



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 10/18/2019 | Report No: ESRSC00890



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Tuvalu	EAST ASIA AND PACIFIC	P171681	
Project Name	Tuvalu Learning Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	3/23/2020	4/30/2020
Borrower(s)	Implementing Agency(ies)		
Ministry of Finance	Ministry of Education Youth and Sports		

Proposed Development Objective(s)

To improve the readiness of children entering first grade, improve the reading skills of students in primary school and strengthen education system management in Tuvalu.

Financing (in USD Million)	Amount
Total Project Cost	9.00

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

No

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

The proposed project aims to (a) improve child development with a view towards school readiness including support for playgroups in preschool and sensitization of communities; (b) implement the Tuvalu PEARL Reading Program across the first three grades of all primary schools; (c) implement annual (national and regional) assessment tools to measure the impact of interventions and improvements in learning outcomes; (d) strengthen education systems and institutional capacity to implement and monitor education activities; (e) research and policy support; (f) conduct assessments (e.g., EGRA, eHCI), policy reviews (e.g., curriculum, teacher policy), survey/research (e.g., stunting); (g) teacher training (short term professional development) and school leadership strengthening; and (h) support the



Government's public awareness program to encourage school participation, learning through play, healthy behaviors, and community/household support for literacy.

D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
The Project will be implemented at the national level and will include activities on all 9 islands of Tuvalu. The project would scale up the Pacific Early Age Readiness and Learning (PEARL) activities across all early childcare and education (ECCE) centers and primary schools in Tuvalu (18 ECCE centers and 9 primary schools), which would be focused on grades 1-3. Upper primary and secondary levels would benefit from system-level strengthening, research and policy support. Such system-wide activities would support assessments (e.g., TuEGRA, TeHCI), policy reviews (e.g., curriculum, teacher policy), survey/research (e.g., stunting), teacher training (short term professional development) and school leadership strengthening. In addition, the proposed project may also support key actions related to improving school building safety and resilience, such as inclusive evacuation procedures aligned with the proposed Development Policy Operation and an assessment of school climate resilience (school infrastructure audit).

Component 1: Strengthening early childhood education and school readiness for all children includes support for the operation of playgrounds and existing schools; public awareness campaign; and research related to nutrition and stunting.

Component 2 : Improving Local Language Literacy Outcomes in all Primary Schools includes implementation of PEARL for years 1-3; remedial and catch up literacy activities; and use of technology to strengthen teaching and learning (e-learning programs and readers, IT centres in schools).

Component 3: Research, Learning Assessment and Policy Review includes strengthening of measurement of student learning; and strengthening of policy framework for education. This will entail a range of studies on issues such as teacher quality, workforce planning, gender analysis, disability and inclusive education plan and measuring school readiness.

Component 4: Strengthening institutional capacity, monitoring and evaluation and education sector management which would provide overall support to the other three components and help ensure the activities are sustainable beyond the life of the project, including monitoring and evaluation (M&E), training, management, and operations related to project activities. School leadership training, school-wide coaching and increased monitoring of outer islands would be supported as well as improved connectivity to schools through ICT, CB radios, satellite communication devices, video lessons and pod casts. A school infrastructure audit would be conducted to identify vulnerabilities to environmental, safety and climate change risks, in line with the recently revised building code, and inform future investments.

D. 2. Borrower's Institutional Capacity

Borrower capacity is limited by the availability of skilled personnel for E&S assessment and monitoring but given the low to moderate risk rating, it is considered adequate to address the likely risks. The Borrower is likely to rely on outside support (consultancy, diaspora, development partner funding) to carry out due diligence.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate



Environmental Risk Rating

Low

There are no adverse environmental impacts associated with the project. The project does not include any physical works, though it does include a school infrastructure audit to identify vulnerabilities to climate change impacts, as well as health and safety risks (e.g. presence of hazardous materials, safety hazards), which may result in recommendations for minor works in future (though whether these will be funded under the project has yet to be determined) which would result in positive environmental and social outcomes. The project does not involve analytical, advisory or other activities which could have or lead to downstream physical, social or environmental impacts. The provision of training, awareness raising and changes to the school curriculum is unlikely to result in any E&S risks.

Social Risk Rating

Moderate

There are minimal adverse social impacts associated with the project. The project does not include any physical works, though it does include a school infrastructure audit to identify vulnerabilities to climate change impacts, as well as health and safety risks (e.g. presence of hazardous materials, safety hazards), which may result in recommendations for minor works in future (though whether these will be funded under the project has yet to be determined) which would result in positive environmental and social outcomes. The project does not involve analytical, advisory or other activities which could have or lead to downstream physical, social or environmental impacts. The provision of training, awareness raising and changes to the school curriculum is unlikely to result in any E&S risks. The risks of exclusion or impacts to vulnerable groups are considered limited but will be considered during project preparation. A moderate risk classification is considered appropriate to ensure lessons learnt from other education sector projects across the Bank are assessed and incorporated where necessary.

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:

The project is not expected to result in any negative E&S impacts. The project could have positive impacts through research and strengthening of teacher capacity, on vulnerable groups, reduction in discrimination, and bring improvements in education attendance and outcomes. An ESCP will be prepared prior to appraisal which will include an stakeholder engagement plan (SEP) and labour management plan (LMP). Issues associated with vulnerability and exclusion will principally be addressed in projects design but if necessary, the ESCP will also include relevant measures to ensure access for all.

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

None.

ESS10 Stakeholder Engagement and Information Disclosure

While the project will have no adverse ES impacts, the identification and outreach to stakeholders is included in project design. Component 1 includes a public awareness program and community outreach campaign. A SEP (including grievance mechanism) will be included within the ESCP which will inform this campaign, and also identify appropriate engagement with community in line with ESS10. Key stakeholders are likely to include relevant government ministries, teachers and parents.



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

Teachers in Tuvalu are considered civil servants and therefore ESS2 generally is not applicable. However, ECCE teachers (numbering around 70 individuals) are not considered civil servants and are therefore considered either direct or contract workers (to be confirmed) under ESS2. The risks associated with labour issues are considered to be low but will be reviewed during project preparation. The Project does not include any significant change in the number of teachers employed across all school levels. The ESCP will include a LMP to ensure ECCE employment conditions are in accordance with Tuvalu law and ESS2.

ESS3 Resource Efficiency and Pollution Prevention and Management

Use of natural resources, generation of emissions and waste, and significant GHG emissions are not anticipated.

ESS4 Community Health and Safety

Some provisions of ESS4 will apply particularly in relation to emergency preparedness and response, though the impacts are likely to be positive due to improved planning and response procedures. No community health and safety issues are expected through project activities; nor will activities affect ecosystem services. The TOR for the infrastructure audits (to be developed during implementation) will include a review of climate resilience, structural design safety as well as presence of hazardous materials including asbestos. Currently no works are proposed, and the recommendations from the TA would be purely focused on improving infrastructure condition in these areas, with associated environmental and social benefits. Where appropriate, findings will be reflected in emergency response plans, and recommendations will be made for the necessary building retrofits.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

No land impacts or involuntary land acquisition are anticipated.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The project will not impact biodiversity or living natural resources.

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

The project will be implemented in Tuvalu, where the population is homogenous and there are no groups or communities that meet the criteria for indigenous peoples.



ESS8 Cultural Heritage

The project will not impact physical or intangible cultural resources.

ESS9 Financial Intermediaries

The project will not include any financial intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered? No

Financing Partners

None.

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

Actions to be completed prior to Bank Board Approval:

Borrower to prepare an ESCP, which will include a SEP and commitment to prepare a LMP. This will be prepared and disclosed prior to appraisal. Based on the findings of the school infrastructure audit, minor works may be proposed; the ESCP will include a process to be followed if these works are financed by the Project (which is currently not envisaged). The school infrastructure audit TOR will include provisions for a review of climate resilience, structural design safety as well as presence of hazardous materials including asbestos. A LMP commensurate with the project risks will be prepared during implementation.

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

Borrower to prepare an ESCP, which will include a SEP and commitment to prepare a LMP and a TOR for the school infrastructure audit that contains provisions for a review of climate resilience, structural design safety as well as presence of hazardous materials including asbestos. Based on the findings of the environmental audit, minor works may be proposed; the ESCP will include a process to be followed if these works are financed by the Project (which is currently not envisaged).

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS 23-Feb-2020

Public Disclosure



IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Ministry of Finance

Implementing Agency(ies)

Implementing Agency: Ministry of Education Youth and Sports

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Deborah Newitter Mikesell
Practice Manager (ENR/Social)	Susan S. Shen Recommended on 18-Oct-2019 at 12:26:19 EDT
Safeguards Advisor ESSA	Peter Leonard (SAESSA) Cleared on 18-Oct-2019 at 16:55:9 EDT

Public Disclosure