

**INTEGRATED SAFEGUARDS DATASHEET
APPRAISAL STAGE**

I. Basic Information

Date prepared/updated: 03/15/2006

Report No.: AC2193

1. Basic Project Data

Country: Albania	Project ID: P078933	
Project Name: Education Excellence and Equity Program		
Task Team Leader: Keiko Miwa		
Estimated Appraisal Date: March 7, 2006	Estimated Board Date: June 1, 2006	
Managing Unit: ECSHD	Lending Instrument: Specific Investment Loan	
Sector: Primary education (40%);Secondary education (25%);Tertiary education (20%);Central government administration (10%);Sub-national government administration (5%)		
Theme: Education for all (P);Vulnerability assessment and monitoring (S);Administrative and civil service reform (S);Decentralization (S);Education for the knowledge economy (S)		
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>30.00</u>
		75.00
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)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

2. Project Objectives

The proposed EEE-P would support Government in the implementation of the first phase of Albania's National Education Strategy (NES). The objective of EEE-P 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.

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. Decentralized service delivery would be piloted in 2-3 regions before deciding on a rollout plan. This is expected to form an institutional foundation to address other priority areas.

2. Improving conditions for teaching and learning

This priority area focuses on the quality of teaching and learning conditions in a holistic manner. It would pay special attention to supporting teachers' professional development. It would also address the issues of curriculum reform, including the development of a national curriculum framework, rationalization of subjects, integration and textbook development. To implement curriculum reform, teacher education policies and practices have to be closely aligned. The development of assessment and evaluation of education would continue through strengthening the capacity of the National Center for Evaluation and Assessment, development of a national plan for evaluation in education, and improving the transparency and integrity of the national examination system. This priority area enables teachers and students to use a wider range of appropriate educational tools and methods in teaching and learning process.

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

This priority area addresses more efficient investment and (re)allocation in physical infrastructure and human resources especially at the secondary education level. It would support the MoES in making investment decision based on school mapping, which takes into consideration the demographic development in Albania. Science laboratories and ICT facilities would be 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, which 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

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

5. Environmental and Social Safeguards Specialists

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
Cultural Property (OPN 11.03)		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)		
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 category B due to anticipated rehabilitation and reconstruction of schools and educational facilities through the proposed credit as part of the government education expenditures. An environmental review that is based on the previous project has been conducted to assess the application of Albanian environmental laws, permits, and practice to schools construction in Albania in line with this credit’s reliance on national systems. 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 construction proposed under this program would not trigger a full Environmental Impact Assessment under either the Albanian laws or World Bank policies. The type of environmental impacts of concern are localized in nature and more adequately addressed through environment permits and good construction practice, or in the case of World Bank policies through an environmental management plan (EMP). Issues to be addressed through these instruments include proper waste management and disposal of construction debris (inc. asbestos), proper waste water treatment; heating and fuel system assembly, lab operation safety plans where applicable, dust and noise control, sensitivity of designs

to cultural settings; and cultural heritage/chance finds procedures. An environmental management plan for the project has been prepared as an example of the issues that will be addressed through the permitting, construction, contracting, and operations of the facilities.

In practice, these issues will be addressed through a series of local permits, through contractor site supervisor oversight, through the local municipality requirements, and in some cases through a small construction unit in the MoES. Responsibilities for school construction in Albania has been decentralized to the municipal level, however school construction with national funding remain with some central oversight. MoES plays a role in establishing guidance to all municipalities through the establishment of a “Code of Good Practice”. The EEE-P will support the finalization of the Ministry of Education’s Code of Good Practice to ensure that it incorporates international and EU standards for the environment as a more systemic way to capture the environmental management plan issues. The loan would also support training, dissemination and awareness-raising by the MoES on Best Practice.

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 good experience in implementing an environmental management plan, through the Education Reform Project which just recently closed. An environmental review has been conducted for the EEE-P and an environmental management plan (EMP) addressing key issues is being finalized. A Code of Good Practice will be developed to guide municipalities, and ensure that international and EU standards for the environment will be incorporated in the EMP. The EEE-P will support training, dissemination and awareness-raising by the MoES. The World Bank team will conduct a post-review at mid-term to identify any follow-up actions required to meet safeguard requirements.

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.

A session/workshop to disseminate the EMP will be sponsored by the MOES prior to appraisal. The Recipient will, throughout 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:

Date of receipt by the Bank	03/05/2006
Date of "in-country" disclosure	03/05/2006
Date of submission to InfoShop	03/06/2006
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	

*** 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.**

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?	No
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	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?	
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:	Ms Keiko Miwa	03/06/2006
Environmental Specialist:	Mr Ian Leslie Campbell	03/06/2006
Social Development Specialist Additional Environmental and/or Social Development Specialist(s):		
<i>Approved by:</i>		
Regional Safeguards Coordinator:	Mr Ronald N. Hoffer	03/14/2006
Comments:		
Sector Manager:	Ms Maureen Anne McLaughlin	03/06/2006
Comments:		