



Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 01-Nov-2018 | Report No: PIDISDSA25380



BASIC INFORMATION

A. Basic Project Data

Country Afghanistan	Project ID P163845	Project Name Additional Financing for the Higher Education Development Project	Parent Project ID (if any) P146184
Parent Project Name Higher Education Development Project	Region SOUTH ASIA	Estimated Appraisal Date 29-Apr-2018	Estimated Board Date 17-Sep-2018
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) MoF - Ministry of Finance, Ministry of Finance	Implementing Agency Ministry of Higher Education

Proposed Development Objective(s) Parent

The project development objective is to increase access to, and improve the quality and relevance of, higher education in Afghanistan.

Components

Higher Education Development Program
Program Operations and Technical Support

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	5.00
Total Financing	5.00
of which IBRD/IDA	0.00
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	5.00
Afghanistan Reconstruction Trust Fund	5.00



Environmental Assessment Category

B-Partial Assessment

Decision

Other Decision (as needed)

B. Introduction and Context

Country Context

Afghanistan's Gross Domestic Product (GDP) per capita was US\$ 586 in 2017. The country experienced exceptionally high growth between 2003 and 2012, when real GDP grew at an average rate of 9 percent annually. Dynamism in the economy was driven by investments in reconstruction activities, security and ancillary activities, large aid inflows and periodic spikes in agriculture production. More recently, as of 2017, the growth rate slowed to 2.6 percent, mainly due to security concerns, the global economic downturn and lower aid flows. However, Afghanistan has potential for strong economic growth in the future, especially in the agriculture, mining, natural resources and service sectors.

Afghan policy makers perceive higher education as a vital engine of growth and development. The Government of the Islamic Republic of Afghanistan (GoIRA) is fully aware of the strategic importance of human capital in the modern global knowledge economy. The higher education system produces the pool of high level human resources, such as policy makers, professionals, managers, academics and technical experts, who are essential for economic development. Policy makers also recognize the contribution higher education can make to the promotion of civic values and attitudes needed for a modern, enlightened democracy, and the development of a socially cohesive nation. In this context, the Ministry of Higher Education (MoHE) has prepared a second National Higher Education Strategic Plan (NHESP II) to accelerate the development of higher education over the period 2015-2020. The NHESP II outlines a broad development framework to be implemented through a multi-year rolling plan.

Sectoral and Institutional Context

The country requires a major increase in the number of university graduates to create a modern, well-educated workforce. In particular, the number of female graduates needs to increase sharply to promote gender equity and empowerment. Females comprise only about 22 percent of students enrolled in public universities and higher education institutions and only 6,017 girls (compared to 59,333 boys) can be accommodated in the hostels/dormitories. The higher education sector also faces other challenges, among them: (i) university teaching and learning needs to be modernized; (ii) there is a severe shortage of qualified academic staff in Afghan universities; and particularly female academics (out of approximately 5,090 faculty in public universities, 774 are



female and only about 210 of them have Master’s degrees or above)¹. The number of Ph.D. qualified academic staff is less than 5 percent and the majority of university academics, 65 percent, have only Bachelor’s degrees; (iii) the governance of higher education is outdated and needs to be modernized with greater authority and accountability at the institution level; (iv) the licensing, quality assurance and accreditation of higher education institutions have to be developed to reflect international standards and practices; and (v) the research output of Afghan universities is insignificant- and the promotion of research is a vital next step in the development of higher education in Afghanistan.

The Higher Education Development Project (HEDP) consists of the following two components: (i) Higher Education Development Program; and (ii) Program Operations and Technical Support. Both these components will be scaled up under the Additional Financing (AF). The primary activities to be scaled up under the first component are: (i) provision of an additional 150 faculty with scholarships to pursue either Master’s degrees or above in priority disciplines, at least one-third of whom will be female staff; (ii) grants to support an additional 60 research projects, with at least twenty-percent of these projects to be undertaken by female academic staff or teams which include female academics; and (iii) the training of 500 additional faculty in Outcome-Based Education (OBE) and Student-Centered Learning (SCL). The second component will also be scaled up accordingly, to enable the MoHE to accommodate the extension of the closing date by two years and achieve the project objectives. The Project is currently implemented across all 24 public universities and 12 higher education institutes in Afghanistan.

C. Proposed Development Objective(s)

Original PDO

The project development objective is to increase access to, and improve the quality and relevance of, higher education in Afghanistan.

Current PDO

The project development objective is to increase access to, and improve the quality and relevance of, higher education in Afghanistan.

Key Results

- Increase access to higher education - Student enrollment in universities in priority degree programs for economic development
- Improve the quality and relevance of higher education - Number of public universities developing, implementing and monitoring strategic five year rolling institutional development plans consistent with the National Higher Education Strategic Plan
- Increased numbers of full time academic staff with at least a Master’s degree in priority degree programs

¹ Note that these numbers are for academics in all public universities, in all disciplines. The Project tracks data for the priority disciplines in 24 major public universities



D. Project Description

The proposed AF will be used to expand the following successful project interventions: (i) provision of faculty scholarships; (ii) training of teaching faculty in Outcome-Based Education (OBE) and Student-Centered Learning (SCL); (iii) support to public universities to prepare and implement Strategic Institutional Development Plans (SIDPs); and (iv) grants to support individual and group research projects at universities, in order to scale up project impact and development effectiveness. Of the USD 5 million in Additional Financing, USD 4 million will be used to provide 150 additional Masters and/or PhD scholarships for faculty in public universities. The remaining USD 1 million will be used to support technical assistance, and project coordination and monitoring. A Level Two restructuring is being processed which would include: (i) minor revisions to the results framework and DLIs and DLI targets in line with this AF and implementation experience; (ii) a two-year extension of the Project closing date from December 31, 2020 to December 21, 2022 to allow sufficient time for completion of the additional activities; and (iii) a change in the withdrawal condition under Section IV, paragraph B.3(b) of Schedule 2 of the Grant Agreement. In the original Grant Agreement, Section IV, paragraph B.3 (b) of Schedule 2 stated “withhold in whole or in part the amount of the Grant allocated to such DLI Target; and/or disburse in whole or in part the amount of the Grant allocated to such DLI Target within one (1) calendar year of the relevant DLI Target Achievement Date if and when, the World Bank shall be satisfied that such DLI Target is actually completed within that later time period, to the extent that such completion remains feasible at such later time”. This is proposed to be changed to state paragraph 3(b) as “withhold in whole the amount of the Grant allocated to such DLI Target; and/or disburse in whole the amount of the Grant allocated to such DLI Target at any time but no later than the closing date if and when the World Bank shall be satisfied that such DLI Target is actually completed to the extent that such completion remains feasible at a later time”. All the DLIs are non-scalable in nature.

E. Implementation

Institutional and Implementation Arrangements

The Additional Financing will follow the same implementation arrangements as the original HEDP. As such, the AF will continue to be implemented by the MoHE and the universities. The MoHE is directly responsible for the implementation of national level activities, including strategy development, program formulation, policy actions, regulations, monitoring and evaluation, and technical support. Universities, which are under the MoHE, will directly implement institution-level activities. The institutional arrangements are the Government’s own institutional framework for the delivery of higher education services. A detailed discussion of the implementation arrangements for the HEDP, and as such, for the AF, is presented in Annex 3 of the Project Appraisal Document (PAD1131) of the HEDP.

The MoHE had prepared a Project Implementation Manual (PIM) to guide project implementation of the original HEDP. As with the original Project, under the AF, the PIM will guide project implementation by the various departments and units of the MoHE and universities. The PIM includes a summary description of the higher education sector issues that the Project addresses, a description of the Project design and components, implementation arrangements, procurement arrangements, arrangements for financial management including internal and external audits, and environmental and social safeguards arrangements. Additionally, the PIM includes outcome and intermediate outcome indicators, DLIs and protocols for verification of their achievement, other key Project progress indicators for monitoring delivery of Project inputs and achievement of Project outputs, and major covenants that require special attention. The MoHE will update the PIM to incorporate the changes proposed under the Additional Financing.



The HEDP Operations and Monitoring Support Team (OMST), set up under the original project, will continue to support the MoHE to implement the NHESP-II and the AF through coordination, technical assistance and capacity building, monitoring and evaluation, and research and communication. The technical assistance and capacity building would cover higher education expertise in areas such as academic affairs, policy and planning, and technology in education. In addition, the OMST will continue to help build the capacity of the MoHE in areas such as procurement, financial management, internal audit, and environmental and social safeguards.

The Bank's implementation support strategy is based on several mechanisms that will enable enhanced implementation support to the Government, and timely and effective monitoring of implementation progress and results. The implementation support comprises: (a) implementation support review missions, (b) regular technical meetings by the Bank's team based in the Country Office in Kabul with the Task Team Leader and technical specialists located within the region and at the Bank's Headquarters joining through video conferences and audio as needed, (c) MoHE reporting based on internal monitoring of the project, (d) independent third party monitoring/validation on a selective basis, and (e) internal audit and FM reporting. The implementation support activities will focus on the educational, operational and economic content of the HEDP AF, the fiduciary and safeguards requirements, and the mitigation of risks identified in the assessment of risks for the Project, especially at the program level (sector strategy and policies), the technical design of the Project, institutional capacity, governance, and fiduciary and security risks.

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

No negative environmental and social safeguard issues and impacts of the Project are expected since there will be no civil works financed by the Grant. While the GoIRA may finance civil works under the broader NHESP-II sectoral program using GoIRA funds, no land acquisition is anticipated. In the case of new facilities, construction is expected to take place on land already owned by MoHE and universities. Before the start of any physical works, MoHE will confirm state ownership of land and provide documentation that it is free of squatters, encroachers, or other claims or encumbrances. In rehabilitating existing facilities or constructing new buildings, MoHE will provide facilities to address the needs of disabled people per international standards.

G. Environmental and Social Safeguards Specialists on the Team

Najla Sabri, Social Specialist

Sayed Mujtaba Shobair, Environmental Specialist

Qais Agah, Social Specialist



SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	
Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	Yes	
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	

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:

The project will not support any construction activities. However, the overall government program supported by the project would assist the construction of buildings. Any adverse environmental and social impacts associated with these investments will be small-scale and site-specific. The MoHE has conducted an environmental assessment and has prepared a sectoral environment and social management framework (ESMF) and Resettlement Action Plan (RAP) to address potentially negative environmental and/or social impacts.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area: Given the nature of the activities and their potential adverse impacts that will be manageable at an acceptable level, no long-term impact due to project activities is foreseen.

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

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 MoHE has developed an Environment and Social Management Framework (ESMF) comprising guidelines and



procedures for managing and mitigating potential negative impact. The MoHE has produced the ESMF as applicable also to activities funded under the government budget. The ESMF comprises a Resettlement Policy Framework (RPF) that clarifies resettlement principles, including the definition of “project affected peoples” (i.e. eligibility), compensation matrix, organizational arrangements, consultations and design criteria to be applied to subprojects in the event of sub-projects which require land acquisition. The RPF is customizing an existing RPF applied in a number of ministries, the basic principles of which were approved by an inter-ministerial committee in December 2010. The MoHE acquired some experience in handling safeguards issues under the SHEP project and is expected to be able to manage the implementation of the ESMF. The HEDP under Component 2 can provide any technical assistance in environmental and social safeguards required to the MoHE.

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

During preparation consultations have been held with a range of sectoral stakeholders and their comments taken into account. The MoHE disclosed the ESMF locally in English and local languages (Dari and Pushto) on May 6 and forwarded it to the Bank for disclosure on InfoShop. InfoShop disclosed the ESMF on June 12, 2015

B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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"In country" Disclosure

The review of this Safeguards has been Deferred.

Comments

Resettlement Action Plan/Framework/Policy Process

Date of receipt by the Bank	Date of submission for disclosure
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"In country" Disclosure



The review of this Safeguards has been Deferred.

Comments

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)

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APPROVAL

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