

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA7500

Date ISDS Prepared/Updated: 13-Feb-2014

Date ISDS Approved/Disclosed: 14-Feb-2014

I. BASIC INFORMATION

1. Basic Project Data

Country:	Pakistan	Project ID:	P144454
Project Name:	Global Partnership for Education - Balochistan Education Project (P144454)		
Task Team Leader:	Umbreen Arif		
Estimated Appraisal Date:	15-Jan-2014	Estimated Board Date:	02-Jun-2014
Managing Unit:	SASED	Lending Instrument:	Specific Investment Loan
Sector(s):	Primary education (60%), Secondary education (40%)		
Theme(s):	Education for all (80%), Managing for development results (20%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	34.10	Total Bank Financing:	0.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
Education for All Supervising Entity			34.10
Total			34.10
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The proposed development objective of the Project is to increase school enrollment and retention in project supported schools, with a special focus on girls' participation, and to develop mechanisms for information collection and use for improved management of education.

3. Project Description

The Balochistan Government has drafted a comprehensive Education Sector Plan -BESP - with an

implementation and results framework to improve sector outcomes. Some key initiatives of this plan have been prioritized by the government in consultation with the local education partners to be financed by the GPE allocation of US\$34 million. The project activities prioritized from the sector plan are based on Government's existing initiatives, lessons learned from past projects as well as deliverability of activities in a conflict and security constrained province. The main objectives are improving access and addressing quality issues in schools through improved management, planning and provision of basic resources to teachers. The three proposed components to be supported under the Project are: 1) Access and Equity, 2) Quality and Increased Accountability, and 3) Technical assistance for management and monitoring.

Component 1: Access and Equity

The key objective of this component is to improve access and equity of girls and boys to schooling.

Subcomponent 1.1: Expanding Access through Community School Mechanisms: This sub-component will support SED in expanding access to schooling through an improved and transparent process of school site selection with community support by (i) confirming need and demand in communities that lack a school facility; (ii) third party validation to ensure availability of teacher and children; and (iii) community partnership for school management. School learning space will be made available by (i) using underutilized existing government buildings, (ii) community provided space and by (ii) constructing simple transitional learning spaces with community partnership. Under this component, two thousand schools are expected to be constructed.

Subcomponent 1.2: Support Transition to Higher Levels of Education: Balochistan faces a serious issue of access to middle and high schools, especially for girls. The ratio of middle to primary schools is approximately 1:10; the number is much higher in some districts and especially for girls. The Government plans to use GPE resources to upgrade 50 primary girls' schools to middle and 10 middle girls' schools to the higher secondary level. The sub-component will institute transparent criteria-based selection of schools to be upgraded, for instance, upgrading where teacher availability is ensured through creation of posts and approvals in the budget, especially for teaching of science and mathematics.

Subcomponent 1.3: Providing Alternative Learning Pathways: A third activity is to improve school participation and ensure the implementation of article 25 A (right to free education) in the province and to provide alternate learning pathways (ALP) to children who have missed the opportunity to enroll at the right age in formal schooling but may benefit from an accelerated learning program in order to catch up with enrolled children in either primary or middle schools. Approximately 200 ALPs will be established after careful site selection and with the support of organizations that have the experience of implementing a fast track learning model.

Component 2: Quality and Increased Accountability

The objective of this component is to improve quality of teaching through provision of simple teaching and learning management tools for teachers as well as introduction of mechanisms to increase the accountability of teaching and learning in schools.

Subcomponent 2.1: Teacher Development through Provision of Teaching Learning Materials: This sub-component will support the government's efforts to improve teacher training by developing simple and usable teaching learning and planning materials for classrooms that may also be used simultaneously to (a) improve learning environments in the classroom, and (b) track progress of syllabus implementation. The Provincial Institute of Teacher Education (PITE) will be responsible,

along with the SED, for developing simple management tools like time tables, daily plans, sample teaching activities, assessment tools, teacher responsibilities in the classroom and multi-grade teaching mechanisms.

Subcomponent 2.2: Early Childhood Education (ECE): The Government is piloting an ECE program with donor support in 75 schools. Lessons learned from this initiative will be used to expand the activities to 200 additional schools financed by GPE. The sub-component will also support the implementation of ECE through technical assistance for the development of an ECE policy, curriculum and TLM and identify mechanisms to improve teacher selection for early grades.

Subcomponent 2.3: Student Assessments: This sub-component will undertake a learning assessment of students in project supported schools to establish a baseline of student learning outcomes in basic numeracy and literacy in early grades. In addition to this, the Government also plans to conduct regular assessments of the students enrolled in ALP for monitoring the results of the activity and maintaining quality of learning and teaching. The project will also closely work with a USAID financed project supporting student assessments and teacher professional development.

Subcomponent 2.4: Strengthening Balochistan Education Management Information System (BEMIS): BEMIS performs an important function of conducting an annual school census; however the exercise is marked with data inconsistencies and weak analysis reducing its usefulness for planning and decision making. Using the existing system as a foundation, additional diagnostic activities are planned to improve the validity of the data, collect timely and reliable information through ICT and improve data presentation to support decision making.

Component 3: Technical assistance for improved capacity for management and monitoring.

The objective of this component is to support the establishment of systems and procedures for effective planning and implementation of Project activities and developing robust monitoring systems. The Technical Assistance (TA) facility would expand the capacity of the existing PMU operating for the PGEB project to set up the project activities, support district education offices to implement and monitor project activities. Communication mechanisms would be developed by SED/PMU to ensure information sharing upstream (Provincial departments and district education departments) as well as downstream (schools, communities). Some key communication aspects include wide sharing of grievance redressal systems, sharing of criteria for school site selection through district offices, print media. In addition to the above, the TA facility may also support the relevant education departments such as the Directorate of Education, BoC and PITE in capacity building activities.

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

The project will be implemented in the entire province of Balochistan, which is an arid, mostly mountainous province of Pakistan. The area exhibits a great variety of physical features, consisting of vast rocky deserts with extremes of climate and very low rainfall. The northern most areas of Balochistan are dominated by high relief and a rugged landscape. From here, towering mountain ranges arc southward. The Toba Kakar Range forms the boundary with Afghanistan, while the Sulaiman Range forms the boundary with the Indus valley. From the central region of the Province, the mountains sweep south and west, reaching almost to the sea. Elevations exceed 2,000 m in many areas, with peaks reaching to 3,500 m around Quetta. Primarily due to vastness of the province and predominantly rural setup, Balochistan has a low population density, compared to the rest of the

country. Most parts of Balochistan face water scarcity, a problem which has been further exacerbated due to the frequent droughts.

5. Environmental and Social Safeguards Specialists

Javaid Afzal (SASDI)

Mohammad Omar Khalid (SASDI)

Muqaddisa Mehreen (SASDS)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	Construction activities under Component 1 may potentially have environmental impacts of low to moderate significance. To address these potential issues, the Education Department will use the guidance provided in the ESMF, in compliance with the OP 4.01.
Natural Habitats OP/BP 4.04	No	The schools under the proposed project will be established within the built-up areas where the original habitat has already been significantly modified, and therefore the project is not likely to affect any natural habitat. The officially notified protected areas of the province will be included in the ESMF as the negative list for any new construction to be undertaken for the proposed project. Hence this OP is not triggered.
Forests OP/BP 4.36	No	As stated above, the project activities will be carried out in built-up areas outside any forests. The small construction activities included in the project are unlikely to have any adverse impacts on the forests in the province. Hence this OP is not triggered.
Pest Management OP 4.09	No	The project does not include any activity related to cultivation or use of pesticides. Hence this OP is not triggered.
Physical Cultural Resources OP/ BP 4.11	No	The project activities will be carried out in built-up areas as stated above and hence are unlikely to affect any known PCRs. The 'Chance Find' procedures will be included in the ESMF to address any unknown PCRs discovered during the construction activities under the project. Furthermore, the officially notified sites of archaeological, cultural or historical significance will be included in the ESMF as the negative list for the construction activities to be carried out under the project.
Indigenous Peoples OP/BP 4.10	No	No indigenous people exist in the Province hence this OP is not triggered.

Involuntary Resettlement OP/BP 4.12	No	The project will not cause any involuntary resettlement hence this OP is not triggered. Up gradation is planned to be prioritized in schools where existing space is available. The ESMF will include procedures for any land donation, if required, for establishing new schools.
Safety of Dams OP/BP 4.37	No	The project does not include any activity related to construction or operation of any dam. Hence this OP is not triggered.
Projects on International Waterways OP/BP 7.50	No	The project does not include any activity related to international waterways. Hence this OP is not triggered.
Projects in Disputed Areas OP/BP 7.60	No	No disputed areas exist in Balochistan province where this project will be implemented. Hence this OP is not triggered.

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>The proposed construction of new schools and upgradations as well as operation of these schools may potentially cause negative environmental and social impacts, such as soil erosion, competing demand for water for various uses like drinking vs. construction, water and soil contamination, air quality deterioration, damage to natural vegetation, and safety and health hazards for students, teachers, workers and surrounding population. However, most of these impacts are not likely to be irreversible, wide-spread, or unprecedented, and can be addressed with the help of appropriately designed and effectively implemented mitigation plan. Therefore the proposed project has been classified as Environment Category B, in accordance with the WB Operational Policy 4.01. No other environment and social safeguard policies will trigger.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>No potential indirect and/or long term impacts are expected to take place.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p> <p>Not applicable</p>
<p>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.</p> <p>GoB has conducted a project-specific Environmental and Social Impact Assessment (ESIA) and developed an ESMF for an existing education project, because of the similarities in the project activities and scope of work the team been given permission to use the existing ESMF. The ESIA identifies the negative environmental and social impacts that are likely to be caused by the project during its various phases, and proposes mitigation measures to address these impacts. The ESIA also proposes the institutional arrangements to manage the environmental aspects of the project, and has identified environmental monitoring requirements to ensure the effective implementation of the mitigation measures, describing the environmental training needs, and specifying the</p>

reporting and documentation requirements.
The Project Management Unit already established for an existing project, has designated a senior officer as Environmental and Social Focal Point (ESFP) and will also hire a Safeguard Officer, to ensure the effective implementation of ESSAF during the Project implementation, and to coordinate with the Bank and other stakeholders, such as EPAs, on matters relevant to environmental management. Capacity building of ESFP, Safeguard Officer and other related project personnel (such as the field officers), as well as awareness raising of the Project staff will however be needed for better management of environmental and social aspects of the Project, particularly the effective implementation of the ESIA.
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
Key project stakeholders include the beneficiary communities, PTSMCs, Education Department of GoB, EPA, local NGOs, construction contractors and supervision consultants. Stakeholder consultations will be carried out while conducting the ESIA, which will also propose consultation mechanism for the project implementation period. The ESMF has been uploaded on the project website and its executive summary has been translated into Urdu.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	19-Feb-2013
Date of submission to InfoShop	19-Feb-2013
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Pakistan	31-Mar-2013
<i>Comments:</i> The ESIA was conducted for the existing education project with similar activities. The team has received permission from the regional safeguard advisor to use the same ESIA for the GPE-BEP project.	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, 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

OP/BP/GP 4.01 - Environment Assessment	
Does the project require a stand-alone EA (including EMP) report?	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>] NA [<input type="checkbox"/>]
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

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 [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

III. APPROVALS

Task Team Leader:	Name: Umbreen Arif	
Approved By		
Sector Manager:	Name: Amit Dar (SM)	Date: 14-Feb-2014