

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA5357

Date ISDS Prepared/Updated: 29-Jul-2013

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I. BASIC INFORMATION

1. Basic Project Data

Country:	Uzbekistan	Project ID:	P144856
Project Name:	Improving Pre-primary and General Secondary Education Project (P144856)		
Task Team Leader:	Janssen Edelweiss Nunes T		
Estimated Appraisal Date:	12-Aug-2013	Estimated Board Date:	04-Nov-2013
Managing Unit:	ECSH2	Lending Instrument:	Investment Project Financing
Sector(s):	General education sector (59%), Pre-primary education (41%)		
Theme(s):	Education for all (100%)		
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:	49.90	Total Bank Financing:	0.00
Total Cofinancing:		Financing Gap:	0.00
Financing Source			Amount
Borrower			0.00
Education for All Supervising Entity			49.90
Total			49.90
Environmental Category:	C - Not Required		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The proposed Project would benefit both pre-primary institutions and general educational secondary schools located in rural areas across the country. The Project Development Objectives (PDO) are to increase access of children aged 3-6 to quality early childhood care and education and to improve conditions for better learning outcomes of students of general educational secondary schools.

3. Project Description

The proposed Project would be aligned to the Education Sector Plan for the Republic of Uzbekistan 2013-2017. The Project is to be implemented over a period of three years, between 2014 and 2017, and would be financed by a Global Partnership for Education (GPE) grant of USD 49.9 million in the form of an investment operation. The proposed Project is organized around three components, as described in the next paragraphs, which relate to the following key dimensions of investments: access to quality early childhood education opportunities and learning conditions for students of general secondary education.

Component 1 - Improving Access to Quality Early Childhood Education Opportunities (Estimated cost: US\$20.7 million). The objective of this component is to improve access to early learning opportunities and quality pre-primary education in rural areas of Uzbekistan. The implementing unit of this component would be MoPE's Department of Pre-School Educational Institutions. By the end of the Project, it is expected that the ECCE enrollment rate of children aged 3 to 6 in rural areas would increase from 8.5 percent to 13.1 percent.

Subcomponent 1.1 – Developing More Flexible and Efficient Early Childhood Care and Education (ECCE) Service Provision. This subcomponent would finance the development of more flexible forms of ECCE service provision, which include a half-day school readiness program for children aged 5 to 6 and early literacy promotion activities targeting families with children aged 3 to 6. The implementation of the half-day model would be supported by the subcomponent 1.2 and would benefit 50,000 children aged 5 to 6, by the end of the Project. The implementation of the early literacy promotion activities would benefit 420,000 children over the duration of the Project.

Designing a Half-day School Readiness Program - this subcomponent would finance technical assistance (TA) to develop and implement a flexible model of a half-day year-round ECCE program, which would allow the GoU to expand access to quality pre-primary education with a focus on promoting school readiness (not only childcare) for children aged 5 and 6. International evidence suggests that children can benefit from high-quality ECCE programs that operate for as little as 15 hours per week, yielding increases in school readiness at entry to primary school. The proposed half-day structure requires fewer public resources per child than the standard full day program implemented by MoPE. The cost savings would result from the following: (i) use of a shift model of two half-day sessions, thus reducing staff salary requirements; (ii) reduced infrastructure requirements as napping spaces are no longer necessary; and (iii) fewer meals during the school day.

The development of a half-day program would build on current flexible models of child-centered ECCE. In Uzbekistan, 15,624 children, concentrated in three regions, were enrolled in half-day ECCE programs in 2010, some of which have received partial funding support from UNICEF. Many of the schools offering the half-day model have based their approach on the national full-day Bolajon curriculum, which was designed to guide a child-centered pre-primary program. The proposed half-day model would use the Bolajon as well. However, this would require an adaptation of Bolajon, including a teacher-friendly summary of its key concepts, child-centered education approaches, as well as lesson plans and teaching strategies to support teachers in their daily work.

Communication Campaigns - to promote participation in the half-day model and early literacy activities as well as ECCE more generally, this subcomponent would finance the development and implementation of communication campaigns. Such campaigns would focus on the critical role of parents, as children's first teachers, in providing stimulating early childhood environments and promoting learning in the home. International evidence suggests that when children have experience

with literacy in the home environment, they enter primary school with higher levels of school readiness. Reading in the home is limited in Uzbekistan: analysis of 2006 MICS data shows that while 71 percent of parents engaged in some limited early learning activities in the home, only 43 percent of children aged 0 to 59 months had access to children's books. In addition, many parents are not aware of the benefits to enrollment in high-quality ECCE and are unlikely to elect to enroll their children in center-based ECCE programming if their children do not need full-time daycare. Analysis of the 2006 MICS data showed that 42 percent of parents with children aged 3 to 6 reported “no reason to attend” as the reason why their children were not enrolled in ECCE, indicating that awareness of the benefits of ECCE is low and also that the current full day model does not meet their needs.

The campaigns would raise awareness on engaging in responsive speech and activities with children from birth, reading to very young children in the home, participating in a half-day ECCE program that focuses on learning, and other relevant issues. Options to reach parents with these messages include: national television (including the newly-established Bolajon channel), radio, printed magazines and pamphlets, and community events. Potential partners include the Makhalla Committees and the Women’s Committee at the local level, which are already trusted and efficient sources of information to reach parents.

Assessment of Flexible and Efficient ECCE Models - this subcomponent would also finance studies to assess the implementation of flexible models supported by the Project. These studies should draw conclusions to MoPE on the effectiveness of flexible ECCE provision, which is crucial for the purposes of sustainability of the Project. Examples of key aspects of the flexible models to be analyzed in these studies include: (i) school readiness for children enrolled in the new half-day model; (ii) early reading activities in the home for children and families that participate in the storybook distribution; and (iii) classroom activities of teachers receiving training in the half-day model. The ECCE flexible models studies would be carried out at different stages of project implementation, as appropriate.

Subcomponent 1.2 – Implementing Quality Early Childhood Education Opportunities. This subcomponent would support activities to improve the quality of pre-primary education, by providing teaching and learning materials (TLM), furniture and equipment to existing pre-primary education institutions where the half-day ECCE programs would be held as well as promoting early literacy activities. Additionally, this subcomponent would finance training activities for pre-school teachers and master trainers to deliver the half-day model. By the end of the project, it is expected the 50,000 children aged 5 to 6 would attend the half-day program, in 1,220 existing pre-primary centers located in rural areas of Uzbekistan.

Early Reading Program – a nationwide distribution of storybooks to parents of young children would be supported under the implementation of a targeted program to engage children aged 3 to 6, who are not enrolled in formal ECCE and live in rural areas, in early reading in the home. The parents and children to benefit from this program would be identified as part of the TA supported by the previous subcomponent. Mobilizing parents to participate in community and group activities has been shown to be a successful strategy to increase parental engagement in children’s early learning and to provide parents with the skills they need to support their children's development.

Project funds would finance the distribution of storybooks to parents of young children and support weekly story time hours. Storybooks would be chosen for the targeted age group with ample illustrations, simple story lines, large print, appropriate amount of text and durable construction.

Teachers would lead regular story time hours with children not enrolled in ECCE and their parents at pre-primary centers participating in the half-day model. Each family would receive a set of storybooks (at least 3 books) per child. By the end of the Project, it is expected that 280,000 parents of young children (around 420,000 children aged 3-6) would receive the storybooks and would be engaged in the early reading initiative.

Implementing the Half-day School Readiness Program - this subcomponent would finance the implementation of the half-day model in the neediest 1,220 existing pre-school education institutions located in rural areas, through the purchase and distribution of TLM, furniture, outdoor and indoor recreation equipment; pre-primary teachers would also be trained to deliver the flexible model. The physical status of facilities provides visible signs of quality to parents, and enrollment rates are positively correlated with well-maintained facilities. In Uzbekistan, only 34 percent of ECCE facilities are rated as fully equipped, which may deter parents from enrolling their children. Pre-primary education institutions would be selected to implement the half-day model based on objective criteria designed to target schools in underserved areas most in need of investment. All pre-primary education institutions to benefit from the half-day model shall have their physical infrastructure repaired by the GoU using the State or local budget, prior to the distribution of any materials.

In each pre-primary school, an existing classroom would be outfitted to provide the half-day model with TLM, equipment and furniture (1,220 classrooms, in total). In order to minimize the potential for parents with children enrolled in full day programs to question or resent the provision of new high-quality materials to half-day model students only, some additional TLM, equipment and furniture would be distributed to at least other 1,220 classrooms, in the same group of selected schools, aside from those where the half-day model would be implemented. The Project would phase in the implementation of the half-day model, providing inputs to 300 schools in the 2014-2015 school year and the remaining 920 schools in the 2015-2016 school year.

This subcomponent would support the purchase and distribution of outdoor and recreation equipment that all children at the selected pre-primary centers can access. Children need safe places to play and promote the exploration of their world. The outdoor recreation equipment could also be used by children enrolled in the full day program at ECCE centers where the half-day model is offered. It is estimated that 62,000 children of selected centers would benefit from improved environments, in addition to the 50,000 children of the half-day model.

Improving the Quality of Pre-Primary Teachers – in Uzbekistan, all teachers are required to meet minimum qualifications of three years' vocational training. In practice, 77 percent of pre-primary teachers have specialized vocational training and 22 percent had a university degree as qualifications to teach children in the full day program in 2010. The half-day model would require the knowledge of some different teaching methodologies, including child-centered approaches and holistic early childhood development. Additionally, teachers should be able to implement the half-day Bolajon curriculum and engage parents in early reading activities. Similar innovative ECCE approaches in other settings have successfully provided teachers with the skills they need to teach a school readiness class with a limited amount of pre-service training and ongoing in-service training and mentoring.

This subcomponent would finance the training and ongoing mentoring of the half-day model teachers, as well as learning group exercises (learning circles). Existing pre-primary teachers would be trained through a cascade model and would receive ongoing mentoring throughout the Project. First, 60 master teachers (cascade trainers) would receive two days of training at the Central Institute

for Teacher Training and Retraining named after A. Avloniy, in: effective ways to deliver training material; interactive activities to engage participants; and background on the half-day Bolajon curriculum. The master teacher trainers shall be selected from the group of lead teachers and others with experience as training facilitators. They would be responsible for training 2,440 teachers (one for each shift of the half-day model, at all 1,220 centers) at the regional teacher training institutes for pre-primary education. The training of the half-day teachers would be up to a week in duration, and would include child-centered pedagogy, the role of school readiness, methods for engaging parents in early learning, and effective methods for reading aloud. All training activities would be phased to accommodate implementation of the half-day model in 300 centers (600 teachers) in the first project year, and 920 centers (1,840 teachers) in the second project year.

Additionally, 100 existing methodologists would become mentors to half-day model teachers and would also receive two days of training at the central level (at A. Avloniy) in child-centered pedagogy, classroom observation, and mentoring techniques. Highly effective methodologists would be selected to be mentors, and they would be responsible for providing continuous support to half-day teachers. Each mentor would support about 25 half-day pre-primary teachers through feedback on classroom practices provided during school visits financed by the Project. The mentors would also facilitate periodic learning circles, in geographic clusters, so that half-day model teachers can exchange best teaching practices, become aware of successful strategies to overcome challenges, and receive guidance from their mentors. Moreover, each methodologist would receive a laptop to facilitate overall monitoring of ECCE, as well as feedback to half-day teachers (for those methodologists who are also mentors).

Component 2 - Improving Conditions for Better Learning Outcomes in General Educational Secondary Schools (Estimated cost: US\$23.2 million). The objective of this component is to improve conditions for better learning outcomes in general educational secondary schools located in rural areas, by supporting training activities for teachers and school managers and increasing the availability of adequate equipment and teaching and learning materials. By the end of the proposed Project, it is expected an increase in the percentage of general educational secondary schools located in rural areas that meet minimum school standards, which include requirements for teaching and learning materials, furniture and ICT equipment.

Subcomponent 2.1 – Supporting Training Programs for Teachers and School Managers. This subcomponent would support the professional development of education personnel with improvements to training conditions at all 16 in-service training and retraining institutions, revision of training modules and attestation procedures, and development of information systems for education personnel and training institutes. The implementing unit of this subcomponent would be the Main Department for Organizing Activity of Educational Establishments. By the end of the Project, it is expected that 192 master trainers and 300,000 teachers and school managers (of pre-primary and general secondary education schools) are trained in advanced areas of education management and teaching.

Improving Conditions of Teacher Training and Retraining Institutes - project funds would be used to better equip all 16 central and regional teacher training and retraining institutes, in order to improve existing training conditions for education personnel, which include teachers, methodologists, school principals and pedagogical staff. Each institute would benefit from the establishment of a training resource center and would have current classrooms upgraded into multimedia lecture rooms. The equipment provided by the proposed Project would allow for modern instruction, facilitate research by trainees and trainers, and provide orientation in Information and Communication Technologies

(ICT) equipment that is used at the school level.

TA to Prepare Training Programs and Deliver Training Activities - the content and management of in-service training would also be improved under this subcomponent, which would build on the experiences financed by the Basic Education Project (BEP). To update courses most in demand and address gaps in existing courses, training modules would be developed in several advanced areas such as: education management; pedagogic techniques; ICT; inclusive education; foreign language teaching; and distance learning. To implement these modules, trainers at the 16 institutes would become qualified in each of the advanced areas, and print and digital materials (including videos examples of best practices in the classroom) would be produced and shared. In addition, TA would be provided to support the attestation of teachers and school managers. The regulatory framework for training and attestation would be revised to achieve three major objectives: (i) align required intervals for training and attestation; (ii) allow education personnel more choice in training module subjects; and (iii) promote flexibility in the delivery of training to include seminars, workshops, and distance learning.

Development of Training Management Information System - this subcomponent would also support the development of the following training-related information systems: (i) virtual library; (ii) teachers and principals training management system; and (iii) inclusive education system. The virtual library would create a network so that digital materials can be shared between 16 teacher training institutes, four pedagogical universities, and one pedagogical library. To facilitate planning of training and salaries, the teachers and principals training management system would replace the current paper-based system with multiple records to create digital profiles with information on qualifications, training, and attestation. Lastly, an inclusive education system would store data on special needs students to let teachers know about their educational requirements.

Subcomponent 2.2 - Supporting the Implementation of Minimum School Standards. Funds of this subcomponent would be used to finance the implementation of minimum school standards for general educational secondary schools offering grades 5 to 9, which are located in rural areas. In Uzbekistan, the concept of school standards includes requirements for teaching and learning materials, furniture and ICT equipment. Through the proposed Project, schools would be provided with adequate ICT equipment for computer labs and digital TLM. The implementing unit of this subcomponent would be the Department for Organizing the Material Technical Support of Educational Institutions. By the end of the Project, it is expected that 2,000 rural general educational secondary schools offering grades 5-9 meet minimum school standards.

This subcomponent would complement the GoU's and donor's efforts to provide general educational secondary schools with adequate teaching and learning resources, materials and aids, which would be purchased upon completion of any necessary improvements in schools' infrastructure to be financed using State or local budget funds. This is to be done in full alignment with the priorities of the Education Sector Plan for Uzbekistan (ESP) and in coordination with education projects or initiatives supported by other donors also focused on equipping schools with teaching and learning resources. General educational secondary schools would be selected to benefit from this subcomponent based on objective criteria designed to target schools in underserved areas most in need of investment.

Component 3 – Strengthening the Capacity to Monitor the Education System (Estimated cost: US\$6 million). This component would support activities aimed at strengthening the students' assessment system and supporting project day-to-day management. A lean Project Management Team would be established to support the existing structures for project implementation within MoPE. By the end of

the Project, it is expected that the results of students' assessments in Mathematics and native language for grades 4 and 9 are analyzed and publicly disseminated.

Subcomponent 3.1 – Strengthening the Education System Monitoring Capacity. This subcomponent would support the strengthening of the existing capacity to monitor the education system, which is one of the major responsibilities of MoPE's Main Department of Development of the Education in General School. Project funds would be used to build capacity on education quality monitoring as well as to improve existing management information systems. Additionally, this subcomponent would finance the purchase of ICT equipment for all 14 province education departments, 194 district education departments and MoPE. In addition, 832 users of these management information systems would be trained using project funds.

Standardized Assessment of 4th and 9th Graders - to monitor learning outcomes, another round of standardized students assessments in Mathematics and native language for grades 4 would be financed. Students of grade 9 would also participate in the third round of the assessment. These assessments would enable decision-makers to identify the strengths and weaknesses of the education system, based on results of sample-based national standardized tests and build on BEP experiences. Technical assistance would be provided by the proposed Project to strengthen the existing capacity to develop and conduct these tests as well as to analyze and disseminate their results.

Subcomponent 3.2 – Project Management. This subcomponent would finance the following activities: technical assistance to strengthen MoPE's capacity to implement the proposed Project; project audits; and operational and staffing costs of the Project Management Team.

As the implementation would rely primarily on the existing structure of MoPE and the proposed activities to be financed by the Project are part of the everyday work of its staff, a Project Management Team would be set up to support the day-to-day management of the Project. A team of five local consultants would be hired using project funds for this purpose including a Project Coordinator, a Procurement Specialist, a Financial Management Specialist and a Monitoring and Evaluation Specialist. A translator would be also hired using project funds. Additionally, six local consultants would be hired to technically support the implementation of the proposed activities - three for the Component 1, two for the Component 2 and one for the third Component.

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

The activities under this project will be implemented country-wide.

5. Environmental and Social Safeguards Specialists

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	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	No	
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	

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the Restructured project. Identify and describe any potential large scale, significant and/or irreversible impacts:
N/A
2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:
N/A
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.
N/A
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
N/A

B. Disclosure Requirements

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:
N/A

C. Compliance Monitoring Indicators at the Corporate Level

OP 7.60 - Projects in Disputed Areas

Has the memo conveying all pertinent information on the international aspects of the project, including the procedures to be followed, and the recommendations for dealing with the issue, been prepared	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the PAD/MOP include the standard disclaimer referred to in the OP?	Yes [<input type="checkbox"/>] No [<input 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 type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" 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 type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" 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 type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" type="checkbox"/>]
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" 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 type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" type="checkbox"/>]

III. APPROVALS

Task Team Leader:	Janssen Edelweiss Nunes T	
<i>Approved By</i>		
Sector Manager:	Name: Alberto Rodriguez (SM)	Date: 15-Aug-2013