

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC784

Date ISDS Prepared/Updated: 10-May-2012

I. BASIC INFORMATION

A. Basic Project Data

Country:	Tajikistan	Project ID:	P131441
Project Name:	Global Partnership for Education (GPE)-4 (P131441)		
Task Team Leader:	Saodat Bazarova		
Estimated Appraisal Date:	00-undefined-0000	Estimated Board Date:	12-Nov-2012
Managing Unit:	ECSHD	Lending Instrument:	Specific Investment Loan
Sector:	General education sector (85%), Pre-primary education (15%)		
Theme:	Education for all (100%)		
Financing (In USD Million)			
Financing Source			Amount
Borrower			0.00
EFA-FTI Education Program Development Fund			16.20
Total			16.20
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

B. Project Objectives

To contribute to improving coverage and quality of pre-school and quality of basic education.

C. Project Description

The proposed Project has four components: (i) increasing access to early childhood education (ECE); (ii) improving the quality of basic education; (iii) improving learning conditions in schools; and (iv) enhancing system effectiveness. All components support major priorities of the MoE's education strategy (NSED) and medium-term Action Plan and complement support provided by donors.

Component One: Increasing access to quality early childhood education programs. (USD 1.5 million; approximately 9.3 percent of total project cost) The aim of this component is to increase access to affordable ECE programs that meet agreed quality standards. The component would support three main activities. First, an analysis of the preschool sector would be undertaken, including an evaluation and costing of the various preschool models, and an identification of steps needed to enable expansion. Second, the preschool regulatory framework would be reviewed and revised, so as to facilitate its expansion, particularly of lower-cost ECE programs (including those provided by the private sector), while ensuring that quality standards are defined and adhered to. Third, the grant would support the establishment of early learning centers by providing communities with a set of furniture and materials, as well as support a training course for preschool teachers and periodic follow-up support. This component would be implemented in close collaboration with and support from UNICEF and AKF.

Component Two: Improving the quality of basic education. (USD 1.75 million; approximately 10.8 percent of total project cost) The aim of this component is to focus content and teaching-learning in general education on competencies, and improve the teaching-learning process to encompass a wider range of active learning and formative assessment techniques. The main activities would include the revision of the teaching plan (courses and hours by grade) in primary grades and the revision of learning standards for secondary grades; as well as the development and initial introduction of the primary subject learning standards and content. The grant would support the design and delivery of in-service teacher training for primary school teachers, and the production and distribution of pedagogical support materials. The grant would also finance elaboration of standards and evaluative criteria for textbooks development, training of authors, and the purchase supplementary reading materials. This component would be implemented in coordination with an upcoming USAID project on early grade reading.

Component Three: Improving learning conditions. (USD 11 million; approximately 67.9 percent of total project cost) The aim of this component is to improve the learning conditions in basic education schools. The component would finance the construction and rehabilitation of schools, as well as furnishing them. Site selection would be determined by a needs-based criteria, including the extent of overcrowding and physical state of the existing school, lack of investments in the schools' infrastructure improvement in the certain regions/districts, the local demographic trend, the efficiency and effectiveness of supervision funds utilization, and the potential for consolidation of class groups. This component would be implemented in coordination with KfW.

Component Four: System effectiveness. (USD 1 million; approximately 6.2 percent of total project cost) The aim of this component is to improve management of the education system at central and school levels. At the central level, MoE management and fiduciary capacities would be strengthened; one particular focus would be on using data for decision-making and policy development. The EMIS would be expanded to cover other education levels, including preschool. The Project would also finance technical assistance to support PCF implementation, strengthening the

PCF formula, and furthering the fiscal policy dialogue, particularly around designing equalization payments that ensure schools actually receive budgeted funds. The component would fund activities to assess and, if needed, support the PCF pilot for preschools supported by UNICEF. The component would continue supporting directors training started in FTI-2 and FTI-3 which proved to be effective. The training covers financial management, pedagogical leadership and community accountability issues in order to leverage the increased powers the directors have been granted in these areas, enhance school responsiveness to parental and community demands, and improve school effectiveness. The component would also finance expenses associated with the project management.

D. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The FTI-4 Grant triggers OP/BP 4.01 and is classified as Category B for environmental assessment. It is expected to finance four types of civil works in urban and/or rural areas: (i) rehabilitation/reconstruction of existing school buildings; (ii) new construction of premises in existing school sites; (iii) new construction of school premises in new locations; and (iv) provision/repair of communications of existing buildings (water supply, power supply, drainage, sanitation, heating).

The civil works planned under the proposed Project are of the same nature and size as the ones being financed under the on-going FTI-3 Grant that is also implemented by the Ministry of Education. The rehabilitation and construction of educational premises would be of a small/medium scale and not expected to cause significant or irreversible negative impact on the environment. Rehabilitation of the existing buildings and new construction at the sites of existing school buildings carry minimal risk to the environment, which is typical for rehabilitation/reconstruction works. Construction of buildings in new sites carries additional risks associated with selection of the site. Because the project would involve the construction of new schools in new sites, there is a possibility that land would need to be acquired which could result in the displacement of households or livelihoods. However, it is expected that such impacts would be minor with most construction taking place on unused public land.

E. Borrowers Institutional Capacity for Safeguard Policies

The grant will be implemented by the Ministry of Education which has assigned its Department of Capital Construction (DCC) as the main subdivision responsible to the project implementation, including for responsibilities with regard to environmental and social safeguards. The Ministry and DCC have adequate experience in implementing such projects as well as in ensuring compliance with the environmental and social requirements as they have already implemented a similar Tajikistan Fast Track Initiative Catalytic Fund Grant 3 project (FTI – 3). Several environmental reviews conducted by the Bank team concluded that overall, environmental safeguards are being well taken care of under FTI-3. The DCC managers and its staff have a good understanding of the EMF, EAs/EMPs and environmental risks associated with construction and demolition civil works. MoE has also recruited well qualified engineers to supervise the works, including environmental aspects. Supervision and implementation support to the DCC is provided at the central level by the Consultant Civil Works Engineer, at the oblast level by 2 Consultant Regional Engineers, and at the site level by 13 Consultant-Site Engineers. All DCC engineers and relevant MoE staff have received training on the EMF; the training materials were prepared by the Consultant Civil Works Engineer, who also delivered the training. Based on the FTI-3 EMF the DCC prepared site-specific EMPs for all proposed investments. EMP implementation is being monitored and properly documented.

The field visits conducted by a team lawyer and social safeguard specialist during project preparation did not find any situations likely to trigger OP/BP 4.12. The previous project FTI-3 developed a Resettlement Policy Framework (RPF), but there were no situations that required triggering involuntary resettlement and hence no RAPs were prepared. This project will hence adapt the RPF of FTI -3 to the requirements of the current project. In the event that any land acquisition takes place, Resettlement Action Plans will be developed in accordance with the procedures set out under the RPF. The RPF will be available on the project website and copies will be given to the offices of all the local authorities where there is a possibility of activities involving involuntary resettlement. The RPF will be translated into Russian and Tajik.

Other social issues: In case of a new school construction (in the settlement where there was no school before) a thorough social analysis of the catchment area including of ethnical profile of the population will be conducted.

F. Environmental and Social Safeguards Specialists on the Team

Roxanne Hakim (ECSS4)

Arcadii Capcelea (ECSS3)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The planned rehabilitation and construction of educational premises will be of a small/medium scale and not expected to cause significant or irreversible negative impacts on the environment. These activities might carry only minimal risk to the environment, which is typical for rehabilitation/reconstruction works and can be easily managed during the project implementation.</p> <p>The project will apply prepared for the FTI-3 Environmental Management Framework (EMF) which was disclosed and consulted in the country in 2009. The EMF: (i) outlines the general anticipated environmental risks and impacts and associated mitigation measures, (ii) describes the process and provide specific guidance on contents for preparation of site-specific Environmental Management Plans (EMPs) along with the designs for rehabilitation and/or construction of each building; and (iii) indicates institutional responsibilities for preparation, review/approval, implementation and monitoring/reporting of these site-specific EMPs. The EMF will be updated, taking into account the newly proposed project provisions. Additionally the EMF will include a new short section describing the requirements on handling asbestos material. As construction of buildings in new sites carries additional risks associated with selection of the site, the EMF will also include a new section that would provide a negative list of sites which will be not considered as a location for the new</p>

		school constructions. The revised EMF will be disclosed in the country for public comments. The EMF will also specify all site-specific EMPs will be disclosed for public comments.
Natural Habitats OP/BP 4.04	No	All new constructions will be done within the existing settlements and no natural habitats will be impacted.
Forests OP/BP 4.36	No	All new constructions will be done within the existing settlements and thus no any impacts on forest areas.
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	While generally it is expected the project will not trigger this OP, it is possible the new construction might be located in the vicinity of the physical cultural resources (monuments, minarets, churches...). In such cases the EMP to be prepared for a construction of new school will include a special section on avoiding and mitigating of potential impacts on those resources.
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	Yes	The project involves the construction of new schools. Hence land will need to be acquired, and this could result in the displacement of households or impacts on livelihoods. The project will therefore adapt the Resettlement Policy Framework (RPF), prepared under the FTI-3 project to the requirements of the current project. In the event that any involuntary resettlement is likely, Resettlement Action Plans will be developed.
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 30-Jun-2012

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

Studies are not required. Due to tight preparation schedule the list of the CWs site will not be identified before Appraisal. Revised and adopted EMF and RPF will guide preparation EMPs for each of the sites and social assessment.

IV. APPROVALS

Task Team Leader:	Name: Saodat Bazarova	
Approved By:		
Regional Safeguards Coordinator:	Name: Wolfhart Pohl (RSA)	Date: 11-May-2012
Sector Manager:	Name: Alberto Rodriguez (SM)	Date: 14-May-2012

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.