

**INTEGRATED SAFEGUARDS DATASHEET  
APPRAISAL STAGE**

**I. Basic Information**

Date prepared/updated: 04/11/2006

Report No.: **35838**

**1. Basic Project Data**

Country: Mali	Project ID: P093991	
Project Name: Mali Education Sector Expenditure Program II		
Task Team Leader: William Experton		
Estimated Appraisal Date:	Estimated Board Date: July 6, 2006	
Managing Unit: AFTH2	Lending Instrument: Adaptable Program Loan	
Sector: Primary education (70%);Secondary education (20%);Tertiary education (10%)		
Theme: Education for all (P)		
IBRD Amount (US\$m.):	0.00	
IDA Amount (US\$m.):	35.00	
GEF Amount (US\$m.):	0.00	
PCF Amount (US\$m.):	0.00	
Other financing amounts by source:		
<u>BORROWER/RECIPIENT</u>		0.00
		0.00
Environmental Category: B - Partial Assessment		
Simplified Processing	Simple <input checked="" type="checkbox"/>	Repeater <input type="checkbox"/>
Is this project processed under OP 8.50 (Emergency Recovery)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**2. Project Objectives**

The project will assist the Borrower in implementing the Mali Education Sector Expenditure Program (ESEP), which seeks to provide increased and equitable access to higher quality education.

The IDA financed ESEP II will support the Government of Mali efforts towards the above mentioned objective. The project is heavily focused on the areas of the program that contribute to the achievement of its development objectives of increasing the proportion of Malian children completing quality primary education and improving the overall efficiency in the use of resources in the education sector.

**3. Project Description**

The project has three components:

- Improving the quality of basic education through: (i) the set-up of a reading area, including the necessary textbook stocking devices and books in 25% of the classrooms of schools in the first cycle of basic education (4,600 classes to be equipped); (ii) direct support to all schools having an operational School Management Committee; (iii) a 60-day training of 3,000 community school teachers to allow them to become certified and receive a salary increase; (iv) equipment of libraries and school textbooks in five Teacher

Training Institutes (2,000 textbooks per Teacher Training Institute); and (v) the implementation of a 60-day accelerated training program (Alternative Teaching Staff Recruitment Strategy) for 1,800 new teachers.

- Increasing access to education through: (i) school constructions at the first and second cycles of basic education (970 class rooms) ; (ii) equipment of schools in school furniture, water supply and latrines ; (iii) construction and equipment of a general secondary school (for 600 students) ; and (iv) vocational training through apprenticeship.
- Strengthening institutional management capacities of the education sector, especially in the following areas: (i) management of human resources, including the evaluation of managers, their training and adaptation to job profiles; (ii) elaboration of school mapping system and set-up of an instrument to allocate resources more efficiently and reduce inequalities; (iii) management of textbooks; (iv) set-up of a regulatory framework to improve resource allocations in order to develop private education; (v) set-up of an Integrated Education Management Information System; (vi) monitoring as well as annual audit to assess the quality of school constructions; (vii) strengthening of budgetary and financial management; (viii) learning assessment in the year 2007 and at the end of the project; (ix) and program coordination and management

#### **4. Project Location and salient physical characteristics relevant to the safeguard analysis**

Countrywide (urban and rural)

#### **5. Environmental and Social Safeguards Specialists**

Mr Abdoul-Wahab Seyni (AFTS3)

Mr Amadou Konare (AFTS1)

<b>6. Safeguard Policies Triggered</b>	<b>Yes</b>	<b>No</b>
<b>Environmental Assessment (OP/BP 4.01)</b>	<b>X</b>	
<b>Natural Habitats (OP/BP 4.04)</b>		<b>X</b>
<b>Forests (OP/BP 4.36)</b>		<b>X</b>
<b>Pest Management (OP 4.09)</b>		<b>X</b>
<b>Cultural Property (OPN 11.03)</b>		<b>X</b>
<b>Indigenous Peoples (OP/BP 4.10)</b>		<b>X</b>
<b>Involuntary Resettlement (OP/BP 4.12)</b>	<b>X</b>	
<b>Safety of Dams (OP/BP 4.37)</b>		<b>X</b>
<b>Projects on International Waterways (OP/BP 7.50)</b>		<b>X</b>
<b>Projects in Disputed Areas (OP/BP 7.60)</b>		<b>X</b>

## **II. Key Safeguard Policy Issues and Their Management**

### ***A. Summary of Key Safeguard Issues***

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts: Issues associated with construction of schools are the following: (i) potential resettlement issues for the population located on the land on which the schools will be built; (ii) hygiene and sanitation issues linked with the construction of latrines; (iii) waste disposal of construction materials; (iv) loss of natural sites and bio-diversity; and (v) non-functional equipment on construction leading to safety issues to the users. The impacts are likely to be minor since most of the schools which will be built are small in size (3-classroom schools for no more than 150 students) and made of local materials.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

n/a

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

n/a

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described. The Gov. of Mali has already taken significant steps to protect its environment through a National Policy on Environmental Protection and a series of legislative and regulatory texts for environmental protection and nature conservation (i.e., Decree that describes the institutional framework for the management of environmental issues in 1998 and legislation of September 1999). In addition, all schools to be built will respect technical specifications and quality standards that have been already prepared by MoE during the first phase of the ESEP. Furthermore, the borrower prepared an Environmental and Social Management Framework (ESMF) or Plan Cadre de Gestion Environnementale et Sociale (PCGES), with clear institutional arrangements for school infrastructure sub-project screening, categorization, as well as the determination of sub-project specific ESIA's and implementation and monitoring of their mitigation measures. There are also guidelines for the contractors who will be involved in the construction of schools. Environmental capacity strengthening measures recommended in the ESMF for the different stakeholder groups will be implemented in the context of this project. The provisions of the Resettlement Policy Framework (RPF) or Cadre de Reinstallation (CR) along with those of the ESMF will be reflected in the Operation Manual of the project; they will be used as guidance in addressing project safeguard requirements and issues throughout implementation, supervision, evaluation and beyond.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people. The main stakeholders are the following: a) the MoE and the focal point for environment; b) ANICT; c) Technical Services in Municipalities; d) National Directorate for Sewerage and Pollution control [Direction Nationale de l'Assainissement et Contrôle des

Pollutions et Nuisance (DNACPN at national level and DRACPN at regional level)]; and (e) affected people in the localities where schools will be built.

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***B. Disclosure Requirements Date***

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**Environmental Assessment/Audit/Management Plan/Other:**

Date of receipt by the Bank	02/20/2006
Date of "in-country" disclosure	04/07/2006
Date of submission to InfoShop	04/10/2006
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	

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**Resettlement Action Plan/Framework/Policy Process:**

Date of receipt by the Bank	03/29/2006
Date of "in-country" disclosure	04/07/2006
Date of submission to InfoShop	04/10/2006

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**\* If the project triggers the Pest Management and/or Cultural Property, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.**

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**If in-country disclosure of any of the above documents is not expected, please explain why:**

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***C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)***

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**OP/BP/GP 4.01 - Environment Assessment**

Does the project require a stand-alone EA (including EMP) report?	Yes
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?	Yes
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes

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**OP/BP 4.12 - Involuntary Resettlement**

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	Yes

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**The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank's InfoShop?	Yes
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes

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**All Safeguard Policies**

Have satisfactory calendar, budget and clear institutional responsibilities	Yes
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been prepared for the implementation of measures related to safeguard policies?

Have costs related to safeguard policy measures been included in the project cost? Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies? Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents? No

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#### ***D. Approvals***

<b><i>Signed and submitted by:</i></b>	<b><i>Name</i></b>	<b><i>Date</i></b>
Task Team Leader:	Mr William Experton	04/10/2006
Environmental Specialist:	Mr Amadou Konare	
Social Development Specialist	Mr Abdoul-Wahab Seyni	
Additional Environmental and/or Social Development Specialist(s):		
<b><i>Approved by:</i></b>		
Sector Manager:	Ms Maurizia Tovo	04/10/2006
Comments:		