

**INTEGRATED SAFEGUARDS DATA SHEET
CONCEPT STAGE**

Report No.: 48981

Date ISDS Prepared/Updated: 11/28/2005

I. BASIC INFORMATION

A. Basic Project Data

Country: Albania	Project ID: P078933
Project Name: Education Excellence and Equity Project	
Task Team Leader: Richard R. Hopper	
Estimated Appraisal Date: March 7, 2006	Estimated Board Date: June 1, 2006
Managing Unit: ECSHD	Lending Instrument: Specific Investment Loan
Sector: Primary education (35%);Secondary education (30%);Tertiary education (20%);Central government administration (10%);Sub-national government administration (5%)	
Theme: Education for all (33%);Vulnerability assessment and monitoring (17%);Administrative and civil service reform (17%);Decentralization (17%);Education for the knowledge economy (16%)	
IBRD Amount (US\$m.):	0.00
IDA Amount (US\$m.):	15.00
GEF Amount (US\$m.):	0.00
PCF Amount (US\$m.):	0.00
Other financing amounts by source:	
BORROWER/RECIPIENT	30.00
COUNCIL OF EUROPE	15.00
<u>EC: European Investment Bank</u>	<u>15.00</u>
	60.00

B. Project Objectives [from section 2 of PCN]

The objective of the Education Excellence and Equity Program is to support the implementation of the first phase of Albania's National Education Strategy 2004-2015. The support will focus on improving the quality of learning outcomes in basic education, expansion of coverage in general secondary education, and the first stage of the reform of tertiary education.

C. Project Description [from section 3 of PCN]

The proposed program would support the implementation of the National Education Strategy, and the development and the initial implementation of the tertiary education strategy which is complementary to pre-university education strategy.

1. Governance: strengthening management capacity and decentralization. The first priority area aims to improve the leadership and managerial capacity of the education sector. This includes activities associated with the decentralization of the education service delivery, especially strengthening the leadership, decision making and resource management at the school level, the reform of the Ministry of Education and Science to move towards performance based management system, and full development and utilization of the educational management information system (EMIS) for decision making. This is expected to form an institutional foundation to address other priority areas.

2. Improving the quality of learning outcomes. The second priority area focuses on the quality of teaching-learning inputs, processes and outcomes in a holistic manner. It will address the issues of curriculum reform, including the development of national curriculum framework, rationalization of subjects, content articulation, vertical and horizontal integration and textbook development. To enable and implement curriculum reform, teacher training and development has to be closely aligned; the content and processes of teacher training will also be reformed. The reform in the student assessment will continue through strengthening the capacity of the National Center for Evaluation and Assessment, development of national plan for evaluation in education, and improving the transparency and integrity of national examination system.

3. Investing in and rationalizing modern educational infrastructure, especially in secondary education. The third priority area is to address more efficient (re)allocation and investment in physical infrastructure and human resources and to upgrade the learning environment especially at secondary level. This priority area will support the MoES in making investment decision based on school mapping which takes into consideration of the declining fertility rate and migration factors. Science laboratories and IT facilities, which are essential for increasing the competitiveness of school graduates, will be provided to general secondary schools in line with the new curriculum and teacher training to be supported in priority area 2.

4. Setting the stage for tertiary education reform. The fourth priority area is to set the stage for the reform of the tertiary education system. Albania signed the Bologna Declaration in 2003. This priority area will first support the MoES and universities to carry out a thorough review of the system to identify and sequence reform activities, which include, the development of a degree and credit system comparable in other European countries, increasing financial autonomy and accountability of universities, strengthening the quality assurance mechanism, and promoting university partnership arrangements. It also aims to expand the opportunities for students by mobilizing private financing and provision and making the use of public resources more efficient.

D. Project location (if known)

To be decided/Nationwide. (The proposed program adopts a sector-wide approach to support the national education strategy, and specific location where the funds will be spent cannot be ascertained).

E. Borrower's Institutional Capacity for Safeguard Policies [from PCN]

In the previous project, the Education Reform Project (2000-2004), the Borrower developed and enforced an Environmental Management Plan to mitigate identified risks related to rehabilitation

of schools, procurement of non-lead paint, proper disposal of construction waste and sanitation materials, tree planting and raising community awareness of environmental issues. Through this project, the capacity of the Ministry of Education and Science has gradually built to address safeguard issues.

F. Environmental and Social Safeguards Specialists

Mr Johnson Appavoo (ECSSD)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies Triggered	Yes	No	TBD
Environmental Assessment (OP/BP 4.01)	X		
The project is a SWAp with relatively low environmental risk. An Environmental Management Plan will be prepared to guide civil works investments for the education sector. Rehabilitation will not require land acquisition or loss of income with respect to illegal or unauthorized users of land; OP4.12 is not triggered.			
Natural Habitats (OP/BP 4.04)		X	
Forests (OP/BP 4.36)		X	
Pest Management (OP 4.09)		X	
Physical Cultural Resources (OP/BP 4.11)		X	
Indigenous Peoples (OP/BP 4.10)		X	
Involuntary Resettlement (OP/BP 4.12)		X	
Safety of Dams (OP/BP 4.37)		X	
Projects on International Waterways (OP/BP 7.50)		X	
Projects in Disputed Areas (OP/BP 7.60)		X	

Environmental Category: B - Partial Assessment

III. SAFEGUARD PREPARATION PLAN

A. Target date for the Quality Enhancement Review (QER), at which time the PAD-stage ISDS would be prepared: 01/24/2006

B. For simple projects that will not require a QER, the target date for preparing the PAD-stage ISDS: N/A

C. 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.

The EMP will be based on previous education projects in Albania with respect to safeguards compliance, and adjust the EMP (or supervision approach) accordingly. The EMP will be disclosed in country and in Infoshop before appraisal.

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.

IV. APPROVALS

<i>Signed and submitted by:</i>		
Task Team Leader:	Ms Keiko Miwa	10/20/2005
<i>Approved by:</i>		
Regional Safeguards Coordinator:	Ms Rita Klees	11/28/2005
Comments: I clear as acting safeguards coordinator		
Sector Manager:	Ms Maureen Anne McLaughlin	10/20/2005
Comments:		