating economic scarring through well-targeted support to vulnerable households and businesses, and on the speed of vaccination among the population.

4. **Bangladesh is extremely vulnerable to the effects of climate change**. The Global Climate Risk Index ranks Bangladesh as the world's seventh most affected country over the period 2000-2019.[2] Rising temperatures leading to more intense and unpredictable rainfalls during the monsoon season and a higher probability of catastrophic cyclones are expected to result in increased tidal inundation. Recent studies estimate that by 2050 Bangladesh could have 13.3 million internal climate migrants.[3] Addressing climate risks is increasingly urgent to ensure sustainable economic development of the country.

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[1] Household Income and Expenditure Surveys, 2000/01 and 2016/17
[2] Germanwatch (2021) Global Climate Risk Index 2021.
[3] World Bank (2018) *Groundswell: Preparing for Internal Climate Migration.*

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

5.   **Secondary education in Bangladesh is delivered through a public-private partnership (PPP) model which combines public financing with private provision.** Non-government schools constitute more than 95 percent of secondary enrollment (Grades 6-12). Government and nongovernment schools and madrasahs[4] receive public funds for teacher salaries, free textbooks, and stipends and tuition to disadvantaged students, particularly female students in rural schools. As of 2020, the secondary education subsector supports about 14 million students in grades 6–12 across 20,000 general schools and 10,000 madrasahs (madrasahs enroll more than 2.3 million students)[5].

6.   **Bangladesh has made impressive gains in ensuring equitable access to secondary education.** Between 2000 to 2018, net enrollment rate (NER) increased from 58.6 to 65.4 percent in lower secondary and from 30.6 to 52.8 in upper secondary.[6] During this period, gender parity in secondary enrollment was attained. However, latest numbers reveal a male disadvantage in secondary institutions. Although more girls than boys are enrolled in higher secondary education, completion rates are marginally higher among boys, mirroring the lower secondary level. In addition, MoE has improved timely delivery of textbooks, teacher professional development, and availability of data on student learning via the National Assessment of Secondary Students (NASS).

7.   **The World Bank's support to secondary education has focused on both access and quality.** This started with the pioneering female secondary school stipend programs (1993–1999, 2002–2007) that resulted in dramatic increase in girls' enrollment. World Bank subsequently expanded the gender-targeted stipend scheme to poverty-targeted stipends that benefited 2 million students annually. The ongoing Transforming Secondary Education for Results Project (2017 – 2022) focuses on improved access, retention, quality, and governance in secondary education. Some key achievements of this program include: proficiency gains in reading and math among Grade 8 students[7]; scale up of the Developing Reading Habit (DRH) program; stipends to 2.7 million beneficiaries annually and targeted support and analytical work during COVID-related school closures.

8.   **Despite progress, learning levels were low and unequal in 2019.** NASS data shows that nearly 25 percent of Grade 8 students and 45 percent of Grade 6 students remain below grade-level proficiency levels in Math in 2019[8]. Girls perform just as well as boys across grades and subjects (in fact in Grade 10, boys are at a disadvantage). However, rural and poor students consistently perform worse across subjects, with the gaps growing between 2017 and 2019, especially in English. In addition, divisions like Sylhet consistently rank in the bottom across grades. As per the 2020 Human Capital Index, a child born in Bangladesh could expect to receive about 10.2 years of schooling, but this would translate into only 6.0 years of Learning Adjusted Years of Schooling (LAYS). In 2020, completion rates were estimated to be only 64.2 percent in lower secondary and 27.1 percent in upper secondary.[9]

9.   **Quality issues in secondary education stem from lack of adequate support for students and teachers combined with long-standing system level challenges.** Students at the risk of dropping-out are not being effectively identified and supported. In fact, teachers are unaware of how far students are lagging. Grade 6 teachers estimates diverge from

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[4] Madrasahs are religious schools.
[5] UNESCO Institute for Statistics (UIS)
[6] Human Capital Index, 2020
[7] Asaduzzaman T. M., Shwetlena Sabarwal, et. al (2021). Lessons from Bangladesh NASS 2017 and 2019. Draft Report
[8] Ibid
[9] UNESCO Institute for Statistics (UIS)

students' scores by 202 percent of the within-class standard deviation[10]. In addition, teachers do not have formal in-service support structures through which they can receive feedback to improve their performance. Nearly 42 percent of teachers believe there is nothing they can do to help a student learn if parents do not have enough education[11]. Finally, the system can benefit from more timely and evidence-based decision making.

10.   **Secondary education, which had low learning outcomes to begin with, has been deeply impacted by the nearly two-year-long COVID-related school closures**. Secondary schools remained largely closed between April 2020 and September 2021. Government's main response was through TV-based learning programs. However, among poorer students around 55 percent of students do not have access to TV; and among those who do, only 43 percent chose to watch TV-learning programs.[12] Around half of adolescents reported that they were spending less time on education than before the lockdown. Girls are three percentage points more likely to be spending increased time on household chores and childcare. In August 2020, around 25 percent of mothers interviewed were concerned that adolescents will not return to school when schools reopen (no difference by gender of child).[13] COVID could mean a decline in LAYS from 6 to 5.1 years[14].

11.   **The education system is not well equipped to sustain climate-induced disasters.** The 2007 cyclone damaged 700 schools, impacting the lives of approximately 50,000 children.[15] Around 25,000 educational institutions are in disaster prone areas. Among these, about 20 percent were unable to recover buildings damaged from the last disaster[16]. The resulting rehabilitation costs drain already constrained education budgets. In addition, teachers and students have an insufficient understanding of climate change, limiting their scope to participate in climate change adaptation and/or mitigation[17].18

12.   **The GoB is designing an ambitious government program for secondary education focused on recovering and boosting learning and enrollment.** GoB's ongoing Secondary Education Development Program (SEDP) focuses on improving system effectiveness and education quality, is expected to close in June 2023. This operation is being designed alongside the new GoB secondary education program, which will be approved by MoE before negotiations.

   Relationship to CAS/CPF

13.   **The proposed PforR is well aligned with the World Bank Group Country Partnership Framework (CPF)** 2016 - 2020, Focus Area 2: Objective 2.1 - *Improved Equity in Access and Quality of Education*. For the proposed CPF 2022-2026, it supports Focus Area B.1: *Inclusive and Resilient Human Capital Development*. The program will focus on ensuring equitable access to quality secondary education, especially for the most disadvantaged. In addition, the program will directly serve Bangladesh's GRID (Green, Resilient, and Inclusive Development) agenda by: (i) leveraging secondary education for climate change mitigation and adaptation; (ii) building a more resilient secondary education system; and (iii) enhancing equitable access to quality education. The program will focus on building strong institutions in secondary education, especially around teacher managements, student assessments, and ICT in education.

   Rationale for Bank Engagement and Choice of Financing Instrument

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[10] Sabarwal, Shwetlena et. al. (2021). *Teachers in South Asia overestimate the performance of their students*. Working Paper.
[11] Sabarwal, Shwetlena. (2021). Teacher Beliefs: Why they matter and what they are. World Bank Research Observer.
[12] Biswas, K.; Asaduzzaman, T.M., Sabarwal, Shwetlena, et. al (2020). TV-Based Learning in Bangladesh. Policy Note. World Bank
[13]Baird, Sarah; Seager, Jennifer; Sabarwal, Shwetlena et. al. 2020. *Adolescence in the Time of COVID-19 : Evidence from Bangladesh*. World Bank
[14] Rahman, T., & Sharma, U. (2021). *A simulation of COVID-19 school closure impact on student learning in Bangladesh*. World Bank Policy Brief
[15] P.K. DAS (2010). Climate Change and Education in Bangladesh. UKAID
[16] UNICEF (2022). The Heat Is On, Towards a Climate Resilient Education System in Bangladesh
[17] Given the high climate vulnerability of Bangladesh's education sector, the LAISE team is considering adding an intermediate outcome related to climate change

14.   **The World Bank is a trusted partner of GoB in secondary education overall and in the push for COVID-recovery.** Through past and ongoing projects, analytical work, and policy dialogue, the World Bank has provided significant support and results to MoE in its efforts to provide quality secondary education to all. The Bank is well-placed to provide not just financial support to Bangladesh's secondary education sector, but also technical assistance and a strong platform through which to crowd-in resources, partnerships, and support.

15.   **PforR is the appropriate financing instrument**. This is because: (i) the Disbursement Linked Indicators (DLIs) provide a stronger focus on accountability for results and outcomes and incentivize government's ownership and implementation of critical reforms and policies; (ii) the instrument strengthens the use of country systems for program implementation, fiduciary, safeguards and monitoring; (iii) the executing agency (MoE) is already experienced with it and both MoE and the Ministry of Finance (MOF) have expressed a strong preference for this instrument; and (iv) PforR provides flexibility, agility, and efficiency in supporting a fairly large national program. The ongoing TSER program used a PforR instrument, and the overall experience was positive. Lessons learned are being reflected in the design of this program.

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

Program Development Objective(s)

The proposed Program Development Objectives (PDOs) are to improve student learning and retention in secondary education

PDO Level Results Indicators

There are three PDO indicators:
- PDO 1: Increased share of Grade 6 and 8 students achieving grade-level proficiency in math and language (disaggregated by gender)
- PDO 2: Improved teaching practices by teachers in Grades 6-10 in targeted institutions measured through student and teacher surveys
- PDO 3: Reduced dropouts between Grades 6 and 10 (disaggregated by gender).

D. Program Description

PforR Program Boundary

16.   **The Government's new Secondary Education Program would cover grades 6-12, annually supporting more than 14 million students** and 300,000 teachers from more than 20,000 general schools, 10,000 Madrasahs and 1,000 school-based vocational/technical institutions across the country**.** The proposed World Bank Operation will support this program except for the activities mentioned in Table 1 below. It would be clustered around three priority results areas under the PforR component and have a separate Technical Assistance (TA) component using the Investment Project Financing (IPF) instrument for Program management, monitoring and evaluation support.

Table 1: Alignment between government program and PforR Program

	<u>Government program</u>	PforR Program	IDA Financing	Reasons for non-alignment
Objective	Improve overall education quality & access in secondary education	Improve student learning & retention	Improve student learning & retention	PforR provides greater outcome orientation & objective results
Duration	2023-2028	2023-2028	2023-2028	Not applicable
Geographic coverage	All government managed schools & institutions	All government managed schools & institutions	All government managed schools & institutions	Not applicable
Results areas	Stipends, school grants, civil works, school construction, operation & maintenance, ICT, school leadership, data management systems, decentralized education functionaries, teacher professional development, remedial education, vocational education, learning assessment systems; capacity building of decentralized education functionaries; fuel cost, capital grants, machinery, cash wages	Stipends, school grants, , operation & maintenance, ICT, school leadership, data management systems, decentralized education functionaries, teacher professional development, remedial education, vocational education, learning assessment systems; capacity building of decentralized education functionaries	RA 1: Student support for improved learning & retention RA2: Improved teacher effectiveness RA 3: Improved secondary systems	Civil works, constructions, fuel cost, capital grants, cash wages, high valued machinery contracts & land acquisitions will not be included in LAISE boundary because they do not contribute to the objective of the PforR operation.
Financing	USD 4,737	USD 2,475 million	USD 630 million	

Result Area 1: Student support for improved learning and retention

17.   **Learning recovery initiative:** This initiative will work intensively with secondary institutions to help students recover from COVID-related learning losses. To this end, schools and teachers will receive support and inputs so that they can: (i) assess student learning levels[19]; (ii) group students by post-COVID ability level; (iii) deliver an accelerated, focused, and streamlined curriculum focused on foundational skills and topics; and (iv) provide additional classes to students who are lagging far behind, these classes could also be in the form of after-school remediation or phone-based tutoring[20].

18.   **ICT for learning recovery** This sub-results area will help leverage ICT for: (i) targeted/ individualized support to students and (ii) for creating system resilience to future shocks such as climate-induced school disruptions. Accordingly, it will support delivery of low-cost learning devices to targeted secondary students and teachers. Devices will have learning materials and software that can help students learn at their level and pace, under the guidance of their teachers.

19.   **Supporting student retention.** This sub-result area will support identification and re-enrollment of recently dropped-out adolescent girls and boys, with a special focus on disadvantaged areas. Prevailing social norms in Bangladesh encourage girls to stay at home upon turning 12 or 13 years of age (that is, toward the end of lower secondary school) to

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[19] Pilot underway funded by financed by FCDO-World Bank collaboration. Results will be available by Nov 2022
[20] Phone tutoring has been piloted successfully in Bangladesh, see here

help their mothers. This contributes to absenteeism and poorer educational outcomes, if not dropouts[21]. This sub-result will continue the delivery of poverty-targeted stipends to secondary students (both boys and girls) through the Harmonized Stipend Program. Further, successful TSER initiatives such as adolescent growth mindset program and girl rising will be scaled-up[22].

20.   **Improved relevance and quality of technical education secondary schools:** Technical institutions are usually located in urban areas. This results area will support technical institutions in rural areas and provide mobile skills training. On the demand-side, stipends and incentives will be provided building on the momentum gained under past education programs. [23] This results area will align technical education in secondary institutions with evidence-based insights on future of work and with skills programs being developed by GoB and World Bank for post-secondary students. Technical secondary schools will also be equipped to teach skills related to climate adaptation (water conservation, reforestation) and climate mitigation (clean energy, energy efficiency), and promote sustainable behaviors among students.

Result Area 2: Improved teacher effectiveness

21.   **Improved pedagogy, content mastery, and mindsets:** This will involve the scale-up of pre-service and in-service training for secondary teachers for content mastery and pedagogy. A key component will be scaling up online teacher training. This was piloted under TSERO and shows promising preliminary results.[24] The scaled-up version will include modules on teaching at the right level. Finally, behavioral interventions will be scaled up to address existing biases and nudge teachers to take ownership of student learning, especially for the most disadvantaged and struggling students[25]. Teacher biases towards female students and students with disabilities will also be targeted. Finally, platforms (both virtual and in-person) will be scaled-up to generate avenues for teacher peer-to-peer networking, mentoring, coaching, and support, using GoB's *Teacher Portal* and online learning platform *Muktopaath[26].*

22.   **Mainstreaming formative assessments and teaching at the students' level.** Teachers will be trained and equipped on: (i) using formative assessments as a part of their day-to-day teaching[27]; (ii) implementing targeted approaches to address the differentiated needs of children in the classrooms (sometimes referred to as Teaching at the Right Level); and (iii) effective use of ICT.

23.   **Improved teacher management.** This results-area will support reforms in teacher management systems so that teachers that exhibit improvements in classroom practices and attitudes are recognized and rewarded. These will be designed based on extensive consultations with government, donors, civil society, schools, and teachers themselves (a number of focus group discussions have already been undertaken). The reforms will be rolled-out as evidence-based scale-ups that involve targeted pilots in Year 1 and 2, improved design and scale-up in the remaining years.

Result Area 3: Improved secondary systems

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[21] Bangladesh Country Gender Assessment (World Bank, Forthcoming)

[22] Growth mindset interventions delivered under TSER's Adolescent Student Program led to increased time spent learning, aspirations, and confidence, especially among girls (Baird et. al 2021).

[23] Pilot ongoing in 640 institutions.

[24] Asaduzzaman, T.M, Sabarwal, Shwetlena, et. al (2021). *Online Teacher Professional Development and Incentives.* World Bank.

[25] Nearly 42% of teachers claimed that they cannot help a student learn if he/she has uneducated parents. (Sabarwal et. al 2021)

[26] *http://muktopaath.gov.bd/*

[27] Pilot underway. Results available by Nov 2022

24. **Curriculum and examination reform:** Building on the reforms initiated under the TSER program, LAISE will support the revision of secondary curriculum so that it is streamlined to focus on foundational skills and includes content on climate change mitigation and adaption. It will also support: (i) curriculum digitization; (ii) use of classroom-based diagnostic and formative assessment; (iii) continued implementation of National Assessments for secondary institutions;(iv) better use of assessment data for policy design and implementation; and (v) the National Examination Plan on Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) to move toward standardization.

25. **Climate resilience and disability inclusion.** The education sector is vulnerable as more than two thirds of institutions are not trained in disaster management and climate change issues including loss and damage assessment and reporting processes/formats. The proposed program will ensure alignment with climate objectives outlined in the eighth five year plan, *South Asia Climate Change Action Plan*, *Climate Prosperity Plan* and *Mujib Prosperity Plan*. To this end, it will: (i) mainstream cutting-edge lessons on climate change mitigation and adaptation in secondary curriculum and teacher training materials; (ii) support climate-change activism at the school level through creation of eco-clubs, climate ambassadorship, and climate-change speaking events; (iii) implement 'green and safe school' initiatives so that schools, teachers, and students feel inclined and empowered to demand their classrooms are clean, safe, environmentally friendly, and accessible to all, including students with disabilities; (iv) provide technical assistance and training to relevant MoE counterparts to ensure all future construction is climate-resilient and environmentally friendly; (v) ensure a school safety master plan, , with school safety guidelines, including evacuation plans, in the event of a climate disaster.

26. **Support for monitoring, data, and management:** Under this results area, the program will aim to strengthen data management, monitoring and evaluation capacity of secondary education subsector. Support will be provided to improve data management and decision making through a digital monitoring system. It will also incorporate a data recovery and backup systems to prevent data loss in the event of climate change-induced disasters. Furthermore, a learning management system will also be supported where contents will be made accessible to students, teachers, and other relevant stakeholders.

27. **These results areas will be further refined during the preparation, and as the Government's program is finalized.** The co-design of the operation alongside government's program is expected to yield a highly collaborative and evidence-based operation with high ownership and buy-in from all levels of GoB.

TA component (IPF): Program management, monitoring, and evaluation

28. This component will support the capacity development of relevant counterparts and agencies in specific areas, including (i) teacher professional development, management, and ICT; (ii) strengthening quality and timeliness of reporting, fiduciary and safeguard management, undertaking assessments and evaluation studies, and commissioning the independent verification agency; and (iii) strengthen coordination among various government entities.

29. **Implementation Arrangements:** The proposed program will use the government system for program implementation, oversight, financial management, procurement, safeguards, monitoring and evaluation, and reporting arrangements. MOE will serve as the executing agency and will have overall responsibility for policy guidance and oversight for program implementation. Inter-ministerial Program Steering Committee (IPSC) will be established under MOE to oversee the coordination, monitoring and implementation of LAISE. Each implementation agency will be treated as a cost center and will be responsible for implementation of their activities as per approved budget released by MoF.

30. **Climate**: Bangladesh is facing significant vulnerabilities which can disrupt the regular academic calendar with localized school closures and learning disruptions. The Program is taking actions to enhance climate actions in secondary education. Result Area (RA) 1 will strengthen system and student resilience to learning disruptions caused by climate induced events. RA2 will focus on educating teachers on climate adaptation and mitigation strategies and train educators

to respond to climate emergencies and RA3 will have a sub-results area dedicated to building climate resilience through the scale up of 'Green and Safe Schools', mainstreaming of climate mitigation and adaptation curriculum and foster climate change activism.

31.   **Citizen Engagement**: The Program will include several community-centric activities including: school re-enrollment campaigns, outreach to students and teachers to promote school retention, and stipends. The Program has community participation and oversight through School Management Committees (SMCs), with representatives from local communities, parents, and Civil Society Organizations (CSOs) engaged in the management of schools.

32.   **Gender:** The Program supports several interventions to support girls' access and retention in education, especially aimed at recovering COVID-related losses. These include a scale-up of the Adolescent Student program with tested interventions on growth-mindset and girl rising; targeted stipends for girls; fostering girls' participation in technical and STEM education and fostering safe school experience. The program will ensure gender disaggregated data within EMIS, national assessments, program monitoring, and rigorous evaluations.

E. Initial Environmental and Social Screening

[Potential environmental and social effects; knowledge and general understanding of the Program system to manage environmental and social risks and impacts; and timeframe for launching the E&S systems assessment including consultation on and disclosure of the draft systems assessment]

33.   **PforR Component:** An initial ES risk screening of activities was conducted to identify likely ES risks and impacts. The activities will not cause any loss or conversion of natural habitats. No land acquisition or changes in land or natural resources are expected. There will be no impact on cultural heritage. The PforR will not support/include any civil works and constructions hence there will be no need of construction related labors and associated risks and impacts. Community health and safety issues will be focused around COVID related impacts. Project would support low-cost devices with learning materials & software delivered to students & teachers. Such devices need to be properly disposed after the end of life. Generation of wastes will mainly include those emanating from use and disposal of stationery etc. Schools supported under the PforR will be in areas where small ethnic communities may be located. The screening has concluded that the activities under Program will not pose any significant ES risk and the ES risk rating has been determined as Low at PCN stage. An Environmental and Social Systems Assessment (ESSA) will be undertaken by the WB during program preparation following Bank's Polices and Guidelines which will be prepared in consultation with relevant stakeholders and will be disclosed prior to program appraisal. ESSA would further review the program activities to evaluate ES impacts. ESSA findings and recommended measures for managing ES risks will be reflected in Program Appraisal Document (PAD) and Program Action Plan (PAP)/DLIs as appropriate.

34.   **IPF Component:** The IPF component will need to comply with the World Bank's Environmental and Social Framework (ESF). For the IPF part, a concept stage Environmental and Social Review Summary (C-ESRS) has been prepared. This component would neither support any construction work nor would be used for design of any civil construction. Hence the outcome of the TA is not likely to impact the physical environment and will not cause any labor influx as well. No biodiversity, natural/critical habitat, ecosystem or living natural resources will also be affected. The TA will not include any 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. However, an E&S screening of activities under IPF component will be undertaken before appraisal to assess any E&S related risks and impacts. An ESMP would be prepared if required based on the screening. The client will prepare an Environmental and Social Commitment Plan (ESCP). The need for preparation of standalone Stakeholder Engagement Plan (SEP) and simplified Labor Management Procedure (LMP) will be confirmed upon the completion of Environmental and Social System Assessment (ESSA) prior to Appraisal.

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

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