



# Additional Financing Appraisal Environmental and Social Review Summary Appraisal Stage **(AF ESRS Appraisal Stage)**

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**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Borrower(s)	Implementing Agency(ies)
Nepal	SOUTH ASIA	Nepal	Ministry of Education, Science and Technology
Project ID	Project Name		
P174209	CoVID 19 School Sector Response (GPE)		
Parent Project ID (if any)	Parent Project Name		
P160748	Nepal School Sector Development Program		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	6/29/2020	8/6/2020

Proposed Development Objective

The Program Development Objective is to improve the quality, equitable access, and efficiency of basic and secondary education in Nepal by supporting the Government's School Sector Development Program.

Financing (in USD Million)	Amount
Current Financing	6461.00
Proposed Additional Financing	0.00
<b>Total Proposed Financing</b>	<b>6461.00</b>

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

Yes

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

In Nepal, the first case of COVID-19 was detected on January 24, 2020. Government of Nepal had imposed a nationwide lockdown since March 24, 2020 to reduce the spread of COVID-19. The cabinet announced new measures



to ease the lockdown on June 11, 2020. This easing of the lockdown will undergo a three-phased approach, the first phase to last three weeks beginning June 15, 2020. In the first phase, while the operation of health and essential services will continue, economic activities will open up, including work on development projects while adhering to public health and safety protocols and social distancing. Offices (government, non-government, private) will be allowed to open in two shifts together with easing of vehicular movement. However, the education sector, international and domestic flights, public transport and large gatherings will remain closed. Based on the success of the first phase, a second phase will be initiated with further easing of measures.

While Nepal has made impressive gains in education access, learning levels remain low and unequal. Net enrolment rate (NER) at the primary level increased from 81 to 96 percent between 2004 and 2019. At the secondary level, NER increased from 48 to 62 percent between 2007 and 2019. Nepal has also achieved gender parity in basic and secondary education. However, learning levels are low and unequal as well. National Assessment of Student Achievement (NASA) show that in Grades 3, 5, and 8, less than 20 percent of students master basic competencies in problem solving and reasoning. Moreover, there is strong inequality in learning outcomes across districts and by socioeconomic status, ethnicity, and language spoken. According to the Bank's Human Capital Index, a child born in Nepal today will be 49 percent as productive when she grows up as she could be if she enjoyed complete education and full health. While children in Nepal can expect to complete 11.7 years of schooling by age 18, adjusted for quality of learning, this is equivalent to 6.9 years: a learning gap of 4.8 years.

On March 16, 2020, the Ministry of Education, Science and Technology (MOEST) announced a nationwide closure of all educational institutions due to COVID-19 pandemic. This applies to all public and private schools, colleges, universities and technical and vocational institutions. As of now, the MOEST's decision is to keep schools and education institutions closed in line with the phase-wise easing of lockdown. It is expected that schools will remain closed until August 2020. In Nepal, for pre-primary to Grade 10, the school academic calendar goes from April to March with end-of-year exams administered in mid/late March (the academic calendar varies slightly by region). So, for the school sector, announcement of the school closure came at the end of the academic year. For grades 1-9, final examinations were completed before the school closure, but children have not been able to return to schools due to the ongoing lock-down. As a result, an estimated 8.2 million children are out of school due to the lockdown. If the school closures are prolonged without appropriate measures to counter the adverse impacts, it will have negative impact on school enrollment and learning outcomes and long-term negative impact on jobs, human capital accumulation and country's development.

The Nepal Education Cluster, led by the MOEST and Centre for Education and Human Resource Development (CEHRD) and co-led by UNICEF and Save the Children, has developed the scenario-based Education Cluster COVID-19 Contingency Plan (ECCCP) to mitigate and respond to the potential impacts on the education sector. The objective of ECCCP is to: (i) ensure adequate capacity for management and coordination during the response period; (ii) strengthen disease prevention and resilience within the school system and among students, teachers, parents and caregivers; (iii) support continuity of education/learning for all children, including children with disabilities (CwD) and from marginalized backgrounds.

Three education-specific scenarios have been developed in the case of extended school closure (i) up to mid-July, (ii) up to September 2020, and (iii) for the majority or entire duration of the 2020-21 academic year. A case load projection (i.e. how many children will be affected/ in need of support) has been undertaken based on these three scenarios. In addition, a scenario in the context of second wave of infection will also need to be considered. The activities proposed in ECCCP aims to ensure continuity of learning for all children using different modalities.

The COVID-19 pandemic has already had profound impact on education systems around the world, including Nepal, and threatens to undo the progress and deepen inequality. The pandemic threatens the education progress through two main channels: (i) the immediate impacts of school closures, (ii) the impact of schools being used as quarantine



facilities can delay reopening of schools; and (ii) the impacts of the economic shock sparked by the policies and social distancing measures put in place to slow the transmission. Without aggressive and targeted measures to counter the effects, the shocks will lead to learning loss, increased dropout rates, and accentuate the inequality with the most vulnerable students disproportionately bearing the brunt of the shocks. It is important to prevent expected spikes in domestic abuse, teenage pregnancy, and consequent dropping out from school resulting from stay at home orders in the current pandemic.

The proposed Additional Financing will add an IPF component to the SSDP using the IPF modality with the objective to maintain access to basic education in grant-supported local governments and build resilience for continued learning. The AF component will contribute to the implementation of Ministry of Education Science and Technology's Education Cluster COVID 19 contingency plan, to support continuation of learning for approximately 6.5 million children in basic education in Nepal.

The AF will support the following activities:

- (i) Remote learning methods for continued learning for all children, including children with disabilities (CwD) and children from marginalized backgrounds: This will include activities to ensure continuity of learning for all children; communication campaign and sharing of information; design of teacher professional development programs for teachers; and strengthen the Education Management Information Systems.
- (ii) Support to sub-national level to support safe re-opening and continued learning: This will include: (i) printing and distribution of learning packs to children from marginalized background with no access to media or internet; (ii) continued Professional Development of Teachers and Head-teachers; (iii) school grants to selected local governments, and school grants to schools with resource classrooms and special schools to ensure safe reopening of schools and continued learning.
- (iii) Management, and Monitoring and Evaluation

The proposed AF is aligned with the World Bank Group's Nepal Country Partnership Framework (CPF) 2019–2023 (Report No. 121029-NP, July 10, 2018). Drawing from the country's development priorities, the CPF focuses on three transformative engagement areas: public institutions (Focus Area 1), private sector led jobs and growth (Focus Area 2) and inclusion and resilience (Focus area 3). Under Focus Area 3, the Bank aims to promote opportunities for greater inclusion and resilience to achieve greater equity in human capital development and preparedness against health shocks, climate change impact and natural disasters. The project will directly support the Focus Area 3 of enhancing inclusion and resilience by assisting in achieving its Objective 3.1 (improving equity in access to quality education). The project will also contribute to objective 1.2 (strengthened institutions for public sector management and service delivery) under Focus Area 1 (Public institutions). These will contribute to poverty reduction and shared prosperity at the country level. The proposed project is also well aligned with the World Bank's Human Capital and Learning Poverty Projects through its focus on equitable education access and learning.

#### 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 Program Development Objective (PDO) of SSDP is to improve the quality, equitable access and efficiency of basic and secondary education in Nepal by supporting the Government's School Sector Development Program. The main objective of this AF is to preserve the achievements made under SSDP, including maintaining access to basic education in grant-supported local governments and build resilience for continued learning. The implementation of the proposed AF for COVID-19 School Sector Response will complement activities that are ongoing under the national School Sector Development Program (SSDP). The AF is designed to support the schools in restoring teaching learning



environments and will be implemented in all seven provinces and all regions of the country covering hills, mountains and terai. At local level, the Project will reach all 753 rural and urban municipalities which are represented by Municipal Level Education Units /Local Government Bodies. For select but most disadvantaged local governments (100-125 LGs) in regions that have been impacted by CoVID-19. The AF will provide support through schools grants to ensure safe re-opening of schools and continued learning.

Some impacts from the use, storage and disposal of disinfectants, wastewater, storage of construction materials, disposal of solid waste including hygiene and sanitation materials are anticipated from the implementation of Result Area 4.2 which will support minor refurbishment of WASH facilities (including ensuring availability of water) with a focus on ensuring accessibility for girls and Children with Disabilities (CwD). Likewise, the social risks associated with implementation of Results Areas 4.1,4.2 and 4.3 are risks of exclusion of vulnerable children, high dropouts of children from displaced families, lack of capacity of schools and teachers for outreach, and reduced learning capacity due to digital distance learning and etc.

Like all sectors, COVID-19 is expected to cause multifaceted impacts in the public sector education of Nepal. Currently, millions of students who are enrolled in basic education throughout the country are affected by the closure of schools. The pandemic has fueled numerous rumors and uncertainties related to the opening of the schools and prevalent teaching - learning environments in the future. In this context, the proposed COVID-19 School Sector Response Program (COVID-19 SSRP) has been designed with several remedial measures aimed at bridging the teaching - learning gaps in basic level education. The primary beneficiaries of this project are all children including those from vulnerable segments of society such as poor, female, disabled, living with HIV/AIDS, indigenous, ethnic and religious minority, internally displaced and migrant families. Children from vulnerable communities including indigenous people and Dalits in rural and urban areas are likely to be disproportionately affected by COVID-19. In rural hills and mountains, where there are no or minimum health facilities, school going children will face shortage of basic health protective measures such as masks, disinfectants, sanitizers, soap and water for hand washing and cleaning etc. that are essential to cope with the pandemic. In urban areas, the children from poor families such as slum dwellers, hourly wage earners, unemployed and other vulnerable groups will not be able to afford the costs for these facilities. The children of vulnerable groups are more likely to suffer from increased shortage of food, housing, jobs etc. if the lock down is prolonged with continued travel restrictions and social distancing measures. These situations may restrict poor families from continuing their children’s schooling leading to increased dropouts and contributing to poor learning outcomes.

#### D. 2. Borrower’s Institutional Capacity

The SSDP Steering Committee chaired under the MOEST is the Apex Body responsible for policy planning, implementation and overall guidance of school level education. The Centre for Education and Human Resource Development (CEHRD), which is headed by CEHRD Director within MOEST, is delegated the authority for day to day implementation of existing SSDP at the federal level which will also assume the responsibility to implement the COVID-19 Response under this AF. CEHRD has been implementing projects financed by the World Bank and is well versed on safeguard policies and has a dedicated focal person for addressing and managing environment and social risks. However, World Bank’s new environmental and social framework (ESF) will apply to the proposed additional financing activities and CEHRD will need additional support in preparing the required E&S instruments as per the Environmental and Social Standards (ESS). The AF will support strengthening the capacity of existing structure within CEHRD and provide additional human resources to support implementation activities.



A Project Coordination Unit (PCU) will be established within CEHRD’s existing set up to carry out the AF supported activities. The PCU will be staffed by Project coordinator and different sector specialists such as financial management specialist, procurement specialist, and an environment and social safeguard specialist. The proposed AF will support strengthening the capacity of existing structure within CEHRD and provide additional human resources to support AF implementation activities. The AF will provide support to the implementation, including supervision, monitoring and evaluation, procurement and financial management and auditing. It will also support the costs of Local Level (LG)-level focal point to ensure data collection and implementation of AF supported activities. Implementation of activities under the AF IPF components will be supported by MoEST/CEHRD, provincial and local governments as well as by UN Agency and CSOs/ INGOs.

Under the new federal structure, most of the responsibilities for basic and secondary education have shifted to the local level. The Local Government Operation Act, 2017 outlines 23 functions of local governments related to school education. The PCU for the AF will coordinate with Local governments, Development Partners, including UN Agencies, CSOs, teachers and School Management Committees to support implementation, including collecting and disseminating information and data and monitoring.

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

### A. Environmental and Social Risk Classification (ESRC)

Substantial

#### Environmental Risk Rating

Moderate

The proposed investments under this AF will improve the capacity of the GoN to prevent and control the COVID-19 pandemic disease in the School sector. Some of the proposed activities under the AF includes opportunities for enhancing school sanitation & health protocols including health screening, minor refurbishment of WASH facilities, sanitization of schools before reopening, especially schools that have been used as quarantine facilities, training in basic to intermediate-level digital skills for students and mitigating learning loss, through inclusive distance learning programs for all children.

Environmental risks are anticipated from use of disinfectant and chemicals, waste disposal of all school sites facilities including offices, accommodation, canteens, common spaces, and disposal of solid waste, water quality and wastewater generated from improvement and rehabilitation of WASH facilities (hygiene and sanitation) and sanitary wastes. Unsafe use of chemicals, disposal of waste and open burning of sanitary waste may affect the students and community. However, these identified impacts are site specific and can be addressed through established protocols and measures as guided in the ESMF.

Since there will be no civil works, construction related environmental impact is not likely. The AF interventions are not likely to affect any biodiversity, natural/critical habitat, ecosystem or living natural resources negatively.

Hence, the associated environmental risk is assessed to be Moderate.



**Social Risk Rating**

Substantial

The AF is designed to address the impact of COVID-19 on public school education with a focus on basic education. Number of interventions are proposed under the AF, such as design of remote learning methods for continued learning, content development and delivery, communication campaign, learning loss assessment, development of remedial measures, development of guidelines/standards for teachers’ professional development, school grants for select local governments to ensure safe re-opening of schools, psychosocial support for CwD, parents and teachers, disinfecting school premises for reopening, minor refurbishments of WASH facilities and enhancement of EMIS system and capabilities of the Implementing Agency (IA).

However, the activities to ensure continuity of learning for all children, communication campaign and sharing of information may exclude children from marginalized communities (poor, Dalits, IPs), and CwD due to limited outreach, inability to reach remote locations and communities, language barriers, and other social norms. The teaching strategies developed may not be suitable for responding to specific needs of students belonging to marginalized communities, IPs and other vulnerable groups, CwD, etc., which may pose a risk on equity related targets.

Using digital platforms for distance learning poses major challenges where many still do not have uninterrupted power supply, media or internet services. This poses number of challenges, including exclusion of students from remote communities, low income groups, CwD, girls, and those without access to media/internet, creating gaps in learning opportunities and disengagement from learning; many students may be excluded from scheduled classes, information on disease prevention such as handwashing and recommended social distancing measures, prevention of SEA/SH, and other coping strategies to continue schooling. Inability to mitigate the added challenges posed by the COVID-19 pandemic may result in significant increase in school drop outs, increased out of school children, increased child marriage and adolescent pregnancy, SEA/SH, and forced child labor. This will contribute to widening the gap on inequity related to access and outcome between rural and urban schools, private and community schools etc. The already resource poor schools will have added challenge due to poor digital infrastructure, and resources which will add to the existing gaps in outreach and learning.

The risks of community health and safety and occupational health and safety are also relevant due to operating in a pandemic environment. As the schools and local governments have very limited capacity to handle the testing and treatment of COVID patients, the risks of disease transmission among children, teachers, school administrators/workers and communities, particularly through asymptomatic carriers, are very high.

Lack of clear legal and institutional mandates in implementing the AF among different governments under the federal structure, increased resource grabbing and resource misutilization by the key stakeholders, could add to risks.

Nevertheless, the AF interventions are anticipated to have a positive impact on the education system recovering from the COVID-19 pandemic. Without these interventions the Nepalese education system would struggle to function in providing basic education to children across the country in the COVID environment. The teachers’ professional development program will equip teachers with skills to adapt to the new context. Activities for the school reopening program will address the physical health and nutrition of poor children. Project interventions will also help curb

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different forms of abuse and violence towards children in a pandemic environment and provide information to students, parents, and communities related to safety practices, and continued education.

## **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 Assessment and Management of Environmental and Social Risks and Impacts**

ESS 1 is relevant to the project and it provides Borrower's responsibilities in identifying and managing the E&S risks for the AF. It is also required to understand and assess overall capacity of the Borrower to mitigate and manage potential E&S risks. Based on the description of AF Results Areas identified in the Program Paper, overall E&S risks are expected to be substantial. The activities will include remote learning methods for continued learning, content development and delivery, communication campaign, learning loss assessment and development of remedial measures, development of contents/manual/standards for teachers' professional development, learning packs for children from marginalized background, school grants to select local governments, and for resource classes and special schools, psychosocial support for CwD, parents and teachers, disinfecting school premises for reopening and minor refurbishments of WASH facilities. The nature of the activities under this AF may have some negative environmental and social impacts which have been illustrated in the risk classifications above.

To address the issues, an Environmental and Social Commitment Plan (ESCP) comprising of measures and actions on the Borrower's part has been developed. The ESCP includes a Stakeholder Engagement Plan (SEP) to illustrate ways and means to communicate and engage with Stakeholders. It also includes a Labor Management Procedure (LMP) to address labor related issues. The Environmental and Social Management Framework (ESMF) when prepared will include procedures, impacts, mitigation measures, monitoring and reporting arrangements for related activities to address pollution prevention, management of community health and safety issues, and IPs for inclusion of IP students. Likewise, guidance note provided by WHO on : <https://www.who.int/publications/i/item/cleaning-and-disinfection-of-environmental-surfaces-inthe-context-of-covid-19>) relating to decontamination/disinfection of schools that have been used as COVID-19 quarantine centers will be followed. The parent SSDP project has been implementing the existing EMF and SMF for the activities executed under this project.

In line with the WB's ESF, Stakeholder Engagement Plan (SEP) prepared for the project includes a three-tier Grievance Redress Mechanism (GRM) system. The GRM will allow all project beneficiaries and stakeholder to bring project related grievances and feedback to the attention of the school authorities on the delivery of intended services and facilities under the AF. Any communities or individuals who believe that they are adversely affected by the project may also submit their grievances to existing project-level grievance redress mechanisms or the World Bank's Grievance Redress Service (GRS).

#### **ESS10 Stakeholder Engagement and Information Disclosure**



The borrower has identified relevant stakeholders and prepared a preliminary Stakeholder Engagement Plan (SEP) illustrating methods, channels and timing of engagement, feedback and grievance redress mechanism. Consultations and disclosure of information with stakeholders will be at the core for planning and implementation of this IPF AF component. The key stakeholders include officials at the Ministry of Education Science and Technology (MOEST), Center for Education and Human Resource Development (CEHRD), District Education Coordination Units, Education Structures/Units under the Provincial/Local Governments, School Management Committees (SMCs), teachers' organization, students, teachers, parents, other community members, local government representatives and project staff. All stakeholder consultations will be organized keeping in view the risks of potential spread of corona virus diseases among the students and communities. The Project will play key roles to ensure that all consultations are carried out complying GoN and WHO guidelines and provisions made in the SEP, such as minimum gathering, social distancing, wearing masks, use of sanitizers/disinfectants, washing hands, maintaining adequate hygiene/ sanitations and taking adequate food safety measures both in the schools and homes.

The SEP also provides guideline for establishing a clear, safe, accessible procedures to identify and respond to SEA/SH, cases to project GRM.

Given the emergency nature of this operation and the transmission dynamics of COVID-19, consultations during the project preparation phase had to be limited to relevant government officials and local education development experts and institutions working in the education sector mostly at the national level. The SEP was not broadly consulted due to COVID-19 related restrictions on travel, mass gatherings, in person meetings etc. The consultation was carried out with the officials at the MOEST, CEHRD, and individual education experts using remote measures and feedback solicited. The SEP will be updated 30 days after project effectiveness as more comprehensive consultation approach is adopted at both national and local level using both remote and in person measures as relevant and feasible during implementation.

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## **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**

This standard is relevant. The project will not support construction works except for refurbishment of WASH facilities hence the labor mobilization will be nominal. However, the Project will mobilize civil servants, technical firms, individual consultants and consulting firms for developing remote learning system, disinfecting school premises, fitting audio/visual equipment and school sanitation and WASH facilities etc. Considering this, the Project will prepare a Labor management Procedure (LMP) incorporating aspects of National Labour Act 2074 and Labour Rules, 2075 and, non-discrimination and equal opportunity, grievance mechanism to all workers, OHS protocols (especially those working under existing and post COVID-19 situation, using disinfection equipment and chemicals, etc).

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

The project activities related to adverse environmental impacts in the form of effluent and solid waste state are likely due to inefficient use of and unmanaged disposal of waste from printing materials, awareness dissemination



materials/learning resources (poly printed materials, e- wastes) and the effluent containing cleaning (solution containing of detergent/chemical) of all sites facilities including offices, accommodation, canteens, common spaces, and safe disposal of hygiene and sanitation materials waste generated from improvement and rehabilitation of WASH facilities etc. The ESMF will include guidance related to disposal of waste generated and measures for ensuring energy and resource efficiency during refurbishment of WASH facilities. Likewise, screening of the WASH facilities to be rehabilitated and preparation of ESMPs will be carried out as per procedures spelled out in ESMF to address the issues related to water quality and availability .

#### ESS4 Community Health and Safety

This standard is Relevant. Community health and safety will be of concern considering the use and disposal of disinfectants related to the school sanitization activity, disposal of solid and liquid waste, poor hygiene and sanitary conditions in schools, and SEA/SH risks. Violence Against Children (VAC) are also of concern which includes bullying, teasing, sexual abuse and use of digital platforms as a means for cyber related exploitation and harassment especially of girl students, CwD, and other marginalized children. Children having limited access to online/remote media and those that may require more direct contact are at higher risks of SEA/SH and VAC. The SEA/SH risk assessment of the project was carried out using the World Bank SEA/SH risk assessment tool and the risk came out as moderate. Lack of awareness and preparedness of school staff, teachers, community members to identify and respond to cases are risks associated with the activities proposed.

The proposed AF needs to implement all measures to manage these issues among all stakeholders. Disinfection of the schools prior to opening will require the use of disinfectant as well as PPEs for those employed to disinfecting the school premises. The ESMF will include guidance and protocol in addressing the identified issues. All the aforementioned issues related to community health and safety will be screened and included in site specific ESMPs to be prepared, which will specify the necessary measures for ensuring waste management, management of chemicals and disinfectants and compliance with good labor management practices etc. to avoid and minimize the risk to the community. The ESMF will include a detailed SEA/SH, VAC Prevention and Response Action Plan, outlining potential risks and specific mitigation measures in the preparation, implementation and monitoring phases of the project. The mitigation measures include developing SEA/SH prevention policy and procedures; social norm campaigns around zero tolerance of SEA/SH using discussions, awareness session, posters, social media etc to teachers, students, parents and communities; creating safe spaces and support groups; integrating sessions on SEA/SH and VAC in the teacher/ head-teacher professional development (TPD) program; codes of conduct for teachers and school management staff; build effective system to redress students, staff complaints around SEA/SH.

Civil works, even if they don't engage large labor influx of workers constitute a risk for SEA/SH. The AF will focus on rehabilitation and renovation of existing WASH facilities in schools and will encourage the recruitment of local workers from the communities. The presence of one or few male workers repairing school infrastructure near young students and female teachers, if insufficiently supervised can lead to abuses.

#### ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement



This standard is currently considered Not Relevant. The AF is to support the school sector response to the COVID -19 pandemic. The proposed AF does not involve land acquisition and construction of major facilities. Only minor refurbishment of WASH facilities in the available premises of the schools is envisaged under the AF. Any investment under the AF requiring land acquisition and/ or involuntary resettlement will be excluded for funding through stringent social screening procedures outlined in the ESMF.

**ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

This standard is currently considered Not Relevant. Construction or rehabilitation activities related to Biodiversity and Natural Resources are not expected in this AF and all works will be conducted within existing facilities available in Schools. Hence, no impacts on natural habitats and biodiversity are expected. Accordingly, this standard is not considered as relevant.

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

This Standard is Relevant as this is a national project. Indigenous peoples of Nepal are officially defined as Indigenous Nationalities and comprise of about 36 percent of the total 26 million population in 2011. Officially, there are 59 different types of indigenous people which are divided in five categories: (i) endangered ii) highly marginalized iii) marginalized, iv) disadvantaged, and v) advantaged groups. Given the widespread prevalence of indigenous people in Nepal, the World Bank’s ESS-7 is applicable to the proposed AF.

There is strong inequality in learning outcomes across districts and by socioeconomic status, ethnicity, and language spoken. This means that there are greater chances of those belonging to IPs bearing inequality in access to quality education as well as access to other learning opportunities.

In order to address the exclusion risks, the AF will use effective information sharing and communication initiatives together with distant learning measures using digital means conceived under Result Area 4. 1 i.e learning portal, TV, Radio, mobile apps, mobile, SMS etc. should be made accessible to all IP students. The learning portal should also consider the specific needs of IP CwDs. CEHRD Measures for safe re-opening, re-entry and retention of children in the schools must be ensured and efforts must be made to deliver all intended services such as timely distribution of free text books, and learning materials, distribution of uniforms, additional scholarships, meals, hygiene and WASH facilities, psychosocial support etc to the IP communities. The development and updating of learning materials for marginalized students to consider the specific needs of students belonging to IP community, especially girls and CwD. The AF will provide full oversights to mitigate any adverse social impacts to the indigenous groups and their children. To avoid any adverse impacts and ensure full inclusion of IPs, the Project will develop a IPPF within 30days of project effectiveness and before the commencement of activities outlining mitigation measures to address any adverse impacts on IPs. The project will also carry out close consultations with key stakeholders during the development of the ESMF to fully address the potential adverse impacts related to IPs and other vulnerable groups as identified by the project due to COVID and develop a mitigation plan. The IPPF will be prepared (and site-specific IPPs as needed) to ensure that IPs benefit from the project in an accessible, culturally appropriate and inclusive manner. Besides the Project will make sure that these communities will have full access to the Project’s GRM to file their grievances through different means and at various levels. Capacity building will include the needed staffing as well as training to develop and implement the IPPF/IPP as per ESS7.



**ESS8 Cultural Heritage**

This standard is currently considered Not Relevant as expected scope of AF will not involve construction works, excavation, quarry, or other activities that could have an adverse impact on cultural heritage. Accordingly this standard does not apply.

**ESS9 Financial Intermediaries**

There are no financial intermediaries involved in this project.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways** No

**OP 7.60 Projects in Disputed Areas** No

**III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)**

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DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
<b>ESS 1 Assessment and Management of Environmental and Social Risks and Impacts</b>	
ORGANIZATIONAL STRUCTURE: A Project Coordination Unit will be established within CEHRD to oversee the project activities. The PCU will consist of an environment and social safeguard specialist. CEHRD will supervise and coordinate the overall monitoring and evaluation of E&S matters, and communication of the project. The ES Specialist will be deployed in Project’s E&S Unit.	09/2020
Identify and assess the environmental and social risks and impacts of the proposed Project activities, in accordance with ESMF . Incorporate the relevant aspects of this ESCP, including ECCCCP and any other required ESHS measures, into the ESHS specifications of the procurement documents. and contracts with contractors and supervising firms. The bidding documents for the contracts will be finalized only after the ESMF is ready.	09/2020
Prepare, disclose, adopt, and implement any Environmental and Social Management Plans (ESMPs) or other instruments required for the respective Project activities based on the assessment process, in accordance with the ESSs, the ESMF, the EHSs including the relevant WHO guidelines on COVID 19 and Framework for Reopening School (UNICEF/World Bank), COVID 19 Education Cluster Sector Contingency Plan 2020 in a manner acceptable to the Bank	
Exclude the following type of activities as ineligible or financing under the Project: Activities that may cause long term, permanent and/or irreversible (e.g. loss of major natural habitat)	



adverse impacts; long term, permanent and /or irrepressible adverse impacts; that may affect lands or rights of indigenous peoples or other vulnerable minorities; that may involve permanent resettlement or land acquisition leading to physical or economic displacement	
<b>ESS 10 Stakeholder Engagement and Information Disclosure</b>	
STAKEHOLDER ENGAGEMENT PLAN: Prepare, disclose, adopt and implement a Stakeholder Engagement Plan (SEP) consistent with ESS10, in a manner acceptable to the Bank.	09/2020
GRIEVANCE MECHANISM: Accessible grievance arrangements shall be made publicly available to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with ESS10, in a manner acceptable to the Bank.	09/2020
<b>ESS 2 Labor and Working Conditions</b>	
The Project shall be carried out in accordance with the applicable requirements of ESS2, in a manner acceptable to the Bank, including through, inter alia, implementing adequate occupational health and safety measures.	
The Recipient shall adopt and implement Labor Management Procedures (LMP) incorporating the relevant requirements of ESS2.	09/2020
Occupational Health and Safety (OHS) measures: adopt, implement and update the OHS measures in line with LMP and WHO guidelines on COVID-19 in a manner acceptable to the Bank.	09/2020
<b>ESS 3 Resource Efficiency and Pollution Prevention and Management</b>	
Relevant aspects of this standard shall be considered, as needed, under action 1.2 above, including, inter alia, measures to: manage hygiene and sanitation materials waste generated from improvement and rehabilitation of WASH facilities and health	
While re-opening Schools/improving existing and/or constructing WASH facilities, the Recipient shall ensure adoption of water quality and efficiency measures consistent with ESS3, guided by ESMF and national laws.	
<b>ESS 4 Community Health and Safety</b>	
Relevant aspects of this standard shall be considered, under action 1.2 above, including, inter alia, preparation, adoption and implementation of measures to: minimize the potential for community exposure to communic. diseases particularly COVID 19.	
Measures and action to assess and manage specific risks and impacts to the community arising from Project activities will be implemented in accordance with the ESMF and relevant national laws. ESMFs to include community health and safety plan.	09/2020



The Recipient will ensure training to educating parents, caregivers and communities on disease prevention for safe and sustained re-opening of schools and motivating students (CWD and adolescent girls) to return to school.	
Assess SEA/SH risks, VAC and prepare SEA/SH Action Plan covering student , staff, workers and communities .	09/2020
<b>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</b>	
Not Relevant	
<b>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</b>	
Not Relevant	
<b>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</b>	
Relevant aspects of this standard shall be considered, as needed, under action 1.2 above.	09/2020
An Indigenous Peoples Plans Framework (IPPF) will be developed consistent with the requirements of ESS 7	09/2020
<b>ESS 8 Cultural Heritage</b>	
N/A	
<b>ESS 9 Financial Intermediaries</b>	

Public Disclosure

**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:**

N/A

**IV. CONTACT POINTS**

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**Borrower/Client/Recipient**

Borrower: Nepal

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education, Science and Technology

**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

Task Team Leader(s): Maya Sherpa, Karthika Radhakrishnan, Mohan Prasad Aryal  
Practice Manager (ENR/Social) Christophe Crepin Cleared on 17-Jul-2020 at 11:33:7 EDT