



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 08/23/2023 | Report No: ESRSA02885

**I. 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	4/17/2023	9/19/2023
Borrower(s)	Implementing Agency(ies)		
PEOPLE'S REPUBLIC OF BANGLADESH	Ministry of Education		

Proposed Development Objective

The proposed Program Development Objective (PDO) is to improve student learning and retention, and build system resilience in secondary education

Financing (in USD Million)	Amount
IPF Component	20.00
Total Project Cost	750.00

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 Activities

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 Overview of Environmental and Social Project Settings**



The IPF component will focus on capacity development of teachers, improvement of reporting system, fiduciary and safeguard management, commissioning of verification agency and coordination. The activities of the TA will not be any location specific and will be providing technical assistance to support knowledge management and capacity development activities.

D.2 Overview of Borrower's Institutional Capacity for Managing Environmental and Social Risks and Impacts

The Program (including the IPF component) will be implemented following the development project modality of GoB with a Project Implementation Unit (PIU) under overall supervision of DSHE of MoE. The DSHE will be the lead implementing agency. The PIU will coordinate the implementation of the Program (including the IPF component) and supervise achievement of the PDOs including DLIs. In addition to the regular functions, PIU will be supported by a team. SHED under MoE will act as the Executing Agency (EA) and will have the overall responsibility for policy guidance, coordination, and oversight for project implementation. An Inter-ministerial Project Steering Committee (IPSC) will be established at MoE to oversee the coordination, monitoring, and implementation of the Program.

MoE has experience of working with IDA with a number of projects under ESF and safeguards both (ASSET, PEDP etc). The experience gathered during the planning and implementing WB Projects have elevated MoE's institutional strength to address ES challenges. As part of the ESSA preparation for the PforR component, the capacity of the client has been assessed and necessary recommendations have been made that includes provisions of ES focal points/consultants (including gender and SEA/SH expertise) for the entire duration of the Program, capacity building training on ESF, SEA/SH, GRM and consultation and inclusion of local leaders in raising awareness. An orientation of ESF to all the implementing partners will be provided to help smooth implementation of the project complying with ESF requirements. The Environmental and Social Commitment Plan (ESCP) incorporates these requirements of capacity building and training as part of the Borrower's commitment for the implementation of the IPF TA.

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

A. Environmental and Social Risk Classification (ESRC)

Low

A.1 Environmental Risk Rating

Low

The IPF TA would include provision and utilization of services, skills, knowledge, and technology in the form of short-term and long-term advisors and consultants, consulting firms, and non-consulting agencies to support and strengthen the capacity of MoE for Program implementation and monitoring. This component will support the capacity development of SHED and DSHE in specific areas, including (i) teacher professional development, management, and use of ICT; (ii) quality and timeliness of reporting, fiduciary and environmental and social risk management (including social inclusion issues and SEA/SH risk assessment and mitigation), undertaking assessments and evaluation studies, and commissioning the independent verification agency; (iii) climate resilience and energy efficiency in schools; and (iv) coordination among SHED, DSHE. IPF would neither support any construction work nor would be used for design or feasibility of any civil construction. As this component would promote energy efficiency at schools, it would have positive environmental impact. However, selection of the initiatives for energy efficiency would require careful review to optimize the outcome and to avoid any associated environmental hazard. The outcome of the TA is not likely to impact biodiversity, and inefficient use of resources (water, energy and raw material). The associated environmental risk of this IPF TA component is thus assessed as Low.



A.2 Social Risk Rating

Low

The social issues associated with the Program could include development of curriculum that may likely exclude the need for students with disabilities, exclusion of students from disadvantaged background (including those limited in their access to electricity and internet) 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 issues. Given that the TA activities may be implemented in a COVID context, which is yet to be completely over, there may be risk of disease transmission among the stakeholders and beneficiaries. Therefore all measures to prevent COVID exposure of project staff carrying out TA activities needs to 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 small ethnic communities and cultural heritage are expected and there will be no use of child/forced/trafficked labor. 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/SH) and socially inclusive and responsible policies. Based on the scale and nature of the IPF TA, capacity of the EA and IA, 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 Relevance of Environmental and Social Standards

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

The activities to be supported by the IPF component 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 etc. It would also promote climate resilient and energy efficiency in the schools. 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 has been undertaken during preparation to assess any ES related risks and impacts. Potential ES risks include exclusion of vulnerable and the disadvantaged from the developed curriculum, and potential exposure to COVID-19 pandemic. 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. Although energy efficient initiatives would have positive environmental impact, these would require a careful review to optimize the outcomes to avoid any inadvertent ES risk. The screening undertaken revealed that no separate ESMP is required. An ESCP has been prepared detailing material measures and actions for assessing and managing ES risks and impacts. The ESCP also integrates the Stakeholder Engagement Plan (SEP) and the Labor Management Procedure (LMP) for the activities to be funded through the IPF.

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



ESS10 Stakeholder Engagement and Information Disclosure

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) and other implementing partners, teachers' organization, teachers at various secondary levels, persons interested in education, NGOs working in secondary education sectors, researchers/academics, curriculum developers, students etc. The borrower has identified all relevant stakeholders (including ethnic minority communities and those living in environmentally vulnerable areas) and a number of consultation during the preparation has taken place. Information regarding the project design, various risks and impacts and intended outcome has been shared. The inputs from the beneficiaries have also been taken into cognizance during the project design. A grievance redress mechanism will be implemented to address concerns and complaints about the project activities. The Stakeholder Engagement Plan (SEP) has been integrated with the ESCP, given the ES risk profile and supporting activities.

ESS2 Labor and Working Conditions

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. Given the types of project personnel and risk profile the Labor Management Procedures (LMP) has been integrated as a part of ESCP incorporating aspects such as applicability of labor laws including workplace harassment, non-discrimination and equal opportunity, grievance mechanism for all workers, as well as issues related to COVID-19 pandemic. As the component would support climate resilience and energy efficiency in the school, a review of such initiatives would be required to assess any ES risk.

ESS3 Resource Efficiency and Pollution Prevention and Management

Given the nature of IPF TA (Consultancy services, training module development, analytical studies, research work and promoting climate resilience and energy efficiency in the schools), no negative impact related to ESS3 is expected. The component would promote energy efficiency which would have positive environmental impact. However, selection of technology and other initiatives for attaining energy efficiency would require careful review for optimizing the benefit and to avoid any inadvertent ES risk associated with these initiatives.

ESS4 Community Health and Safety

The impact of COVID 19 pandemic is yet to be over. The Project personnel including the beneficiaries (school staffs, students and teachers) will work closely with each other and may be exposed to health and safety concerns. Measures will be taken to ensure COVID protocol adherence during their activities including usage of face mask, washing of hand, temperature monitoring, maintenance of safe distance and reporting to health facilities upon symptoms. In addition, the TA through the IPF component will be supporting various SEA/SH protocols (including SHPC, etc), which will be consistent with ESS4.



ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Not currently relevant.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not currently relevant.

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

Not currently relevant.

ESS8 Cultural Heritage

Not currently relevant.

ESS9 Financial Intermediaries

Not relevant.

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 considered.

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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Practice Manager (ENR/Social) Robin Mearns Cleared on 06-Jul-2023 at 00:51:13 EDT