



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 03/29/2022 | Report No: ESRSC02666

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

Country	Region	Project ID	Parent Project ID (if any)
Bangladesh	SOUTH ASIA	P178487	
Project Name	Learning Acceleration in Secondary Education		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	8/22/2022	12/19/2022
Borrower(s)	Implementing Agency(ies)		
PEOPLE'S REPUBLIC OF BANGLADESH	Ministry of Education		

Proposed Development Objective

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

Financing (in USD Million)	Amount
IPF Component	70.00
Total Project Cost	4950.00

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]

IPF component in the project will include technical assistance in the form of capacity building, teacher training, consultancy services, non consultancy services, operational expenses, monitoring and evaluation

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 IPF component will be funding the TA and is likely to include consultancies, non-consultancy support, analytical studies, research work, teacher training, capacity development of administrators/teachers, equipment, necessary supplies for project offices, payment for IVA for DLR verification and salary of project officials. The consultancy and other studies will need to gather data and analytics from all over the country. The developed curriculum and training will be later implemented in 20,000 schools and 10,000 madrasas countrywide.

D. 2. Borrower's Institutional Capacity

The Ministry of Education (MOE) is the Implementing Agency for the LAISE Project which will be supported by other related agencies such as Department of Secondary and Higher Education (DSHE), Directorate of Madrasah Education (DME), National Curriculum and Textbook Board (NCTB), Board of Intermediate and Secondary Education (BISE), National Academy for Educational management (NAEM), Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Directorate of Inspection and Audit (DIA), Education Engineering Department (EED) etc. The TA component will be supported through IPF and as a result, will need to meet the requirements of the relevant ESSs of the WB ESF. The ES assessment for the TA shows that only ESS1, ESS2 and ESS10 will be relevant to the project given its nature of activities. MOE has experience of working with IDA with a number of projects under IPF and safeguards both (ASSET, PEDP etc). The experience gathered during these have elevated MOE's institutional strength to tackle ES challenges. The capacity of the implementing agencies would be further assessed as part of preparation of ESSA for the PforR part of the project during appraisal and necessary recommendation would be made to enhance the capacity if necessary. Considering the low risk of the IPF component, the assessment done under ESSA should be sufficient to deal with this IPF component. However, an orientation of ESF to all the implementing agencies would help smooth implementation of the project activities complying with ESF requirements. The Environmental and Social Commitment Plan (ESCP) will incorporate these requirements of capacity building and training as part of the Borrower's commitment for the implementation of the IPF TA.

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

A. Environmental and Social Risk Classification (ESRC)

Low

Environmental Risk Rating

Low

The IPF component will be in the form of TA which would include consultancies, non-consultancy support, analytical studies, research work, teacher training, capacity development of administrators/teachers, equipment, necessary supplies for project offices, payment for Independent Verification Agency (IVA) for DLR verification and salary of project officials. The outputs from this TA will include training modules for teachers, studies and evaluations on curriculum development and training and consultative workshops. IPF would neither support any construction work nor would be used for design or feasibility of any civil construction. Hence the outcome of the TA is not likely to impact the physical environment (including biodiversity), waste generation, community health and safety, and inefficient use of resources (water, energy and raw material). The associated environmental risk of this IPF TA component is thus assessed as Low.

Social Risk Rating

Low

The IPF TA component under the LAISE project will include consultancies, non-consultancy support, analytical studies, research work, teacher training, capacity development of administrators/teachers, equipment, necessary supplies for project offices, payment for IVA for DLR verification and salary of project officials. The outputs from this TA will include training modules for teachers, studies and evaluations on curriculum development and training and



consultative workshops. The social issues associated could include development of curriculum that may likely exclude the need for students with disabilities, exclusion of students from disadvantaged background etc. All necessary measures to mitigate the risks of exclusion of intended beneficiaries will be taken through broad stakeholder engagement and information disclosure, with a focus on non-discrimination and gender. Given that the TA activities may be implemented in a COVID context, all measures to prevent COVID exposure of project staff carrying out TA activities will also be taken, including information on prevention mechanisms and PPEs such as face masks will be provided as necessary. 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 and there will be no use of child/forced/trafficked labour. The IPF TA activities are anticipated to have a net positive impact on the secondary education system of the nation by improving the quality of teachers and establishing an improved system for enrolment and address dropouts. These activities will improve the quality of education received by students in the classroom. Teachers undergoing the training program will be trained on the prevention of gender stereotyping, raising awareness on hygiene and sanitation and socio-emotional development of students. The overall impacts of the IPF TA will be widespread and are expected to promote gender-informed students (including on the identification and prevention of GBV/SEA) and socially inclusive and responsible policies. Based on the scale and nature of the IPF TA, capacity of the Borrower, anticipated risks and impacts and the context under which this IPF TA will be implemented, the social risk rating has been assessed as Low.

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

Relevant. The IPF component will be funding the TA and will include consultancies, non-consultancy support, analytical studies, research work, teacher training, capacity development of administrators/teachers, equipment, necessary supplies for project offices, payment for IVA for DLR verification and salary of project officials. The IPF TA will comply with the World Bank's Environmental and Social Framework (ESF). Based on the description of the IPF TA component, overall ES risks are expected to be Low. An ES screening of TA activities will be undertaken during preparation to assess any ES related risks and impacts. Potential ES risks include exclusion, labor related OHS issues, and potential exposure to COVID-19 pandemic. After the ES screening, an ESMP would be prepared if required. All necessary measures to mitigate the risks of exclusion of intended project beneficiaries will be taken through broad stakeholder engagement and information disclosure, with a focus on non-discrimination and gender. The Client will prepare an ESCP detailing material measures and actions for assessing and managing ES risks and impacts. The client will also prepare Stakeholder Engagement Plan (SEP) and a Labor Management Procedure (LMP) for the activities to be funded through IPF prior to Appraisal.

Areas where "Use of Borrower Framework" is being considered:

Not considered.

ESS10 Stakeholder Engagement and Information Disclosure

Relevant. The IPF TA will be consultation centric and consultations and disclosure of information with stakeholders will be at the core for planning and implementation of the project. The key stakeholders include officials at the



Ministry of Education (MOE), teachers' organization, teachers at various secondary levels, persons interested in education, NGOs working in secondary education sectors, researchers/academics etc, curriculum developers etc. The borrower is in the process of identifying all relevant stakeholders and developing mechanism for engagement, collect feedback and include their inputs in IPF TA design through preparation of a Stakeholder Engagement Plan (SEP) illustrating methods, channels and timing of engagement, feedback and grievance redress mechanism (including that can address SEA/SH issue) to raise concerns about the IPF TA.

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

Relevant. The IPF TA component involves civil servants (who will retain the employment status with the Government) and individual consultants as Direct Workers for various consultancy, research, studies, assessments and development of academic curriculum who would qualify as project workers as per the ESS2. This necessitates preparation of a simplified Labor Management Procedures (LMP) incorporating aspects such as applicability of labor laws and, non-discrimination and equal opportunity, grievance mechanism for all workers, OHS issues as well as issues related to COVID-19 pandemic, SEA/SH, Code of Conduct etc. Given the low risk of this project, a simplified LMP will be developed.

ESS3 Resource Efficiency and Pollution Prevention and Management

Not currently relevant. Given the nature of IPF TA (Consultancy services, training module development, analytical studies, research work etc), pollution generation is unlikely and the use of resources (water, energy and raw material) is expected to be minimal.

ESS4 Community Health and Safety

Not currently relevant. Given the nature of IPF TA (Consultancy services, training module development, analytical studies, research work etc), it is unlikely that community health and safety will be impacted.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Not currently relevant. The Project is not likely to require any land acquisition, restriction to land use and involuntary resettlement.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not currently relevant. All Project activities are expected to take place within existing facilities and will not have impacts on biodiversity.

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



Not currently relevant. Given the nature of IPF TA (Consultancy services, training module development, analytical studies, research work etc), it is unlikely that small ethnic communities will be affected.

ESS8 Cultural Heritage

Not currently relevant. All Project activities are expected to take place within existing facilities and will not have impacts on cultural heritage.

ESS9 Financial Intermediaries

Not relevant. Project activities will not involve financial intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered? No

Financing Partners

Not relevant.

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

Actions to be completed prior to Bank Board Approval:

A screening of the TA activities to be funded by the IPF component would be undertaken and an ESMP would be prepared if necessary. A SEP, LMP and ESCP would be prepared and disclosed prior to the appraisal. Depending on the outcome of the screening exercise, the LMP and SEP can also be merged with the ESCP.

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

The following issues would be addressed:

ESMP, LMP, SEP, GRM and Reporting modalities.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS 15-Jun-2022

IV. CONTACT POINTS



The World Bank

Learning Acceleration in Secondary Education (P178487)

World Bank

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Borrower/Client/Recipient

Borrower: PEOPLE'S REPUBLIC OF BANGLADESH

Implementing Agency(ies)

Implementing Agency: Ministry of Education

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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