

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)
CONCEPT STAGE**

Report No.: PIDISDSC15152

Date Prepared/Updated: 05-Oct-2015

I. BASIC INFORMATION

A. Basic Project Data

Country:	Pakistan	Project ID:	P154524
		Parent Project ID (if any):	
Project Name:	Pakistan: Third Punjab Education Sector Project (P154524)		
Region:	SOUTH ASIA		
Estimated Appraisal Date:	22-Dec-2015	Estimated Board Date:	31-Mar-2016
Practice Area (Lead):	Education	Lending Instrument:	Investment Project Financing
Sector(s):	Pre-primary education (20%), Primary education (40%), Secondary education (40%)		
Theme(s):	Education for all (80%), Education for the knowledge economy (20%)		
Borrower(s):	Islamic Republic of Pakistan		
Implementing Agency:	School Education Department		
Financing (in USD Million)			
	Financing Source	Amount	
	BORROWER/RECIPIENT	0.00	
	International Development Association (IDA)	150.00	
	Total Project Cost	150.00	
Environmental Category:	B - Partial Assessment		
Concept Review Decision:	Track II - The review did authorize the preparation to continue		
Is this a Repeater project?	No		
Other Decision (as needed):			

B. Introduction and Context

Country Context

Pakistan is the world's sixth most populous country with an estimated 182 million people and a per capita income of US\$1,360 in 2013, which classifies it as a lower-middle income country. The country's recent GDP growth rates (average of 3.8% in the last 4 years) are half their levels of five decades ago and are continuing to decline, as has poverty reduction. Weak public sector management, governance and capacity hamper service delivery performance. Human development indicators also continue to lag; in fact, Pakistan did not meet the targets for the majority of indicators under the Millennium Development Goals (MDGs) 2015, including those related to education and health. The Punjab, despite being the country's most economically advanced (52% of Pakistan's GDP) and most populated (56% of Pakistan's population) province, has seen a sharp decline in economic growth since 2004-05, remaining under 4% in each of the last four years.

In order to promote sustainable economic growth, accompanied by poverty reduction, the country will require, among other things, continued and increasing investment in human development and social protection. Investments in human capital are particularly critical at this time, given that almost half of the country's population is estimated to be under the age of 15 years.

Sectoral and Institutional Context

Pakistan has made progress in improving education outcome indicators over the past decade, but persistently underperforms in the sector in comparison to other countries in South Asia. Education outcomes in Punjab are only marginally better than those in the rest of the country. Punjab's out-of-school population is close to 3 million, and almost 16% of 6-10 year olds and 14% of 11-15 year olds have never been in school.

Gains made in the province over the last decade have stagnated, despite increased sector financing by the GoPunjab and support to the sector by the Bank and other Development Partners (DPs). Net Enrollment Rates (NERs) in the Punjab have plateaued at low levels for primary and secondary education, and enrollment rates for children from rural and poor households are even lower. Furthermore, for those children in school, student achievement levels are poor. Despite over a decade of focused support to large scale education programs and "cutting edge" reform, there remains a clear need for continued support to the sector, as critical challenges remain ever present in the sector. These include:

- (a) Low levels of school participation and high numbers of out of school children;
- (b) Low student retention and transition rates;
- (c) Limited access to schooling in "pockets" around the province;
- (d) Little investment and progress made to develop Early Childhood Education (ECE) programs;
- (e) Poor quality of education;
- (f) Weak management capacity and accountability of education administrative staff at the district and sub-district levels, and limited evidence-based decision making at all levels.

Building on the system strengthening that has taken place under the second phase of the Punjab Education Sector Reform Programme (PESRP II) which comes to a close in December 2015, and acknowledging the challenges that remain, the GoPunjab plans to accelerate progress and bring about transformative change in the sector through its next generation reform program, Parho Punjab, Barho Punjab, or the 2018 Education Goals. The 2018 Goals are grouped together in four

areas, which are: (i) Ensure high quality teaching and learning in the classroom; (ii) Improve leadership and accountability at all levels; (iii) Enable a conducive learning environment for students; and, (iv) High quality school infrastructure. In order to realize its goals, the GoPunjab will have to continue to make significant efforts and investments in the sector.

Relationship to CAS/CPS/CPF

The priority areas of focus for the country are reflected in the World Bank's Country Partnership Strategy for 2015-2019 (CPF). Priority areas for interventions to support these objectives are: (i) the promotion of energy security; (ii) increased productivity to drive growth and job creation, particularly in agriculture and SME's; (iii) inclusive growth and reduced inequality for marginalized and vulnerable population groups, including women; and (iv) improved service delivery, particularly taking into account the devolved system of governance in the country. The proposed Project is fully aligned to Pillars 3 and 4 by supporting reforms which seek to accelerate improvements in education service delivery to the underserved, neglected and poor--- the main users of the public and low-cost private schooling systems.

The proposed Project would also directly contribute to the country's efforts to achieve the Sustainable Development Goals 2030, specifically Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

C. Proposed Development Objective(s)

Proposed Development Objective(s) (From PCN)

The Project Development Objective would be to support the 2018 Education Goals of the Government of the Punjab to increase school participation, completion and student achievement, with a particular focus on low-performing districts.

Key Results (From PCN)

PDO indicators would include:

- School Participation Rates (ages 6-10, 11-15, by gender, district type)
- School Completion Rates (grade 3, 5, and 8, by gender, district type)
- Primary and Secondary level student achievement (PEC Exam Grade 5, 8)

D. Concept Description

The proposed Project would be a US\$150 million Credit from the International Development Association (IDA) using an Investment Project Financing (IPF) lending instrument, and would be implemented over the period 2016-2020. It would have two parts. The first, consisting of Component 1, would use a Results Based Financing (RBF) modality to support the implementation of the GoPunjab's 2018 Education Goals. Disbursements would be made to the Finance Department of Punjab and conditional on pre-specified results, as measured by disbursement linked Indicators (DLIs). The second part of the proposed Project, consisting of Component 2, would finance key essential advisory, technical, and capacity-building support for the 2018 Education Goals, and follow a traditional reimbursement mode based on statements of expenditures after the completion of activities.

Component 1 would support three out of four of the GoPunjab's 2018 Education Goals: (i) Enabling a conducive learning environment for students; (ii) Improving leadership and accountability at all levels; and, (iii) Ensuring high quality teaching and learning in the classroom. Each set of goals would be supported through selected Disbursement Linked Indicators (DLIs).

Initial sub-components identified for support through this component are as follows:

Subcomponent 1.1 – Increasing access to education for out-of-school children

This subcomponent would support reform areas which aim to increase access at the primary level by targeting out-of-school children (OOSC). Initial areas of support identified under this subcomponent include providing incentives to OOSC of primary school-going age, and using public-private partnership (PPP) models in education delivery to increase access to schooling in underserved localities.

Subcomponent 1.2 – Increasing student retention and transition

This subcomponent would support reform areas which aim to increase retention and transition of children at the primary and secondary levels. Initial areas of support identified under this subcomponent include supporting the GoPunjab’s ECE Strategy, and providing stipends to students in secondary schools.

Subcomponent 1.3-- Improving teaching quality and learning in the classroom

This subcomponent would support reform areas which aim to improve teaching and student learning. Initial areas of support identified under this subcomponent include field-based professional development for teachers and head teachers, and strengthening student assessment systems.

Subcomponent 1.4-- Improving management and evidence-based decision making

This subcomponent would support reform areas which aim to improve management at the provincial, district, and school level and increase the utilization of data to inform decision making. Initial areas of support identified under this subcomponent include strengthening school-based management and strengthening management capacity and evidence-based decision-making.- :

Component 2 - Capacity Building and Program Support

This component would finance key essential advisory, technical, and capacity-building activities for the achievement of the Government’s 2018 Education Goals. Activities selected would support the implementation, and in some cases verification of, DLIs under the proposed Project. Under this component, relevant impact evaluation work and Third Party Validations would also be supported in order to inform future program design and policy making in the education sector. In addition, these activities would also strengthen fiduciary and monitoring and evaluation aspects of the GoPunjab’s program.

II. SAFEGUARDS

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

The proposed Project would be implemented in the province of Punjab. Project activity would take place in both urban and rural areas across the province. The proposed Project does not involve any physical works, civil works or rehabilitation and thus has no interactions with the physical environment relevant to safeguards analysis.

B. Borrower’s Institutional Capacity for Safeguard Policies

Since the proposed Project does not involve any physical or civil works no safeguards related issues

are envisaged, no additional capacity assessment or capacity building is required to ensure compliance with safeguards.

C. Environmental and Social Safeguards Specialists on the Team

Javaid Afzal (GENDR)

D. POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	TBD	The project is not likely to cause any environmental degradation since no physical activities are involved.
Natural Habitats OP/BP 4.04	No	The project will have no interaction with environment and natural habitat since no physical activities are involved.
Forests OP/BP 4.36	No	The project will have no interaction with environment and forests since no physical activities are involved.
Pest Management OP 4.09	No	Not relevant since project activities do not involve procuring or using any agro-chemicals.
Physical Cultural Resources OP/BP 4.11	No	Not relevant since no physical activities are involved.
Indigenous Peoples OP/BP 4.10	No	Not relevant since no IPs are known to exist on Punjab province.
Involuntary Resettlement OP/BP 4.12	No	Not relevant since project does not include any physical activities and no involuntary resettlement will be caused by the project.
Safety of Dams OP/BP 4.37	No	Not relevant for reasons stated above.
Projects on International Waterways OP/BP 7.50	No	Not relevant for reasons stated above.
Projects in Disputed Areas OP/BP 7.60	No	Not relevant since the Punjab province does not include any disputed territories.

E. Safeguard Preparation Plan

1. Tentative target date for preparing the PAD Stage ISDS

02-Dec-2015

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

The team will consult with the Safeguards Specialist and carry out the necessary safeguards assessment/studies by Project appraisal.

III. Contact point

World Bank

Contact: Scherezad Joya Monami Latif

Title: Senior Education Specialist

Borrower/Client/Recipient

Name: Islamic Republic of Pakistan

Contact: Mumtaz Hussain Shah

Title: Deputy Secretary

Email:

Implementing Agencies

Name: School Education Department

Contact: Abdul Jabbar Shaheen

Title: Secretary

Email: ddm@schools.punjab.gov.pk

IV. For more information contact:

The InfoShop

The World Bank

1818 H Street, NW

Washington, D.C. 20433

Telephone: (202) 458-4500

Fax: (202) 522-1500

Web: <http://www.worldbank.org/infoshop>

V. Approval

Task Team Leader(s):	Name: Scherezad Joya Monami Latif	
<i>Approved By</i>		
Safeguards Advisor:	Name: Zia Al Jalaly (SA)	Date: 08-Oct-2015
Practice Manager/ Manager:	Name: Keiko Miwa (PMGR)	Date: 09-Oct-2015
Country Director:	Name: Anthony Cholst (CD)	Date: 18-Nov-2015

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.