



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 10/17/2023 | Report No: ESRSA03026



I. BASIC INFORMATION

A. Basic Operation Data

| | | | |
|--|--|----------------------------|----------------------|
| Operation ID | Product | Operation Acronym | Approval Fiscal Year |
| P179233 | Investment Project Financing (IPF) | The Gambia RISE | 2024 |
| Operation Name | The Gambia Resilience, Inclusion, Skills, and Equity Project | | |
| Country/Region Code | Beneficiary country/countries (borrower, recipient) | Region | Practice Area (Lead) |
| Gambia, The | Gambia, The | WESTERN AND CENTRAL AFRICA | Education |
| Borrower(s) | Implementing Agency(ies) | Estimated Appraisal Date | Estimated Board Date |
| Ministry of Finance and Economic Affairs | Department of Community Development, Ministry of Basic and Secondary Education, Ministry of Higher Education, Research, Science and Technology, National Nutrition Agency (NaNA), National Social Protection Secretariat | 25-Sep-2023 | 23-Feb-2024 |
| Estimated Decision Review Date | Total Project Cost | | |
| 14-Sep-2023 | 92,710,000.00 | | |

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Proposed Development Objective

To increase (i) foundational learning of early-grade students; (ii) access to job-relevant training for youth; and (iii) income-generating opportunities, including for the poor and vulnerable, in The Gambia.

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

No

C. Summary Description of Proposed Project Activities

[Description imported from the PAD Data Sheet in the Portal providing information about the key aspects and components/sub-components of the project]



Country Context The Gambia, a semi-enclaved country on the coast of West Africa, has an estimated population of 2.4 million people and an annual per capita Gross Domestic Product (GDP) of US\$835 in 2021. One of the poorest countries in the world, The Gambia’s economy suffers from inadequate diversification, susceptibility to external shocks, and a lack of integration into regional and international markets. The economy relies primarily on agriculture, tourism, and remittance inflows. Agriculture contributes around 20 percent of GDP and serves as the main source of livelihood for roughly 80 percent of the rural population. The country brands itself as the “Smiling Coast” of Africa, and tourism accounts for another 20 percent of GDP. The country’s population is characterized by a high proportion of youth and high birth rates. The majority of the population (63.7 percent) is less than 25 years, and 44 percent of the population is less than 15 years old. While still high, fertility rates have slowly been trending downward to 4.8 children per woman. Youth will remain the majority of the population for the foreseeable future. In The Gambia, more education correlates with better employment outcomes. Workers without education earned about 2,299 dalasi (approximately US\$38) per month, while those with some upper secondary education made 3,228 dalasi (approximately US\$52), those with TVET made 3,876 dalasi (approximately US\$63), and those with higher education made 4,443 dalasi (approximately US\$72) per month. Education also increases the likelihood of wage employment and employment in sectors with higher returns and employment contracts, which offer greater stability. As a result of COVID-19, many Gambians were pushed into poverty. The poverty rate (US\$2.15/day in purchasing power parity (PPP) terms) increased for the first time since 2015 from 13.5 percent in 2015 to 21.2 percent in 2020. While the rate of poverty remains highest in rural areas (about 76 percent of households in rural areas live below the poverty line compared to about 34 percent of those in urban areas), the largest number of poor people live in densely populated urban settlements.

Sectoral and Institutional Context In the coming decades, The Gambia, like much of Sub-Saharan Africa, aims to convert its youth bulge into a demographic dividend. To enhance productivity of the youth in the labor market, the government’s strategy is to provide increased opportunities and second chances to foundational learning, skill development, and social safety nets. These areas are selected for how they can complement and build upon one another. For example, social safety nets for the poor and vulnerable support early childhood development through consumption support and information, so disadvantaged children have a better chance to grow up healthy and arrive at school ready to learn. Improving foundational learning programs will help its young population stay in and succeed in more education and investing in skills development through TVET can enhance productivity and employability. Finally, productive economic inclusion programs can help create job opportunities for the poor and vulnerable. To achieve the demographic dividend, such supply-side efforts will need to be complemented by demand-side interventions to stimulate the private sector and generate more and better employment opportunities. Foundational learning in The Gambia is the responsibility of the Ministry of Basic and Secondary Education (MoBSE). MoBSE oversees over 3,300 public, private, and religious schools serving 740,000 students, approximately a third of the country’s population. With its recently revised curriculum, MoBSE’s directs five stages of education: Stage 1 consists of Early Childhood Education (Levels 1-3), Stage 2 consists of Grades 1-3, Stage 3 consists of Grades 4-6, Stage 4 consists of Grades 7-9, and Stage 5 consists of Grades 10-12. The sector is guided by the Education Sector Policy 2016-2030 and Education Sector Strategic Plan 2016-2030. In 2019, the country spent US\$51.1 million on education, equivalent to 2.8 percent of government spending. Recurrent expenditures, especially salaries, account for more than 80 percent of the education budget, leaving limited discretionary funds. Even before Covid-19, foundational learning was a binding constraint for the education system and skills development. Though official Learning Poverty data are not yet available, proxy estimates utilizing the 2020 Education Service Delivery Indicators (SDI) suggest that approximately 90 percent of 10-year-olds are likely unable to read and understand a short text. Students without these foundational learning outcomes are more likely to repeat grades or dropout and less likely to benefit from further training and skills programs. The Gambia has a history of applying Early Grade Reading Assessments (EGRA) to monitor the acquisition of foundational literacy in the early grades. In a 2016 EGRA, grade 1-3 students, on average, answered only 20 percent of reading comprehension questions correctly. Scores on the National Assessment

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Test (NAT), which monitors learning achievement at grades 3, 5, and 8, corroborate these challenges in learning outcomes. Students in public schools who took part in the NAT for Grade 3 in 2021 scored an average of 40.22 out of 100 in English and 38.37 out of 100 in Math. A regional disaggregation reveals considerable variation with lower learning outcomes in the poorer, inland regions. Results from a 2023 EGRA will be available soon and offer an updated baseline for further improvements. The Ministry of Higher Education, Research, Science and Technology (MoHERST) is responsible for post-secondary TVET and plays an important role in overseeing the TVET sector. In practice, the term ‘post-secondary TVET’ is utilized in The Gambia to cover TVET that is provided outside of basic and secondary general education, including for learners who did not graduate from upper-secondary. MoHERST is the reporting ministry for the National Authority for Quality Assurance and Accreditation (NAQAA), which is responsible for the regulation, supervision, and monitoring of training programs and institutions. MoBSE is responsible for TVET in the general education curricula, Beyond MoHERST and MoBSE, various ministries manage or fund TVET institutions offering programs related to their mandates, including, the ministries of finance, health, and tourism. The Ministry of Trade, Industry, Regional Integration and Employment (MoTIE) is charged with ensuring that qualifications and curricula meet the private sector needs and interests. The Ministry of Gender, Children and Social Welfare (MoGCSW) and the Office of the Vice President (OVP) play important roles in the social protection sector. MoGCSW was established in 2019, bringing together the Women’s Bureau and the Department of Social Welfare and inaugurating a department devoted to child welfare. Additionally, in early 2020, the Office of the Vice President, which supervises the implementation of social protection, put in place a National Social Protection Secretariat (NSPS) to coordinate social protection activities, including managing a national Social Registry, the GamSR. The National Nutrition Agency (NaNA) has been implementing the Nafa program, a poverty-targeted social assistance program. The sector is guided by a National Social Protection Policy (2015–25) and Implementation Plan (2015–20). Social protection remains nascent in The Gambia which complicated the COVID-19 response. When a State of Emergency for the COVID-19 pandemic was declared in The Gambia in 2020, there were only a few, scattered social assistance programs serving a few thousand poor. While still in the planning phase to establish a poverty-focused social assistance program (the Nafa Program), in June 2020, the World Bank supported Gambia Social Safety Net (GSSN) project (P167260) was swiftly restructured to respond to the COVID-19 crisis. US\$10 million was redirected for a quasi-universal ‘Nafa Quick’ program to respond to the pandemic, providing cash transfers to 78,422 households in 30 out of the 43 districts of The Gambia. The quasi-universal Nafa Quick reached about one-third of the entire population, excluding only the urban areas around the capital city. Nafa Quick helped families meet their basic needs and allowed them to supplement the staples with nutritious food and avoid adverse coping mechanisms, such as distress sales of assets. Relationship to CPF This project is guided by The Gambia’s Country Partnership Framework (CPF) for the period FY22-26, especially CPF Focus Area 3 on enhancing human capital investments to develop a productive workforce. The operation is designed to support the WB’s twin goals of ending extreme poverty and promoting shared prosperity. Education and skills are central to achieving the WBG’s twin goals: they provide a reliable route out of poverty through large and consistent returns to income for individuals. They drive economic growth and are also a prime vehicle for promoting shared prosperity. Poverty alleviation is a key objective of the project’s social protection activities. The project is also designed in accordance with the recently launched Western and Central Africa Education Strategy launched in June 2022, the Social Protection and Jobs Compass launched in September 2022, and the WB Africa’s Human Capital Plan released in 2019. The project is well aligned with several IDA20 Policy Commitments Project Overview Component 1: Improve foundational learning outcomes 1.1 Extend structured pedagogy approach to improve classroom-level teaching and learning 1.2 Scale-up programs to expand access to formal education system 1.3 Scale-up efforts to strengthen systems Component 2: Increase access to labor-market relevant TVET programs 2.1 Design competitive fund for rapid response for skills and innovation in the TVET sector 2.2 Establish two TVET Centers of Excellence focused on priority economic sectors and trades 2.3 Strengthen TVET systems Component 3: Expand and enhance social safety nets to improve the incomes and productivity of the



poor 3.1 Establish productive economic inclusion (PEI) program to skill target populations 3.2 Support Nafa Cash Transfers Program 3.3 Scale-up national social registry and improve interoperability among social services Component 4: Support for project coordination, management, and capacity-building Component 5: Contingent Emergency Response Component

D. Environmental and Social Overview

D.1 Overview of Environmental and Social Project Settings

[Description of key features relevant to the operation’s environmental and social risks and opportunities (e.g., whether the project is nationwide or regional in scope, urban/rural, in an FCV context, presence of Indigenous Peoples or other minorities, involves associated facilities, high-biodiversity settings, etc.) – Max. character limit 10,000]

The project will be operating throughout Gambia with an emphasis on the inland rural areas. The project’s core beneficiaries will be out-of-school youth aged 18-35, with or without secondary education, with an emphasis on those in the inland regions.

The project will be implemented at a national level, with a focus on certain regions and zones, depending on the project components. For example, component 1 will be dedicated to regions 4 and 5, with a focus on region 5 for activities under sub-component 1.2 (Scale-up programs to expand access to formal education system). The sub-component 2.2 (Establish two TVET Centers of Excellence focused on priority economic sectors and trades) will be implemented in Two inland regions (TBD). Regarding sub-component 3.1 (Establish productive economic inclusion (PEI) program to skill target populations) and sub-component 3.2 (Support Nafa Cash Transfers Program), they will focus respectively on Poor inland communities and in 20 poor inland districts. The Gambia is very vulnerable to climate shocks, which disproportionately affect the poor. According to the Notre Dame Global Adaptation Initiative (ND-GAIN), The Gambia has a high vulnerability score and a low readiness score, ranking 141 out of 181 countries on the composite index. The poor are particularly vulnerable to both climate-related changes in living and livelihoods conditions as well as climate-related shocks. This is because they are net purchasers of food, live in low-quality housing in more exposed areas, and have limited access to social safety nets. The main climate shocks experienced by households are rainstorms and floods, with climate shocks disproportionately reported by poor households. Across countries, three of the most common reported coping mechanisms to climate shocks are reducing food consumption, selling assets, and pulling children out of school to save the fees and have the children work. Climate change has been evident in the recent rainy season with thunderstorms causing extensive flooding in many parts of the Great Banjul Area (GBA) and the West Coast Region.

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

[Description of Borrower’s capacity (i.e., prior performance under the Safeguard Policies or ESF, experience applying E&S policies of IFIs, Environmental and social unit/staff already in place) and willingness to manage risks and impacts and of provisions planned or required to have capabilities in place, along with the needs for enhanced support to the Borrower – Max. character limit 10,000]

Given the project’s multisectoral design, technical activities will be led by three Implementing Entities (IEs): MoBSE; MoHERST; and NaNA. MoBSE will have technical responsibility for all foundational learning activities under component one. MoHERST will manage TVET-related technical activities under component two. NaNA will lead social protection activities. For each of the three Components, a Technical Coordinator will ensure that activities within their assigned component are organized, executed in a timely manner, and meet project objectives. A Central Fiduciary Unit (CFU) will be established within MoFEA and will be responsible for overall planning, fiduciary and safeguard support, coordination, and reporting for the operation while supporting IEs. This is the first time that MoFEA will manage (financial management, procurement, and safeguards) a multi-sectoral project financed by the World Bank in The Gambia. A



Careful assessment of the proposed CFU at MoFEA was completed to guide and inform its design, structure, and interaction with the IEs. In term of organization, the CFU will hire one environmental specialist and one social development specialist with gender and GBV/SEA/SH experience no later than three (03) months after Project Effective Date, and thereafter maintain the CFU and these positions throughout Project implementation.

Technical Coordinators of the three components will facilitate communication and coordination with MoFEA’s CFU, especially regarding fiduciary and environmental and social risks and impacts management, and other stakeholders; monitor progress; and provide technical support as needed to ensure successful implementation of the component. Through supervision and technical missions the Bank team will support the environmental and social specialists to be appointed in the CFU, strengthen their ability to conduct E&S risks assessment of proposed activities, ensure the quality of E&S instruments, ensure a proper monitoring and evaluation during implementation, ensure stakeholders engagement, grievance management, as well as Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) etc.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

A.1 Environmental Risk Rating

Moderate

[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 4,000]

The environmental risk rating is estimated to be moderate. The project will support, under Subcomponent 2.2 (Establish two Technical and Vocational Education and Training (TVET) Centers of Excellence (CoE) focused on priority economic sectors and trades), the construction and IT equipment of two (2) TVET (CoE), of which the mapping and final sites will be determined at the end of an ongoing reflection led by the MoHERST. Adverse impacts are also expected from the implementation of component 5 (Contingent Emergency Response Component) The potential environmental risks and impacts identified in the prepared project’s Environmental and Social Management Framework (ESMF) may result from the establishment /construction of TVETCoE, and Establishment of the productive economic inclusion (PEI) program to skill target populations (under sub-component 3.1). Key environmental concerns could be related to: (i) loss of vegetation if the sites chosen for the construction of the two TVET/CoEs are covered with trees (ii) disposal of construction wastes management ; (iii) occupational health and safety of workers, (iv) Labor and working conditions; and (vi) nuisances related to air and noise emissions, soil disturbance and erosion, (vii) management of e-waste during the operational phase of the two TVET/CoE. However, the majority of the risks and impacts likely to be generated from the project activities are expected to be site-specific, temporary, and manageable to an acceptable level by applying the appropriate mitigation measures that have been identified by the PIU.

A.2 Social Risk Rating

Moderate

[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 4,000]

Social Risk Rating - Sources of the impacts and risks are linked primarily to the civil works activities planned under Subcomponent 2.2 (Establish two TVET Centers of Excellence focused on priority economic sectors and trades). The project will support the construction and IT equipment of 2 TVET/CoE whose mapping and final sites will be determined at the end of an ongoing reflection led by the MoHERST. Other Key social concerns are related to: The project’s core beneficiaries will be out-of-school youth aged 18-35, both with and without secondary education, with an emphasis on those in the inland regions. This is a group with potentially wide-ranging needs and vulnerabilities,

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and it will be important for the project to monitor the inclusion of all. Otherwise, there could be a risk of elite capture. The project is building on work in a number of related initiatives such as the ESSP (162890); the ACE project (P169064); and the GSSN (P167260). Experience drawn from these projects will enable the project to mitigate and anticipate risks that could lead to social exclusion. Similarly, the risk of SEA/SH though moderate, often presents itself in educational contexts, where students and pupils are often harassed to have sex in exchange for good grades. The project’s central focus on citizen engagement expressed by the SEP and other documents will also help to reduce these risks.

[Summary of key factors contributing to risk rating. This attribute is only for the internal version of the download document and not a part of the disclosable version – Max. character limit 8,000]

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

B.1 Relevance of Environmental and Social Standards

ESS1 - Assessment and Management of Environmental and Social Risks and Impacts

Relevant

[Explanation - Max. character limit 10,000]

This Standard is relevant. Adverse environmental and social impacts expected to result from project activities will be assessed through the Environmental and Social Management Framework (ESMF, Stakeholder Engagement Plan (SEP), and Labour Management Procedures (LMP). Potential adverse E&S risks and impacts will arise mainly from the construction of Technical and Vocational Education and Training (TVET) Center of Excellence (CoE) (under Component 2), Establishment of the productive economic inclusion (PEI) program to skill target populations (under component 3) and component 5 (Contingent Emergency Response Component). m . These activities may entail risks related to: (i) waste production, (ii) occupational health and safety issues related to civil works, (iii) Community Health and Safety Risk during construction activities with traffic and contractors equipments; (iv) labor and working conditions; (v) depending on the scale of civil works for establishment of TVET/CoE, there could be clearing during site preparation and construction phases that could lead to loss of vegetation and associated fauna, soil disturbance and erosion. However, these potential environmental and social risks and impacts are predictable, expected to be temporary, and site-specific. Since the sites for the two TVET/CoE are not known, the Borrower has prepared an ESMF and will prepare a resettlement plan which will outline the key principles and approaches for any involuntary resettlement that arises. This will be completed soon after project approval. The The ESCP also stipulates that the client will secure or cordon off any potential land and issue a public cut-off date to deter any speculative building. The ESMF defines the screening mechanisms and guidelines to be followed during project implementation for the preparation of site-specific instruments (an environmental and social impact assessment-ESIA/environmental and social management plan –ESMP) for the sub-projects. The ESMF covers the CERC component and includes a Social Assessment which also analyzes SEA/SH risks. In addition, the ESMF incorporates relevant parts of the World Health Organisation (WHO) guidelines establishing good international industry practice for COVID-19 response, as well as the World Bank Group Environmental, Health and Safety guidelines. An Environmental and Social Commitment Plan (ESCP) was prepared with the support of the Bank team, prior to project Appraisal, to set out the substantive measures and actions that will be required for the project to meet environmental and social requirements. These measures shall be implemented within the specified timeframes and the status of implementation will be reviewed as part of project monitoring and reporting. For supplies and equipment procurement activities, the Bank Team’s E and S specialists will work closely

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with the procurement specialist to ensure that procurement procedures for supplies and equipment take into account the environmental and social requirements of the ESF. Contractors will be required, as a condition of their contracts with the Project, to implement and comply with Contractor ESMP consistent with ESS1 requirements. Construction contracts will include relevant provision on procedures for handling “chance finds” during implementation of project activities. SEA/SH relevant mitigation measures will be reflected in the bidding documents. The Borrower will monitor the environmental and social performance in accordance with the legal agreement and manage any requirements based on social assessments.

ESS10 - Stakeholder Engagement and Information Disclosure

Relevant

[Explanation - Max. character limit 10,000]

ESS10 Stakeholder Engagement and Information Disclosure This standard is relevant to the project. The Borrower has prepared a Stakeholder Engagement Plan (SEP) commensurate with the nature and scale of the project and the associated risks and impacts. The SEP includes the specific methods and tools to be used to reach all potential beneficiaries including those with disabilities and limited literacy skills. The SEP will be linked to the other initiatives of the project which include literacy (the skills fund). The SEP will be made public and updated in the light of stakeholder feedback. The primary stakeholders of this project include: The project’s core beneficiaries who are out-of-school youth aged 18-35, with or without secondary school education, with an emphasis on those in the inland regions. The Ministry of Higher Education, Research, Science and Technology (MoHERST), The Ministry of Basic and Secondary Education (MoBSE), and the National Nutrition Agency/National Social Protection Secretariat (NaNA), and the main partnering agencies are NSPS, DCD and DSW; communities, civil society organization involved in representing vulnerable groups including people with disabilities, education groups. Stakeholder engagement is a critical tool for social and environmental risk management, project sustainability and success. Sensitization campaigns and consultations were carried out to convey the benefits of inclusive education and TVET to village and religious leaders, villagers, as well as parents in the communities to better understand community needs through citizen engagement. These will be conducted in collaboration with the School Management Committees (SMCs), Parent Teacher Associations (PTA), Mothers Clubs, Village Development Committees (VDCs), and sector-specific Civil Society Organizations. The proposed operation will also support National Education Bantabas throughout the different regions, (the term "Bantaba" is derived from the Mandinka word for a large tree and is a traditional meeting place for local meetings, forums, and discussions with stakeholders). Bantabas are an opportunity for senior education officials to engage with a cross-section of stakeholders, including Mothers’ Club representatives, parents, students, school leaders, teachers, PTA representatives, etc. The Bantaba can cover multiple issues. The Borrower will seek stakeholder feedback and opportunities for proposed engagement, ensuring that all consultations are inclusive and accessible (both in format and location) and through channels suitable in the local context. If major changes are made to the SEP during project implementation, a revised SEP should be publicly disclosed. The Borrower will engage in meaningful consultations with all stakeholders throughout the project life cycle, paying attention to the inclusion of all groups, enabling them to be engaged in planning and decision-making to ensure that the constructed infrastructure opens opportunities equally to men, women, and youth, and considers the special needs of the disabled and other vulnerable groups. The SEP includes the project GM to receive and address all complaints that could likely arise as a result of project activities and receive feedback from stakeholders and beneficiaries in a transparent and timely manner. The GM also includes a confidential, survivor-centered, efficient, and ethical channel to address SEA/SH complaints, which also includes access to quality legal, health and psycho-social support services for survivors which will be developed as part of the SEA/SH Response and Prevention Action Plan and mapping of such services. This

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process will be carried out using dedicated communication materials, which will be developed to help stakeholders become familiar with the grievance redress channels and procedures. The GM will be accessible and understandable for all stakeholders in the project for the entire project life. The GM will be communicated to all relevant stakeholders and will also be applicable to any service provider. The GM is expected to be operational three months after the effectiveness of the project financing and before the start of project activities.

ESS2 - Labor and Working Conditions

Relevant

[Explanation - Max. character limit 10,000]

This Standard is relevant. The project will involve different categories of workers, including direct and contracted workers. Direct workers include full and part-time workers assigned to the PIU and consultants hired based on project needs, such as PIU staff, primary supply workers and, potentially, contracted workers and civil servants. The contracted workers include the contractors and sub-contractors hired to undertake civil works. To mitigate some of the potential risks, the Borrower is developing a Labor Management Procedures (LMP) to be completed prior to project effective date and before any civil works are undertaken. The LMP will include working conditions and grievance mechanism (GM) for all categories of project’s workers, and the roles and responsibilities of contractors and PIU in managing the requirements of ESS2, non-discrimination and equal opportunity, worker’s organizations, occupational, health and safety measures, the prohibition of child and forced labor, and a Code of Conduct (CoC). The CoC will require each project worker to take SEA/SH training to guide their conduct towards local communities, children, and women. The CoC will also include prohibited behavior, list of sanctions, minimum standards for the PIU to follow, reporting requirements and complaints mechanism. The LMP will include adequate and appropriate Occupational Health and Safety Plan and Environmental (OHS) measures, incident investigation and reporting procedures, emergency preparedness and response procedures and continuous training and awareness to workers on OHS.

ESS3 - Resource Efficiency and Pollution Prevention and Management

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant to the project. Limited air emissions are expected to be generated during physical works. Those most likely to be affected are workers and people in the surrounding of working sites. The implementation of mitigation measures such as dust suppression and vehicle maintenance will be applied to minimize the impact of air emissions during construction of TVET/CoE, and residual impacts are expected to be limited in scope and duration. Noise is expected to be limited, and likely be generated from the use of construction machinery and vehicle movements. The ESMF and site-specific ESIA/ESMP will carefully assess pollution eventualities of water depending on the working site and include mitigation measures to minimize and manage all sources of pollution on water, as well as competition with communities in term of water use. Waste will primarily include excavated soil and other types of solid wastes such as construction material residues, wood and scrap metal. The equipment of the TVET/CoE could generate electrical waste considered as hazardous during the operation phase. The ESMF will consider these risks with the implementation of appropriate measures to avoid any risk of pollution or contamination. The waste generated by the construction works will largely be disposed of at approved sites according with the national laws and regulations. The construction ESMP will provide all relevant requirements. Water use: site specific instrument will include assessment water need based on the technical study, and propose measures, to the extent technically and financially

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feasible, that avoid or minimize water usage so that the project’s water use does not have significant adverse impacts on communities, other users and the environment, as per this ESSs requirements.

ESS4 - Community Health and Safety

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant. During potential physical works, especially the construction of CoE, the Borrower will put in place plans to mitigate the risks associated with these activities to community and neighbors. Key risks to community health and safety, include high dust levels, noise and vibration, exposure to hazardous materials and possible health risks associated with inappropriate storage and management. health risks linked to inappropriate disposal of solid and liquid waste during the construction of CoE. The risks of SEA/SH associated with construction work will be mitigated by codes of conduct and other measures described above, in the section on ESS2. These and other issues will be reflected in the ESMF, which will provide guidance on the development of measures to address aspects associated with construction activities at the subproject level (e.g., traffic management plans) to be included in eventual contractors ESMPs and in the contractor’s bidding documents. The site-specific ESIA/ESMPs will also include COVID-19 transmission mitigation measures in line with the national and World Health Organization (WHO) guidance. It will also include a clear incident-reporting and response procedures. The project affected communities will be informed of the grievance mechanism (GM) and provided information on how to register complaints and address safely and ethically and document complaints and allegations (including those involving SEA/SH) during the project implementation. The ESMF will include guidelines for the development of site-specific Emergency Response and Preparedness Plans during project implementation, to unexpected situations such as pandemic diseases (human and animal) which will include general emergency response and preparedness planning and training procedures, as well as operations-phase facility maintenance requirements. As mentioned in section ESS 1, there is a potential moderate risk of GBV SEA/H if the cash transfer programs are not carried out adequately. Robust consultation and awareness raising of the benefits to both genders, with both and women should mitigate this risk.

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

Relevant

[Explanation - Max. character limit 10,000]

This performance standard is relevant as there will be construction of TVETs on government allocated land - the exact area to be confirmed. Although recent site visits have confirmed that there are no residents or farming activity on the potentially designated plots of land. As the construction will commence no earlier than 4 months after project effectiveness - a resettlement framework will be developed. A resettlement plan will be developed if the land that is chosen is inhabited or farmed.

ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not Currently Relevant

[Explanation - Max. character limit 10,000]

This ESS is not relevant based on information received to date. At this stage there is not enough information on the sensitivity of the intervention areas regarding biodiversity. The environmental and social assessment to be developed will be assessed and if confirmed will propose appropriate mitigation measures.



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

Not Currently Relevant

[Explanation - Max. character limit 10,000]

There are no indigenous people in the project area.

ESS8 - Cultural Heritage

Relevant

[Explanation - Max. character limit 10,000]

This ESS is relevant, the project intervention sites may be in direct or indirect contact with archaeological sites, cemeteries, and places of worship that may be disturbed by the work. "Chance Finds" clauses and procedures will be included in construction contracts and all bidding documents. It is the contractor's responsibility to stop the work, in the case of "chance finds" and immediately notify the appropriate services. A procedure to be adopted in this case is presented in the appendix of the ESMF.

ESS9 - Financial Intermediaries

Not Currently Relevant

[Explanation - Max. character limit 10,000]

There are no financial intermediaries involved in the project.

B.2 Legal Operational Policies that Apply

OP 7.50 Operations on International Waterways

No

OP 7.60 Operations in Disputed Areas

No

B.3 Other Salient Features

Use of Borrower Framework

No

[Explanation including areas where "Use of Borrower Framework" is being considered - Max. character limit 10,000]

The project will not use the Borrowers' environmental and social frameworks in assessments or development and implementation of investments. However, it will comply with all relevant national environmental and social legal requirements.

Use of Common Approach

No

[Explanation including list of possible financing partners – Max. character limit 4,000]

None

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B.4 Summary of Assessment of Environmental and Social Risks and Impacts

[Description provided will not be disclosed but will flow as a one time flow to the Appraisal Stage PID and PAD – Max. character limit 10,000]

The environmental and social screening has been based on the concept note and information from the identification mission in October 2022 and the pre-appraisal and appraisal missions of June and October 2023.

C. Overview of Required Environmental and Social Risk Management Activities

C.1 What Borrower environmental and social analyses, instruments, plans and/or frameworks are planned or required by implementation?

[Description of expectations in terms of documents to be prepared to assess and manage the project’s environmental and social risks and by when (i.e., prior to Effectiveness, or during implementation), highlighted features of ESA documents, other project documents where environmental and social measures are to be included, and the related due diligence process planned to be carried out by the World Bank, including sources of information for the due diligence - Max. character limit 10,000]

None

III. CONTACT POINT

World Bank

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V. APPROVAL

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