



# Project Information Document/ Identification/Concept Stage (PID)

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Concept Stage | Date Prepared/Updated: 04-May-2020 | Report No: PIDC188857



**BASIC INFORMATION**

**A. Basic Project Data**

Project ID	Parent Project ID (if any)	Environmental and Social Risk Classification	Project Name
P170830		Moderate	Pakistan Integrated Literacy and Skills Development for Youth Project
Region	Country	Date PID Prepared	Estimated Date of Approval
SOUTH ASIA	Pakistan	04-May-2020	
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Islamic Republic of Pakistan	Sanjh Preet Organization	

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**PROJECT FINANCING DATA (US\$, Millions)**

**SUMMARY**

<b>Total Project Cost</b>	2.73
<b>Total Financing</b>	2.73
<b>Financing Gap</b>	0.00

**DETAILS**

**Non-World Bank Group Financing**

Trust Funds	2.73
Japan Social Development Fund	2.73

**B. Introduction and Context**

Country Context

**1. Pakistan is a lower-middle income country that has had significant challenges with human capital formation.** According to estimates for Human Capital formation, measured through the World Bank’s Human Capital Index (HCI), a child entering school in Pakistan this year will only be expected to benefit from 40 percent of the total *potential human capital benefit*, at the current quality and level of access to health and education services. This places Pakistan at 134 out of 157 countries in the world on the HCI, which is the lowest rank among South Asian countries. [1]



## 2. The current national HCI rating is linked to the macro-fiscal and human development sectoral challenges Pakistan faces.

From a macro-fiscal perspective, Pakistan is the world's fifth most populous country with an estimated 217 million people in 2017. [2] It is a lower-middle income country, with a per-capita income of US\$ 1,580 (2018). [3] The average annual growth rate of gross domestic product (GDP) since 2013 was about 5 percent. However, Pakistan has posted a relatively low average GDP per capita growth for the past 40 years, with a declining trend from an average of 6.1 percent per year throughout the 1980s to 4.1 percent on average since 2011. Pakistan's young and large population, with an average age of 21 years, is a big challenge for public service delivery especially in education and areas of human development.

**3. Poverty has fallen, but significant human development challenges remain.** In the past, Pakistan has seen considerable reduction in poverty with the poverty rate decreasing from 64.3 percent in 2001 to 24.3 percent in 2015. [4] However, despite a marked reduction in the poverty level, the progress of the human development sector has been slow, and many challenges remain. Pakistan has the world's second highest out-of-school population (22 million), and it is estimated that 75 percent of Pakistani children in later primary ages are not proficient in reading. [5] This indicates that the Learning Poverty rate for Pakistan is 15.6 percentage points worse than the average for the South Asia region and 14.3 percentage points worse than the average for lower-middle income countries. Additionally, the needle on critical human development indicators such as stunting (38 percent in 2018) has moved positively, but lags behind other countries in the region. Large disparities remain in development outcomes between provinces and between urban and rural areas.

**4. Inequality of opportunities and outcomes persist across and within regions in Pakistan.** 40 percent of the population in rural Punjab lives below the poverty line, compared with 8 percent in urban Punjab. [6] The poorest districts in Punjab have a much higher population density, making them home to the largest population of the poor in the country. Sindh's population is 47.9 million, of that 52.02 percent lives in urban and 48.98 percent lives in rural areas. Sindh has massive inequality in terms of district Human Development index among the provinces.

**5. Inequalities across different population groups also persist, including notable disparities in human capital opportunities and outcomes by gender.** The primary school participation rate (age 6–10 years) is 80 percent among boys and 72 percent among girls—with an 8 percentage point gap. The gap is larger (14 percentage points) at lower-secondary level where boys' and girls' participation rates are 76 and 62 percent, respectively. Given the importance of girls' education for women's employability, child health and nutrition outcomes and poverty reduction, the limited educational development of girls contributes to low inter-generational human capital outcomes.



- [1] That participated in the Human Capital Project.
- [2] Pakistan Population Census 2017 <http://www.pbs.gov.pk/content/population-census>
- [3] World Bank. 2019. World Development Indicators. <http://wdi.worldbank.org/table/WV.1>
- [4] World Bank 2019. *Pakistan @100 Shaping the Future 2047*. Washington, D.C.
- [5] World Bank 2019. *Pakistan. Learning Poverty Brief*. October 2019. Washington, D.C.
- [6] Pakistan Poverty Alleviation Fund (2018) *Widening Disparities*.

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Sectoral and Institutional Context

**6. Despite an increase in the enrollment rate, a large number of children still remain out-of-school.**

National enrollment rates increased from 68 percent to 75 percent for the primary age group and 52 percent to 57 percent for the lower-secondary age group between 2004 and 2013. However, there still exist a large out-of-school population partly due to the fast-growing population. The National Education Management Information Systems (NEMIS) estimates that around 22 million children were out of school in 2016/17, of which there were more than 5 million out-of-school children in primary school ages 5–9 years, more than 11 million in ages 10–14 years, and 6.2 million in age 15–16 years. The literacy rate for 10 years and older population is only 58 percent in 2015/16 and youth literacy rates (age 15 – 24 years) is 71 percent[1] The literacy rate of rural women is particularly low at 36 percent and 54 percent for ages 10 years plus and age 15-24 years respectively. By province, the overall literacy rates of Punjab and Sindh are 62% and 55%.

Table 1: Literacy Rates in 2015-16

Literacy Rate	National			Punjab			Sindh		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>PSLM 2015-16</b>									
Literacy Rate (Age 10+)	69	47	58	71	53	62	66	43	55
Youth (age 15-24)	78	64	71	80	73	76	72	53	63
Urban (10 Years +)	81	67	74	82	72	77	80	65	73
Rural (10 Years +)	62	36	49	66	44	54	51	19	35
Urban (Age 15-24)	86	82	84	88	88	88	82	77	80
Rural (Age 15-24)	73	54	63	76	65	70	60	26	44

Source: HIICS 2015-16



**7. Education systems in both Punjab and Sindh provinces continue to face major challenges, including limited school access and low retention rates.** Provincial governments are responsible for providing free and compulsory education to all children aged 5-16 years in their respective provinces. School Education and Literacy Department in Sindh and Literacy & Non Formal Basic Education Department in Punjab are respectively responsible for non-formal education. In both provinces, lack of school access and high dropout rates, especially at the primary level, are responsible for its large out-of-school population. Age-specific enrollment rates peak at around age 10 years. Importantly, children who are not enrolled by age 10 years are unlikely to ever enroll in school. The access to schools is an especially serious constraint for the rural population in both provinces. 25 percent of girls in rural Punjab and 58 percent of girls in rural Sindh never enroll in school. [2] Dropout rates from schools are high. In Sindh, of 100 children who enter grade 1, only 51 complete their primary education, 30 enroll in middle school and 23 finish their basic secondary education at grade 10. Only 6 percent of students reach grade 12.

**8. The large out-of-school population is associated with poor learning outcomes.** Due to the low quality of learning, the children in Pakistan perform far below the curriculum standards at respective grade levels. According to the Annual Status of Education Report (ASER), the competency level of children in Sindh is below the national average with especially low performance in rural areas. Only 63 percent of grade 5 students in urban areas can read a story, compared to 45 percent in rural areas, and 56 percent of urban students can perform two-digit division, as opposed to 34 percent of rural students. Low academic performance is one of the considered factors for students' dropout and moreover, it contributes to low level of literacy level among the youth population.

**9. Out-of-school children are not a uniform group because their reasons for non-enrollment and dropout are different.** Some children have never attended school, and others dropped out of schools. Their age, socioeconomic background, and status of engagement with economic activities are also different. Children around 10 years old may already engage in agricultural or domestic work, and such children may face a high short-run opportunity cost of schooling even if the schooling would increase their economic productivity in the future. Social and cultural background may be also an impediment to continuing school, especially among girls, who typically have difficulties of walking long distance to attend school and have to engage in domestic work to support families. Girls are more likely to be subject to gender segregation, and there are fewer schools for girls than for boys. Many girls are pushed out of continuing studies because they finish at one school and cannot access the next grade level. [3] Since their needs and constraints are different, the appropriate actions for them need to be tailored specific to different groups of out-of-school children. To tailor the appropriate actions, communities can play significant roles in identifying key bottlenecks of the poor learning outcomes and the large number of out-of-school children in their communities.

**10. Despite the urgency of the issues, the federal and provincial governments' interventions on non-formal education is limited.** Due to the daunting challenges in the public education, the government' emphasis of educational development is on improving the public education systems. While the governments mainly aim to address out-of-school children by increasing access to and retention in public education, there are still service delivery gaps which results in out-of-school children. The proposed interventions are to fill in the gaps



where public sector service delivery is not currently reaching and establishing a new model of providing non-formal education.

[1] HIICS2015-16

[2] The proportion of girls aged 10-14 years in rural areas according to PSLM 2015-16

[3] Human Rights Watch Report 2018.

#### Relationship to CPF

11. The World Bank Group's Pakistan Country Partnership Strategy (CPS) FY 2015-19 (Report No. 84645-PK; April 4, 2014) specifies Education as one of the four top priority agenda of in support of the Government of Pakistan's Development agenda under the proposed Vision 2025. This Project will contribute to the CPS towards the following outcome areas: (a) improved youth's skills for business, (b) reduce vulnerability for groups at risk including women and youth, and (c) increased school enrollment and adoption of education quality assessment.

12. The Government of Pakistan has been developing the new Roadmap for the country's development under the new leadership since the summer of 2018. Human capital development is one of the top priorities as it has been the binding constraint for economic and social development. The Education Ministry at the federal level and Education Departments at provincial levels have unanimously pointed out out-of-school children as one of the critical issues to address.

13. The Project is also aligned with the international agenda including the Sustainable Development Goals (SDGs). The government's priority on addressing out-of-school children has been aligned with the SDG targets and is supported by the Development Partners. The proposed pilot project will be built on the existing initiatives on out-of-school children, supported by Development Partners including Japan International Cooperation Agency (JICA), USAID, and UNICEF, and it will be implemented in collaborative efforts with these agencies, and with JICA in particular.

### **C. Project Development Objective(s)**

#### Proposed Development Objective(s)

14. The objective is to develop and pilot a new model of non-formal education that combines literacy, labor market skills, and life skills development for the uneducated and illiterate children, youth and young adults in selected districts of Punjab and Sindh Provinces in Pakistan.



#### Key Results

- Number of Integrated Literacy and Skills programs developed and endorsed by the Government. (Target: 7)
- Number of beneficiaries aged between 5 to 17 years benefiting from pilot Accelerated Learning Programs (Target: 3,500), of which 60% are female.
  - Of which female % (Target: 60%)
- Number of beneficiaries aged between 10 to 35 years benefiting from pilot Integrated Literacy and Skills Programs (Target: 7,500), of which 60% are female.
  - Of which female % (Target: 60%)

#### **D. Preliminary Description**

##### Activities/Components

#### **Component 1: Implementing Non-Formal Education through Community Learning Centers (US\$ 1.37 million)**

15. Component 1 consists of two sub-components which are implemented through **Community Learning Centers (CLCs)**. The CLCs will be set up in a target community with an appointment of a principal to manage the center through the project. They offer a menu of programs to beneficiaries in different age groups based on the community's needs and decisions. The core programs will be (1) Accelerated Learning Programs (ALPs) for out-of-school children in primary and secondary school ages (sub-component 1.1), and (2) Integrated literacy and Skills (ILS) program for illiterate adolescents and young adults (sub-component 1.2). In addition, the CLCs will offer support functions to the beneficiaries, including counseling and moral support and daycare services.

#### ***Sub-component 1.1: Literacy program for mainstreaming out-of-school children in primary and secondary school age (US\$ 0.68 million)***

16. This sub-component will offer Accelerated Learning Programs (ALPs) to out-of-school children at primary school age (age 8-10 years) and secondary school age (age 10-16 years) through a non-formal education model with the aim to facilitate mainstreaming of those children to the formal school system. In Pakistan, primary schools accept new students at age 5-7 years, and children at age 8 and above typically find it difficult to enter formal primary schools. To support those who miss the entry to primary schools, the ALP-primary (ALP-P) has been developed including curricula, corresponding teaching and learning materials, and systems for training and assessment. The program has been approved in Punjab and Sindh provinces under Literacy Department (LD) and School Education and Literacy Department (SELD) respectively. The project will conduct a rapid survey of out-of-school children and conduct enrollment and awareness campaigns in the villages to . The program allows children to complete five years of the primary education with approximate 1,250 hours of learning, which usually take 24 to 36 months depending on the set up of Non-Formal Education (NFE) service delivery. Students will be able to sit in the Grade 5 School Leaving Examination upon the completion of the program and officially obtain a grade 5 certificate. The program has flexibility. School



dropouts will take a placement test at the beginning of the program and be allowed to start ALP-P from competency-relevant modules. Beneficiary children can obtain grades 1-4 equivalent certificates upon the completion of a subset of the program, which are assessed by school teachers and attested by District Literacy Officers (DLOs). With the certificates, these children can be mainstreamed in the formal education system. Each class will accommodate about 25 students. Depending on the needs of children in a community, each CLC will offer morning and/or afternoon classes at either or both primary-level (ALP-P) and elementary-level (ALP-E). These programs are taught in multi-grade (multi-age) classroom setup. Teacher recruitment and training will follow the approved procedures by the LD in Punjab and SELD in Sindh to ensure the quality of teaching and learning practices in the multi-grade classrooms. Monitoring and academic support to teachers will be provided.

**Sub-component 1.2: Integrated literacy and skills programs for mainstreaming of illiterate youth and young adults (US\$ 0.69 million)**

17. This sub-component will deliver the Integrated Literacy and Skills (ILS) program for illiterate and uneducated adolescents and young adults. The ILS program integrates learning of three areas: (a) basic literacy, (b) basic and functional numeracy, (c) pre-vocational and life skills. Currently, there have been developed three ILS modules on (i) agriculture, (ii) livestock, and (iii) masonry. Through these modules, beneficiaries can learn basic literacy, functional numeracy, pre-vocational skills, and life skills. Upon completion, beneficiaries will be able to obtain (a) Level 2 Literacy Certificates, which is equivalent to primary education grade 3 level literacy and numeracy, and (b) National Vocational Qualification Framework (NVQF) Level 1 (pre-vocational) skills certificate. Each module is designed to be completed in about 300 hours of class sessions, typically through 15 hours a week over 6 months. In addition to the three existing modules, additional modules for different trades will be developed and piloted through the Component 2 activities and will be rolled out during this pilot project.

18. The ILS program will target two age groups: (a) age 11 to 16 years and (b) age 17 to 35 years. For the age 11 to 16 years group, communities will decide to offer either ALP-E (under sub-component 1.1) or ILS program (which teaches primary education level of literacy and numeracy). For the age group between 17 and 35 years, ILS program will be basically offered, but the age group is also allowed to participate in different programs if requirements are met. The summary of target age groups and prerequisite education is described in Table 2.

Table 2: Program options for different age group and educational background

	Age group (Years)		
	8-10	11-16	17-35
<b>Uneducated</b>	ALP-P	ILS	ILS
<b>Less than primary completion</b>	ALP-P	ILS	ILS
<b>Primary completion</b>	Not applicable	ALP-E	ILS

Notes: ILS - Integrated Literacy and Skills program; ALP-P - Accelerated Learning Program for Primary level; ALP-E - Accelerated Learning Program for Elementary level.

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Yellow shade is Sub-component 1.1; Green shade is under Sub-component 1.2.

19. Each community will decide which pre-vocational trade to be provided based on the needs of the local economy. ILS program may attract older age out-of-school children who have virtually no options to resume their education in formal schools. ILS program will create the opportunity for them to enter a technical and vocational education and training stream after completing ILS program and obtaining an NVQF Level 1 certificate.

20. The ILS program will include life-skill modules. The proposed life-skill modules will include: (i) childcare and nutrition (ii) general life skills (population control, disaster management, access to basic facilities and social services, active citizenship etc.), (iii) health, nutrition, hygiene and sanitation, (iv) financial literacy (income generation and saving), and (v) digital skills with mobile use. These modules will be short complementary contents of the ILS, which aim to provide better livelihood prospects such as improved nutritional and health behavior and income generation opportunities. These modules will be developed under Component 2

21. Summary of curriculum contents for each program is described in Table 3.

Table 3: Program contents and certification

	<b>Literacy level</b>	<b>Numeracy level</b>	<b>Pre-vocational skills</b>	<b>Sub-modules</b>	<b>Certification</b>
<b>ALP-P</b>	Primary	Primary	N/A	N/A	Up to primary (G5) completion, upon passing the formal School Leaving Examination
<b>ALP-E</b>	Elementary	Elementary	N/A	N/A	Up to elementary (G8) completion, upon passing the formal School Leaving Examination
<b>ILS</b>	Literacy Certificate 2 (Primary Grade 3)	Literacy Certificate 2 (Primary Grade 3)	3 options (to be increased to 10)	Life-skills	Pre-vocational certificate under NAVTTC's NQVF Level 1

22. Each CLC will have one principal and multiple teachers depending on the number of training programs offered. Depending on the community’s needs and availability of qualified staff, daycare services will be also supported and provided.

23. Supplementary services to the CLCs will be also provided through Component 1. There will be two main supplementary services: (a) counseling and moral support to the participating beneficiaries, and (b) daycare services for beneficiaries with young children. The literature[1] has shown that re-engaging out-of-school

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children, adolescents, and young adults into education requires multidimensional, protective and promotive interventions such as behavioral engagement, affective engagement, and cognitive engagement. Mentoring and psychosocial support emerges as a core intervention that contributes to positive reengagement outcomes. In this regard, counselors will be appointed in each district to provide psychosocial support to beneficiaries, and each CLC will have an assigned staff (principal or teacher) as a facilitator for psychosocial support. In addition, to support women with young children, daycare service will be provided based on CLC's decision.

**24. Expenditures under Component 1:** Component 1 will finance the costs for running the services at CLCs, including salaries of teachers and principals, teacher and principal training, equipment, textbooks and materials, rent and utilities, maintenance costs of the centers, and supplementary counseling and moral support and childcare services.

**Component 2: Technical Assistance for NFE Material Development and Capacity Building (US\$ 0.50 million)**

***Sub-component 2.1: Development of curriculum, teaching and learning materials***

25. This sub-component provides Technical Assistance activities related to development of NFE curriculum and materials that will be used at CLCs and by other implementing agencies including the provincial governments. Currently, three pre-vocational ILS modules are already approved and implemented. From a tentative list of 10 additional modules, the Project will support development of seven modules. [2] Curriculum development will be carried out by the implementing agency through close coordination with provincial curricula bureaus, textbook boards and provincial technical education and vocational training authorities (TEVTAs). These institutions will not only lead the process but ensure necessary approvals of the curricula and materials for selected programs. The current status of curriculum development and availability is shown in Appendix Table 1.

***Sub-component 2.2: Teacher training, capacity building and coordination***

26. Continuous training will be provided to teachers, principals and community groups for their CLC management and the quality of teaching activities. The capacity of teachers and principals will be built mainly through a series of training, including induction training, refresher courses, and continuous professional training. The induction training, refresher courses and continuous professional development support for CLC teachers/ facilitators will aim building their professional capacities on content mastery, pedagogical skills and other key disciplines including classroom management, child and adult learning psychologies and positive disciplining techniques to manage learners in the classrooms. These training courses were already developed by an Non-Government Organization (NGO) in consultation with relevant government departments and organizations. Principals will be trained on quality delivery and management operations, which will enable them to manage, monitor and improve teaching and learning processes in the classrooms and also maintain a regular liaison with the community groups to seek their continuous support in local governance of CLCs. The capacity building of community groups will be conducted through a process of engagement. This process will include Project Cycle Management that involves community groups in project and activity planning, implementation, monitoring and evaluation. Community groups will be formed through the help of project



field staff and will decide the member's roles through the consultative process, including responsible members for enrollment and drop-outs follow-up, members for coordinating with principals and teachers regarding teaching and learning, and those responsible for maintaining essential equipment and facilities in the CLCs. The field staff of the implementing organization will keep coordinating with these community groups to manage CLC operations. The community members will also support in mainstreaming and transition to next grades/ levels in other formal schools and training institutes for continuing education purposes.

27. This sub-component will support capacity building activities for relevant government entities so that they will be able to take over the programs upon the completion of the pilot project. Provincial governments, curricula bureaus, textbook boards and district and sub-district (taluka/ tehsils) will need to build their capacity to take over developing curricula, materials, necessary policies, implementation, and monitoring mechanisms. This sub-component will provide support to government entities and involve them in the material development and project implementation.

**Component 3: Project Management and Administration, Monitoring and Evaluation, and Knowledge Dissemination (US\$ 0.86 million)**

***Sub-component 3.1: Project Management and Administration***

28. This sub-component supports project management by the implementing agency. Two field coordinators per district will be recruited to monitor and support implementation activities. These coordinators will support establishing CLCs, support teachers and engage communities. A field coordinator will visit each CLC at least two or three times a month. The provincial coordinators will keep a regular liaison with the education and literacy departments of the respective provincial governments in Punjab and Sindh, while they also coordinate field coordinators. At the headquarters, there will be team leader, specialists for ALP and ILS programs and a manager for administration/ procurement services. Procurements of goods and services will be carried out centrally by the headquarters.

***Sub-component 3.2: Monitoring and Evaluation and Knowledge Dissemination***

**29. Monitoring of CLCs** – Routine monitoring of CLCs will be conducted by the implementing agency. The agency will hire two monitoring officers in each district, who will visit and monitor each CLC on daily basis. Monitoring officers will provide academic support to teachers, management support to principals, and provide continued guidance to communities for operating CLCs. Taluka/Tehsil and District Education Offices will also play an important role in monitoring. CLCs will be monitored directly by the NGO (the implementing agency), but the provincial governments are responsible for ensuring the quality of teaching and learning activities. The project will support quarterly assessment visits of government officials for regular reporting purposes.



**30. Participatory Monitoring and Evaluation** – The community groups will be involved in the project cycle management, right from the design to evaluation stages, these community groups will be empowered to see themselves as owners of the ALPs and ILS programs. They will be equipped with the necessary tools/questionnaires tailored for community use. Designated community members will regularly monitor and participate in evaluation activities and discuss their findings with the field coordinators who will extend support in developing participatory monitoring and evaluation reports at regular intervals.

**31. Federal and provincial level monitoring** – Key statistics of CLCs, such as enrollment, teaching staff, and project implementation status will be reported to both the provincial and federal government. Provincial level NFE Department will be responsible for ensuring the registration of the data to their own provincial EMIS and support coordination with public schools where CLCs are located. The information will be also reported to the federal level, where data are managed under the Non-Formal Education Management Information System (NFEMIS) hosted by the Academy of Educational Planning and Management (AEPAM) in Islamabad.

**32. Impact Evaluation:** An impact evaluation would be conducted to rigorously assess the effectiveness of the ILS program by applying a Randomized Control Trial (RCT) method. The randomization would consider an oversubscription design: First, communities will conduct community mobilization activities in which community mobilizers list all persons who are eligible for the ILS program, visit their homes and explain the ILS program to them and their family members, and identify if they are interested in enrolling in the ILS program. Then, those who are identified to be interested in the program will be randomly assigned to three groups: treatment, control, and waitlist groups. The treatment group will be offered ILS training; the control group will not; and the waitlist group will be offered only if some persons in the treatment group do not enroll in the training. Comparison between the treatment and control groups with respect to literacy, life and vocational skills, and so forth after ILS training will estimate the effectiveness of the ILS program.

33. The types of impacts to be evaluated will encompass three areas: (1) literacy and numeracy skills, (2) life and vocational skills covered in ILS training (e.g., financial literacy, access to social services, and health and nutritional practices), and (3) extended impacts such as empowerment, aspiration, and income generating activities. The impact evaluation will conduct a baseline and an end line surveys of the treatment and control groups to collect data about outcome variables and demographic and socioeconomic characteristics.

34. As part of JSDF requirement, knowledge dissemination work will be also supported. Implementation experiences and the results of the impact evaluation will be disseminated within the country and potentially outside the country through workshops and other events related to NFE.

**35. Knowledge dissemination** – Knowledge dissemination symposium will be organized before closing the project for domestic and international audience. The project will share materials used for the pilot, success stories and lessons learned, and result of impact evaluation.



[1] Rajasekaran, Subhashini, and Joel Reyes. 2019. *Back to School: Pathways for Reengagement of Out-of-School Youth in Education. International Development in Focus.* Washington, DC: World Bank.

[2] To be decided by the appraisal.

**Environmental and Social Standards Relevance**

**E. Relevant Standards**

**ESS Standards**

**Relevance**

ESS 1	Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10	Stakeholder Engagement and Information Disclosure	Relevant
ESS 2	Labor and Working Conditions	Relevant
ESS 3	Resource Efficiency and Pollution Prevention and Management	Not Currently Relevant
ESS 4	Community Health and Safety	Relevant
ESS 5	Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
ESS 6	Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7	Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
ESS 8	Cultural Heritage	Not Currently Relevant
ESS 9	Financial Intermediaries	Not Currently Relevant

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**Legal Operational Policies**

<b>Safeguard Policies</b>	<b>Triggered</b>	<b>Explanation (Optional)</b>
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**

The project will focus on establishing CLCs for the provision of various learning programs for the out of school children and youth. These CLCs will be established in spaces available on rent. The Project will neither finance nor support any civil works activities or procurement of IT equipment or chemicals. In this context, the activities supported by the Program are not expected to have any negative environmental impacts. No rehabilitation or construction of new infrastructure or TA-type activities which result in negative



environmental impacts will be financed through the project. The Project will select the spaces for the CLCs having availability of basic facilities like toilets and drinking water that may need minor repairs for their better functionality. Other minor repair or refurbishment works may include paint work, minor electrical repairs or fencing of CLCs to provide a better and more secure learning environment for the students. It is proposed by the Project to select CLCs which have all the basic necessary requirements and need minimum repair work. The overall risks and potential adverse environmental impacts are considered Low. The project has no land acquisition needs as the space required for establishing CLCs will be obtained on rent. The main social risks of the project relate to potential exclusion of vulnerable groups from project benefits, and the lack of capacity and facilities (e.g. safe and secure spaces; protection against the threats of gender-based violence (GBV), sexual abuse, kidnapping) to provide support services (moral support and counseling, and daycare) of a requisite standard. It is important to note that the project does not plan to provide support services in all the CLCs. In addition, SPO has some experience working on youth and community mobilization, and implementing community-based projects for the delivery of basic services such as health, education, etc. The project also intends to provide technical support for teacher training and curriculum/materials development and this can aid in ensuring that the required skills for providing moral support, day care services, and overall responsiveness to the needs of vulnerable social groups are developed and maintained over time. The limited scale of the support service activities, coupled with SPO's comparatively advanced experience with implementing social sector projects, reduces the social risk, which would otherwise have been of a Substantial level, to a Moderate level.

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