

INTEGRATED SAFEGUARDS DATASHEET

RESTRUCTURING STAGE

I. Basic Information

Date prepared/updated: 02/26/2010

Report No.: AC5091

1. 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%)																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">IBRD Amount (US\$m.):</td> <td style="text-align: right;">0.00</td> </tr> <tr> <td>IDA Amount (US\$m.):</td> <td style="text-align: right;">15.00</td> </tr> <tr> <td>GEF Amount (US\$m.):</td> <td style="text-align: right;">0.00</td> </tr> <tr> <td>PCF Amount (US\$m.):</td> <td style="text-align: right;">0.00</td> </tr> <tr> <td colspan="2">Other financing amounts by source:</td> </tr> <tr> <td style="padding-left: 20px;">BORROWER/RECIPIENT</td> <td style="text-align: right;">30.00</td> </tr> <tr> <td style="padding-left: 20px;">COUNCIL OF EUROPE</td> <td style="text-align: right;">15.00</td> </tr> <tr> <td style="padding-left: 20px;"><u>EC: European Investment Bank</u></td> <td style="text-align: right;"><u>15.00</u></td> </tr> <tr> <td></td> <td style="text-align: right;">60.00</td> </tr> </table>			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
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Environmental Category: B - Partial Assessment																				
Simplified Processing	Simple <input type="checkbox"/>	Repeater <input type="checkbox"/>																		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)	Yes <input type="checkbox"/>	No <input type="checkbox"/>																		

2. Project Objectives

The Education Excellence and Equity Project (EEEP) supports the Government in the implementation of the first phase of Albania's National Education Strategy (NES). The objective of EEEP is improved quality of learning conditions for all students, and increased enrollment in general secondary education especially for the poor. The intermediate goals are that leadership, management and governance of the education system are improved, teachers use new methods of teaching and wider variety of learning aids in schools, the quality of school infrastructure and the efficiency of its use are improved, and the initial steps of higher education reform are taken.

3. Project Description

The priority areas of the proposed program are: (i) strengthening leadership, management and governance of the education system, (ii) improving conditions for teaching and

learning, (iii) improving and rationalizing education infrastructure, and (iv) setting the stage for higher education reform. While the objectives have not changed, the Project was restructured at mid-term to permit for project resources to support the design and construction of new schools.

1. Strengthening leadership, management and governance of the education system

This priority area aims to strengthen the leadership and management capacities, and to enhance governance and accountability of the education system. This includes activities associated with the decentralization, strengthening the leadership, professional development of school principals, decision making and resource management at the school level, increasing the communities' participation, introduction of performance-based management system, and full utilization of the Education Management Information System (EMIS) for decision making.

2. Improving conditions for teaching and learning

This priority area focuses on the quality of teaching and learning conditions in a holistic manner. It pays special attention to supporting teachers' professional development. It also addresses the issues of curriculum reform, including the development of a national curriculum framework, rationalization of subjects, integration and textbook development.

3. Improving and rationalizing education infrastructure, especially in secondary education

This priority area addresses the need for more efficient investment and (re)allocation in physical infrastructure and human resources especially at the secondary education level. It supports the MOES in making investment decisions based on school mapping, which takes into consideration the demographic development of Albania. The Project finances rehabilitation and extension of existing schools; under the proposed restructuring, the Project would also finance the demolition and reconstruction of old school buildings, and construction of new schools on new sites. Science laboratories and ICT facilities are provided to general secondary schools in line with the new curriculum and teacher training to be supported in priority area two.

4. Setting the stage for higher education reform

This priority area focuses on the reform of the higher education. It supports the MOES and universities to carry out a review of the system to identify and sequence reform activities that include strengthening of university governance, 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.

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

The Program adopts a sector-wide approach to support the national education strategy. As such, it has nationwide coverage. At the same time, the physical location of specific interventions such as school construction and rehabilitation are ascertained through the relevant Annual Reform Plans.

5. Environmental and Social Safeguards Specialists

Mr Daniel R. Gross (LCSEN)

Ms Natasa Vetma (ECSS3)

6. Safeguard Policies Triggered	Yes	No
Environmental Assessment (OP/BP 4.01)	X	
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

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: This Program has been classified as environmental category B due to rehabilitation, extension, reconstruction and new construction of schools and educational facilities through the proposed credit as part of the government education expenditures. Under World Bank Operational Policy (OP) 4.01 this rating was assigned to reflect that the potential environmental impacts are site-specific, temporary and mainly reversible. In most cases such impacts can be mitigated readily through good construction practice, environmental permitting process and (per World Bank requirements) through implementation of site-specific EMPs. Impacts mainly relate to waste management and disposal of construction debris, proper waste water disposal, heating and fuel system assembly, laboratory operations, flood risks, dust and noise control particularly during construction, sensitivity of designs to cultural settings, and chance discovery of cultural heritage items.

An environmental review was conducted during preparation of the project as originally designed to assess the application of Albanian environmental laws, permits, and practice to school construction in Albania. This has been compared with the typical requirements of World Bank environmental safeguards to assess similarities and gaps in practice. The review of existing environmental management documents concluded that the

rehabilitation of schools proposed under the original Project did not require preparation of an Environmental Impact Assessment (EIA) under Albanian law. To comply with World Bank operational policies during project preparation, an Environmental Management Plan (EMP) for the Project was prepared. The EMP covers the overall Project and serves as the environmental framework and therefore outlines issues, good practices as well as the format and contents for any site-specific assessments or plans. The provisions of the EMP were incorporated into the text of the Project Operational Manual (POM). The EMP provisions of the POM outline the environmental measures to be included in related bidding documents and contracts for civil works; these include special provisions for the retrofitting of buildings of historical or cultural value, and allocate responsibilities to MOES and relevant municipal authorities for ensuring these measures are followed. The EMP provisions of the POM also call for training of designated staff and for raising public awareness of these best practices.

As part of the environmental due diligence for Project restructuring, the EMP has been revised and provisions of the POM have been updated to reflect the revised environmental requirements of the restructured project which includes support for new school construction as well as rehabilitation, specifying levels of environmental due diligence required for sub-projects depending on the nature of the works:

(i) In view of the need to identify and mitigate potential site-specific issues an Environmental Impact Assessment (EIA) with a site-specific EMP will be prepared for each sub-project involving construction of a new school on new land sites. In any instance where the draft EIA identifies issues that call for an elevation of the sub-project from an environmental Category B to Category A under World Bank OP 4.01, the design and construction of the sub-project in question would not be eligible for financing under EEEP.

(ii) For sub-projects involving demolition/reconstruction or extension of schools on existing schoolyards, a site-specific EMP checklist will be completed based on the World Bank standard for the Europe and Central Asia region which requires the elaboration of a standardized set of assessments and plans for treatment of environmental matters for small civil works.

(iii) For sub-projects involving only rehabilitation of existing schools on existing school yards, no site-specific plan needs to be prepared; instead the sub-project will follow the generic environmental measures laid out in the EMP provisions of the POM.

As part of the social safeguards due diligence for Project restructuring a Resettlement Policy Framework (RPF) for Involuntary Resettlement has been prepared by the MOES and been publicly disclosed. The POM has been amended by the MOES to reflect the RPF, describing the issues, good practices, format, and contents for preparing site-specific Abbreviated Resettlement Action Plans (ARAPs) and has been publicly disclosed. Four ARAPs have already been prepared by MOES for new construction sites where some land acquisition by expropriation had already taken place. The World Bank will assist the MOES in updating the relevant ARAPs and assess whether the related

expropriations are in compliance with the RPF and OP4.12 in order to determine whether these school constructions are eligible for Project financing. Another ARAP is under preparation for the site in Shkodra where a demolition had taken place in mid 2008, and in which case the Government has agreed to retroactively apply the agreed RPF to this case.

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

None.

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

Not applicable.

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 Recipient has past experience in implementing an EMP through the Education Reform Project which closed in 2006. The EMP provisions for EEEP were prepared following an environmental review identifying the issues to be addressed with particular attention to issues arising from the construction of new schools. The amended POM provides guidelines for developing site-specific EMPs for each type of sub-project, including designation of the parties responsible. The MOES has assigned an environmental coordinator / consultant to oversee EMP implementation and monitoring. EMPs implementation will be reviewed by the World Bank during Project supervision to identify any necessary follow-up actions. The Resettlement Policy Framework (RPF) is henceforth integrated as part of the POM by reference. The RPF outlines the criteria by which the World Bank's OP 4.12 is applied, the mitigation measures required to offset the impact potentially caused by land acquisition, the institutional responsibilities for implementing the mitigation measures, as well as the supervision and the monitoring required to ensure proper implementation. This restructuring is taking place with an understanding from the Government of Albania that they will indemnify the concerned person(s) in Shkodra by April 30, 2010 in accordance with an ARAP prepared in accordance with the RPF (see dated covenant in the amended Financing Agreement).

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

Stakeholders: MOES, local communities and municipalities, NGOs, contractors, engineers, architects.

The Environmental Management Plan for the overall Project as articulated in the revised POM and the Resettlement Policy Framework were publicly disclosed by the MOES prior to project restructuring. One Environmental Impact Assessment (EIA) including a site-specific EMP for a sub-project involving construction of a new school on acquired land in the commune of Paskuqan has been publicly disclosed and a public consultation hearing was held by the municipality. This EIA will serve as an example for any subsequent plans for the construction of new schools to take place on additional land. In

addition, the checklist EMP in support of the reconstruction / extension of a school in Zallmner was disclosed according to the provisions of the POM. The Recipient will, throughout the remaining program implementation, continue to consult with stakeholders, as necessary, to address environmental issues/concerns that may affect them.

B. Disclosure Requirements Date

Environmental Assessment/Audit/Management Plan/Other:

Was the document disclosed prior to appraisal?	Yes
Date of receipt by the Bank	12/22/2009
Date of "in-country" disclosure	01/12/2010
Date of submission to InfoShop	02/05/2010
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	

Resettlement Action Plan/Framework/Policy Process:

Was the document disclosed prior to appraisal?	N/A
Date of receipt by the Bank	10/23/2009
Date of "in-country" disclosure	11/06/2009
Date of submission to InfoShop	11/12/2009

Indigenous Peoples Plan/Planning Framework:

Was the document disclosed prior to appraisal?	N/A
Date of receipt by the Bank	
Date of "in-country" disclosure	
Date of submission to InfoShop	

Pest Management Plan:

Was the document disclosed prior to appraisal?	N/A
Date of receipt by the Bank	
Date of "in-country" disclosure	
Date of submission to InfoShop	

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

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

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

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	Yes

credit/loan?

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

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

All Safeguard Policies

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

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? Yes

D. Approvals

<i>Signed and submitted by:</i>		<i>Name</i>	<i>Date</i>
Task Team Leader:		Mr Richard R. Hopper	01/29/2010
Environmental Specialist:		Ms Natasa Vetma	02/04/2010
Social Development Specialist		Mr Daniel A. Gross	02/04/2010
Additional Environmental and/or Social Development Specialist(s):			
<i>Approved by:</i>			
Regional Safeguards Coordinator:		Ms Agnes I. Kiss	02/04/2010
Comments:			
Sector Manager:		Ms Mamta Murthi	02/04/2010
Comments:			