



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

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BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Jamaica	LATIN AMERICA AND CARIBBEAN	P178595	
Project Name	Jamaica Education Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	11/7/2022	3/1/2023
Borrower(s)	Implementing Agency(ies)		
Ministry of Finance	Ministry of Education, Youth and Information		

Proposed Development Objective

The Project Development Objective (PDO) is to improve teaching and learning conditions in secondary education, and the use of information for decision-making in the education system.

Financing (in USD Million)	Amount
Total Project Cost	25.00

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]

The Project would achieve its development objective through the implementation of five components: (i) Improvement of teaching and learning for quality secondary education; (ii) Support for quality and resilient school infrastructure; (iii) Development of information systems for better management and intervention strategies to retain students in schools; (iv) Contingent Emergency Response Component; and (v) Technical Assistance, Strengthening Institutional Capacity and Project Management.



Component 1 aims at improving teaching and learning for quality secondary education through three subcomponents: (i) support to secondary teachers' professional development, (ii) support to secondary curriculum development, and (iii) support for learning assessments. These activities will apply to all secondary schools.

Component 2 aims to improve access to quality and resilient school infrastructure through the development of an infrastructure strategy and construction standards for the sector and the construction of one secondary STEM school. It will include two sub-components: (i) Development of an infrastructure strategy and infrastructure standards and (ii) Construction of one model secondary STEM school. The details regarding the model secondary school such as scale and location will be determined during project preparation while the design will be finalized during implementation.

Component 3 aims at supporting the development of efficient data systems with the objective of improving the overall management of the education system and deploying targeted intervention strategies to retain students in schools. It will include two subcomponents: (i) Development of an Education Management Information System (EMIS) and (ii) Strengthening of current early warning systems and strategies for student retention.

Component 4 is a Contingency Emergency Response Component (CERC). The CERC is designed as a mechanism for rapid response in the event of an eligible emergency, which can be activated upon request from the Government.

Component 5 aims at providing technical assistance to key aspects of the education system, strengthening institutional capacity, and managing implementation of project activities.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

Jamaica is the largest island in the English-speaking Caribbean. It is an upper middle-income economy, with a GDP per capita of USD4,664 (2020). With 2.9m people, Jamaica's economy heavily depends on tourism, averaging 4.3m tourists a year. Among the variety of terrestrial, aquatic and marine ecosystems that support the tourism are dry and wet limestone forests, rainforest, riparian woodland, wetlands, caves, rivers, mangroves, seagrass beds and coral reefs. Protected areas include Cockpit Country, Hellshire Hills, and Litchfield Forest reserves. Jamaica lies in the hurricane belt of the Atlantic Ocean, highly vulnerable to climatic events including frequent hurricanes, coastal erosion, sea level rise land slippage, storm surges and external shocks. Hurricanes Charlie and Gilbert in 1951 and 1988, caused major damage and deaths. In the 2000s, hurricanes Ivan, Dean, and Gustav also brought severe weather to the island.

The project will be implemented at the national level, but the infrastructure component will only include the construction of one model STEAM secondary school. The environmental, health and safety risks and impacts of the civil works will be limited. Most of the project risks and opportunities will be related to social aspects given the focus on strengthening and building capacity in the education system. Project beneficiaries will include students that will benefit from enhanced curriculum, learning assessments, better equipped teachers and a newly built STEAM secondary school, as well as teachers benefiting from training, and Ministry staff from the improved EMIS.

The selected STEAM school will be built with considerations for the inclusion of learners with disabilities. There is variance in disability prevalence data which is due to differing definitions of disability and methodologies. According



to the most recent Population and Housing Census (2011) there are 607,393 persons with disabilities (aged 5 years and over). Physical disability is recorded as the most prevalent type of disability since 2010 attributed to the role of accidents, injuries, violence and non-communicable diseases in causing loss of functioning or impairment of limbs. In 2014, over 30% of the disability population indicated having a physical disability. The rate of children between 3 and 18 out of school is higher among those with disability (30% vs 8%). The percentage of secondary school graduates 18 to 59 is higher among those without disability when compared to the same group with disability (52% vs 75%).

Gender considerations will be applied in the project. In all exams, starting with Grade 4 tests, girls substantially out-perform boys. Historically, enrollment rates are lower for boys than girls in primary and secondary (net enrollment rate in secondary is 82.6% for boys; 83.4% for girls). Similarly, boy's completion rates are lower than girls, particularly in upper secondary (83% for girls; 80.8% for boys). Boys are more likely to drop out, with upper secondary out-of-school rates at 11% for boys and 7% for girls. This translates into relatively low, and inequitable, access to tertiary education, with 27% enrollment overall (35% of women, 20% males). Project will further analyze these gender gaps and help close them through targeted actions. An indicator will be included in the results framework.

Crime and violence are a public safety concern, costing an estimated 4% of GDP annually and concentrated in urban areas, particularly Kingston. For example, in 2008, Kingston's homicide rate was 96.2/100,000; and in 2018, 169/100,000. Most victims of homicide are male, young, uneducated, and poor, but also 60% of homicides are committed by youth between 15 to 24. Despite the impressive progress toward gender equality, GBV remains a growing concern. More than 25% women aged 15-64 have experienced IPV or sexual violence over their lifetime. Project will include considerations to prevent sexual exploitation, abuse and sexual harassment.

D. 2. Borrower's Institutional Capacity

A Project Implementation Unit (PIU) will be created in the Ministry of Education and Youth (MOEY) as the project implementing agency. The PIU will include a part-time Environmental Officer and a part-time Social Officer that will be hired, per the timeframes set out in the Environmental and Social Commitment Plan (ESCP,) for the implementation of the environmental and social risk management aspects of the Project. While the MOEY has implemented some projects under the safeguards policies in the past, they closed a few years ago and hence, it is unclear at this stage if the MOEY has retained the staff involved in those projects. It does not have experience in applying the Bank's Environmental and Social Framework (ESF) and hence, the PIU team will need to be adequately trained on ESF requirements. To support project preparation, the Bank has requested MOEY to assign existing staff as Environmental and Social Focal Points. Before the appointment of the Environmental Officer and Social Officer is complete, the designated E&S Focal Point from MOEY shall continue to provide the necessary support on the environmental and social risk management aspects of the project. The MOEY will require significant technical support from the Bank during the development, consultation, update, implementation and monitoring of instruments and ESF requirements.

The PIU will coordinate with several agencies such as the National Education Trust (NET) and the MOEY Project Management and Technical Services Unit on the Infrastructure activities; the Department of Core Curriculum and Support Services, National Mathematics Coordinator, Department of Assessment and Administration on curriculum revision and assessments; National College for Educational Leadership (NCEL) and Jamaica Teaching Council (JTC) on continuous professional development for principals and teachers etc.



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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

Environmental risk is classified as MODERATE. Component 1 of the project will include infrastructure works, and those will be limited to the construction of 1 (one) new STEAM secondary school. Though the exact location of the new school is not identified yet, it will be chosen from preselected sites already designated for educational use by the Government. Screening of the proposed site will be carried out to ensure that the school is not located in sensitive areas and in areas likely to lead to significant degradation of natural habitats. The project will finance mainly technical assistance (TA), and non-consultancy services, policy reforms, contingent emergency response and operational costs. The potential environmental, health and safety impacts (e.g., noise, water, air and soil pollution, occupational health and safety impacts and risks, among others) related to the school construction would not be significant and likely to be, short-term, localized and reversible and could be easily addressed through standard mitigation measures and the good international industry practice (GIIP) delineated in the WB Group General Environmental, Health and Safety (EHS) Guidelines. The E&S risk level of TA activities is expected to be low or moderate. The Terms of Reference (ToRs) for the TA activities will be reviewed to ensure environmental and social requirements are included. The potential environmental, health and safety risks; uncertainty regarding the potential activities that the CERC will finance at this early stage of project preparation and lack of experience of the Borrower with the ESF contributes to the Moderate risk. The environmental risk rating will be further assessed during preparation once further details are available and will be reviewed periodically throughout project implementation to ensure it continues to accurately reflect the level of risk.

Social Risk Rating

Moderate

The Jamaica Skills Project will have a positive social impact on secondary students, teachers and MOEY staff given the planned investments on (a) the area of school infrastructure through the development of an infrastructure strategy, infrastructure standards, and the construction of one model STEAM secondary school that is resilient and inclusive, per ESS1 and ESS4; (b) teacher training and coaching, curriculum revision to integrate STEAM standards, and learning assessments; and (c) the development of an Education Management Information System (EMIS) to enable more accurate and informed decision making for all education stakeholders and to strengthen current early warning systems to combat dropout at the secondary level. The focus on providing tools, knowledge and an adequate learning environment on STEAM to secondary students as well as on enhancing actions to keep them in the school system, will have a positive impact on at risk youth. The project does not envision large infrastructure works, just the construction of one school in a government-owned land that is free of encumbrances and not occupied by informal occupants. As part of the criteria for eligibility, the construction of the STEAM school will not cause physical or economic displacement or any restrictions of access to land or natural resources. The design of the STEAM school will take place during implementation. The Social Risk Rating is MODERATE given: (i) potential exclusion of vulnerable groups from the benefits of the project if Project design and adequate social inclusion measures are not adopted and adequately implemented; (ii) crime and violence context; and (iii) MOEY's lack of experience with the requirements of the ESF. (i) While the project is expected to bring a positive impact on poor and vulnerable secondary students, there is a risk of exclusion of some groups if it does not undertake specific actions to address unequal access to project benefits and said measures are not carefully and adequately implemented. Specifically, the project will include measures to ensure inclusive design of the model STEAM school accessible to persons with disabilities (PWD) of the education community

Public Disclosure



as well as gender considerations. The inclusion of PwD will also need to be assessed and considered for the development of teacher training, learning materials and assessments as well as in the enhancement of the EMIS. There is also a risk of exclusion in the enrollment of students in the specialized STEAM schools, due to socioeconomic financial limitations negatively affecting attendance and selection criteria for enrollment, particularly related to the at-risk youth. To address the potential risk of exclusion and enhance inclusiveness, during preparation, the Borrower will undertake a Social Assessment of the context in which the project will operate and will identify opportunities and challenges for social inclusion in project design and stakeholder engagement. (ii) Risk related to violence and crime can be present in the selection of the site for the model STEAM school. This will require assessment of the crime and violence situation as part of the process of assessing potential environmental and social risks and impacts and mitigation measures considered in the Project's Environmental and Social Management Plan (ESMP). (iii) In addition to the project-specific risks, the social risk rating is also driven by MOEY's lack of experience with the ESF which can delay processes until there is sufficient knowledge on the requirements of the ESF. They will need to receive ESF specific training and technical support from the WB's environmental and social team during preparation and implementation. The social risk rating may be adjusted as preparation and implementation progresses, in line with the ESF and particularly the principle of adaptive risk management.

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:

ESS1 is RELEVANT. Component 1 of the proposed project includes civil works for the construction of 1 (one) new STEAM secondary school. The location of the new school will be determined during preparation. Screening of the proposed site will be carried out to ensure that the school is not located in sensitive areas and in areas likely to lead to significant degradation of natural habitats. The potential EHS impacts are not likely to be significant and likely to be localized, short-term, reversible and will occur mainly during construction. These impacts include air and noise pollution, erosion and sedimentation of water drains, soil contamination by spills (oils, lubricants, and other hazardous materials), potential environmental liabilities in case of demolition of existing structures, risks associated with inadequate disposal of construction wastes and hazardous wastes such as asbestos, life and fire safety risks, risks of accidents with adjacent communities due to increased traffic of heavy trucks, equipment, and machinery, among others. To avoid, mitigate and manage these environmental and social risks, an Environmental Social Assessment (ESA) proportionate to the potential risks and impacts will be undertaken based on which the site specific Environmental and Social Management Plan (ESMP) will be developed. The ESA/ESMP will be developed, consulted and disclosed at the design stage and prior to the preparation of bidding documents during project implementation. Draft Terms of Reference (ToR) for the ESA/ESMP outlining key aspects will be developed by Appraisal. The ToR will be further refined during implementation once there is clarity on the design of the school.

While the project is expected to bring a positive impact on poor and vulnerable secondary students, there is a risk of exclusion of some groups, including persons with disabilities (PwD) of the education community and youth at risk. As part of Project preparation, the Borrower will undertake a Social Assessment (SA) to characterize and assess the context in which the project will operate and to identify opportunities and challenges for social inclusion, particularly for these more vulnerable groups. The findings of the assessment will be used to inform project design as well as the



Environmental and Social (E&S) instruments to be developed for the project. The Terms of Reference (ToR) for the SA has already been developed, including, inter alia: (i) description of the socio-cultural and institutional context; (ii) legislative and regulatory considerations; (iii) identification of key social issues (e.g., social diversity and gender; institutions, rules and behavior; participation; and social risks); (iv) stakeholder mapping; and, (v) recommendations on how to integrate social development issues into project design and implementation arrangements, including specific actions or implementation mechanisms to address relevant social issues and potential impacts and enhance the social inclusion of the proposed project. Consultations with key stakeholders will also be undertaken. The draft Social Assessment will be developed prior to appraisal.

In addition, as the project includes a Contingency Emergency Response Component (CERC) with zero allocation that can be activated to provide rapid access to Bank financing for immediate recovery needs during a crisis or emergency, a CERC Environmental and Social Management Framework (ESMF) will be prepared as per the Bank’s CERC Guidance (Oct. 2017). The CERC ESMF will include potential activities that could be financed (positive list), a screening process for the potential activities, monitoring, capacity building measures that may be required, and institutional arrangements in case the CERC is activated. The CERC ESMF will be part of the CERC Operations Manual which will be developed by appraisal and finalized by negotiations.

At this stage of project preparation, the Technical Assistance (TA) activities are not expected to generate significant environmental and social impacts. This will be assessed as further details are available and agreed with the Borrower. The requirements set out in paragraphs 14–18 of ESS1 will be applied to TA activities as relevant and appropriate to the nature of the risks and impacts. The terms of reference (TOR) for the capacity building activities and other documents defining the scope and outputs of TA activities will be reviewed by the World Bank so that the advice and other support provided are consistent with ESS 1–10 and duly incorporate relevant requirements of the ESSs. The Bank’s responsibility will not extend beyond the Bank-financed TA.

The Borrower and the World Bank will also develop and agree on an Environmental and Social Commitment Plan (ESCP) containing the measures, actions and timeframe required to ensure compliance with the Environmental and Social Standards (ESSs).

Areas where “Use of Borrower Framework” is being considered:

None

ESS10 Stakeholder Engagement and Information Disclosure

ESS10 is RELEVANT. The direct beneficiaries of the proposed project are secondary students, teachers and MOEY staff but, indirectly, it will also benefit the education community at large, including parents and other education employees. The Social Assessment to be undertaken during Project preparation will include a detailed stakeholder mapping, identifying the various groups who have an interest or a stake in the project: (i) project affected parties, (ii) other interested parties and (iii) vulnerable groups, such as disabled and female students. It will describe their characteristics, interests, likely influence as well as opportunities and obstacles for their enjoyment of Project’s benefits.



Based on the stakeholder mapping and findings of the SA, the Borrower will develop, disclose for purposes of public consultations with stakeholders, prior to appraisal, a draft Stakeholder Engagement Plan (SEP). The draft SEP shall include: (i) identification and analysis of key stakeholders; (ii) summary of the consultation process undertaken during preparation, the feedback received and how it was addressed; (iii) how stakeholder engagement will take place during implementation, including timeline, strategy for information disclosure and measures to incorporate the view of vulnerable groups; (iv) role of the social specialist; (v) estimated budget; and, (vi) project-level Grievance Mechanism (GM), including dedicated and specific considerations and processes to address allegations and grievances on Project-related Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH).

In light of the COVID-19 pandemic, the consultation process shall be adapted to comply with the government’s measures and guidelines currently in effect as well as WB’s Technical Note “Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, March 20, 2020”, avoiding in-person gatherings, employing diversified means of communication and relying more on social media and online channels as well as traditional channels of communications, as warranted.

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

ESS2 is RELEVANT. The proposed project is expected to engage direct and contracted workers as well as government civil servants. Based on available information at concept stage, no primary suppliers’ or community workers are expected to be involved in the project.

Direct workers (consultants) are expected to get engaged to establish a PIU to which all relevant provisions of the ESS2 apply. Contracted workers are also expected through the procurement of technical assistance and consultancies to support the implementation of component 1, 2 and 3 as well as for the construction of the new school to which ESS2 provisions for contracted workers will apply. Given the limited scale of the infrastructure component, no large-scale labor influx is expected. Civil works activities are likely to generate typical occupational health and safety (OHS) impacts during the construction phase. Workers’ health and safety risks are of particular concern, specifically when erecting scaffolds, working on highs, excavating trenches, working on confined spaces, driving machinery, etc.

Government civil servants (including MOEY’s staff) who are expected to work in connection with the proposed Project, whether full-time or part-time, will remain subject to the terms and conditions of their existing public-sector employment agreement or arrangement, unless there has been an effective legal transfer of their employment or engagement to the project. ESS2 will not apply to such government civil servants, except for the provisions set forth in paragraph 8 of ESS2.

The Borrower will develop and disclose draft Labor Management Procedures (LMP) prior to appraisal. The draft LMP shall provide an overview of expected types of personnel to be engaged under the project, applicable legislation, and measures to comply with ESS2, including specific provisions on terms and conditions of employment, prohibition of



child and forced labor, OHS and grievance mechanism specific for Project workers. It shall consider Occupational, Health and Safety (OHS) concerns and related mitigation measures and include a sample Code of Conduct with special considerations to prevent the risks of Project-related Sexual Exploitation and Abuse & Sexual Harassment (SEA/SH), and measures to avoid discrimination against specific groups such as women, persons with disabilities and migrant workers.

All bidding documents and contracts for the construction of the new school will include the LMP, including relevant OHS requirements and the Code of Conduct together with appropriate remedies for non-compliance. Thus, the MOEY, through the PIU, will establish procedures for managing and monitoring the performance of such contractor (and any sub-contractor) against the Bank requirements regarding labor management.

ESS3 Resource Efficiency and Pollution Prevention and Management

ESS3 is RELEVANT. The project will finance the design of construction standards for learner-centered secondary school infrastructure, based on a review of existing infrastructure standards and international successful practices. The Bank will work with the client to integrate the principles of energy and water efficiency into the construction standard for secondary schools and into the design of the new model school to be constructed under the project. The environmental impacts of the school construction are not expected to be significant and likely to be localized and typical of small to medium scale construction, including those related to air, noise, and waste management during construction and operation. Air emissions during construction are expected to be dust and particulates, as well as exhaust gases of vehicles and machinery. The nature of the work suggests that the level of air emissions will not be excessive or cause long-term nuisance and can be controlled with standard and easy to implement mitigation measures, such as watering dust-generating areas, installing dust barriers and adequately maintaining project vehicles and machinery. Waste and hazardous wastes expected include construction materials, oils and lubricants, used batteries, paints, solvents, and chemical materials from student laboratories (when included in the school, once in operation). The project will procure raw materials used for construction in accordance with good international industry practices (GIIP).

The scope of the ESA will include identification of the potential impacts for the construction of the new school with the ESMP addressing all potential impacts during construction and operation. If during preparation it is identified that large quantities of electronic equipment may be purchased or discarded, e-waste management guidelines will be prepared during implementation prior to the purchase of any IT equipment to ensure management and proper disposal of e-waste.

Emissions of Greenhouse gases (GHG) from the project are not likely to be significant as the infrastructure component involves construction of one STEAM school only. Therefore, GHG estimations, including GHG from land use change, will not be undertaken.

ESS4 Community Health and Safety



ESS4 is RELEVANT. The design of the new STEAM school will consider the risks of exposure of the students and teachers to natural hazards, such as hurricanes, flooding and fire. The design will be compliant with Life and Fire Safety requirements for schools and will apply the principles of universal access to ensure inclusion of persons with disabilities.

The ESMP of the new school will identify the potential environmental, health and safety risks of the construction activities for the adjacent communities, mainly related to exposure to heavy equipment and machinery, traffic and road safety risks, diseases, and hazardous materials. The site-specific ESMP will recommend the necessary community health and safety measures such as restricting the community's access to the site throughout the duration of the works, including adequate measures such as signage, awareness, fencing of the site, and traffic control. The ESMP will be reviewed by the Bank and disclosed prior to the corresponding bidding process.

Jamaica is currently going through the 5th wave of COVID-19 with approximately 200 new cases per day and, hence, preventive measures shall be taken by the PIU and consulting firms for office work, and by contractors during civil works. The ESMP of the new school will also include an emergency plan to respond to emergencies, including hurricanes, fires and flooding.

The risk of Sexual Exploitation and Abuse/Harassment (SEA/SH) was assessed using the SEA/SH risk screening tool for the education sector. The SEA/SH is moderate, particularly due to the country context with elevated incidence of GBV, but with rules and protocols in place to address SEA/SH. Jamaica has also recently approved the Sexual Harassment Act (2021). The risk will be further assessed during preparation and after consultations. The LMP will outline a Code of Conduct applicable to project workers which shall define and prohibit SEA/SH within the context of the project, as well as state the sanction for breaching expected conduct. The project level GRM will include provisions to receive and address SEA/SH grievances.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS5 is NOT RELEVANT. The project will finance the construction of a new STEAM school; however, as part of the selection criteria for the site, it was agreed that it will be built on government-owned land free of incumbrances and informal occupants, and, as such, that it will not cause any physical or economic impact covered under ESS5. The non-relevance of ESS5 will be further assessed and confirmed during project preparation prior to appraisal.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

ESS6 is NOT RELEVANT. The new STEAM school will not be constructed in sensitive areas or lead to significant degradation of natural habitats, but on a site already designated for educational use.

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

ESS7 is NOT RELEVANT. There is no population in the area of intervention that can be considered indigenous peoples as per the four cumulative criteria set forth in ESS7.



ESS8 Cultural Heritage

ESS8 is RELEVANT considering the construction of the new STEAM school. The ESMP for the construction of the school will cover management of both tangible and intangible cultural heritage. The ESMP will include a Chance Finds Procedure (CFP) to be implemented in line with national legislation and the requirements under ESS8. Construction contracts will include clauses requiring civil contractors to take proper protective measures in case cultural heritage sites are discovered, including to stop activities if cultural property is found during construction.

ESS9 Financial Intermediaries

ESS9 is NOT RELEVANT. The project 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

None

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

Actions to be completed prior to Bank Board Approval:

Actions to be completed by Appraisal:

1. Draft Social assessment (SA) to inform project design and the E&S instruments for the proposed project.
2. Draft ToR for ESA/ESMP.
3. The Borrower shall develop, and disclose for purposes of public consultations drafts of Stakeholder Engagement Plan (SEP) and Labor Management Procedures (LMP).
4. Develop draft CERC ESMF as part of the CERC Operations Manual and finalized by Negotiations.
5. The Borrower and the World Bank shall develop and agree on an Environmental and Social Commitment Plan (ESCP).

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

- Consultation, finalization, implementation, monitoring and reporting on LMP and SEP, including their respective GMs within thirty (30) days of Effectiveness.



- Development, consultation, and disclosure of the ESA/ESMP for the construction of the STEAM school at the design stage and prior to preparation of bidding document.
- Requirements applicable to the CERC Component, development and implementation of the CERC ESMF as needed during project implementation.
- Development of e-waste management guidelines, if applicable.
- Capacity building of the implementing agency (PIU) on environmental and social risk management.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

29-Aug-2022

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Ministry of Finance

Implementing Agency(ies)

Implementing Agency: Ministry of Education, Youth and Information

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Ingrid Bjerke
Practice Manager (ENR/Social)	Rodolfo Tello Abanto Recommended on 20-Jul-2022 at 17:05:36 GMT-04:00
Safeguards Advisor ESSA	Angela Nyawira Khaminwa (SAESSA) Cleared on 25-Jul-2022 at 14:24:18 GMT-04:00