

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC3111

Date ISDS Prepared/Updated: 29-Jul-2013

Date ISDS Approved/Disclosed: 29-Jul-2013

I. BASIC INFORMATION

A. 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 F		
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%)		
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		

B. Project Objectives

22. The project development objectives are to improve access to quality preschool education, and to enhance conditions for better learning outcomes in general secondary education .

C. Project Description

The proposed Project would be aligned to the Education Sector Plan for the Republic of Uzbekistan 2013-17. The Project is to be implemented over a period of three years between 2014 and 2017, and would be financed by a GPE grant of USD 49.9 million in the form of an investment operation. The

proposed Project is organized around three components, which relate to the following key dimensions of investments: quality of preschool education and learning conditions for students of general secondary education.

Component 1 - Improving Access to Quality Pre-Primary Education (Estimated total cost: US\$22 million). The objective of this component is to improve access to early learning opportunities and quality preschool education, especially in rural areas of Uzbekistan. It includes the subcomponents described below.

Subcomponent 1.1 – Promoting More Flexible and Efficient ECCE Service Provision. This subcomponent would finance the development of more flexible forms of Early Childhood Care and Education (ECCE) service provision, ensuring that Child Friendly Schools are scaled up for young children, in line with the ESP. By the end of the Project, it is expected an increase of 100 percent in the number of children enrolled in flexible ECCE service provision models.

Project funds would finance two flexible models of ECCE service provision. The first is through expansion of a half-day, full-year, school preparation program for children age 5 and 6, prior to primary school entry. Children would be enrolled in the half-day program either at existing preschools or in classrooms attached to primary schools (when a preprimary school is not located close enough to the catchment area). It is expected that approximately 1,000 existing pre-primary schools with available space would open a classroom for half-day ECCE provision.

In addition, a targeted program to reach disadvantaged children and those not enrolled in formal ECCE (either full-day or flexible) would include the following activities: (i) an education campaign to encourage parents to engage in responsive speech and activities with their children from birth, and to read to very young children in the home; and (ii) the distribution of storybooks to young children and a campaign to encourage reading in the home - this would include book distribution and weekly story-hours at preschool and community facilities designed to motivate parents and children to read more at home.

Subcomponent 1.2 – Improving ECCE Quality. This subcomponent would support activities to improve the quality of preschool available to young children, by providing teaching and learning materials to centers where the half-day ECCE programs would be held, as well as equipment to ECCE facilities (also targeted to centers where the half-day ECCE programs would be held). Additionally, this subcomponent would finance training activities for teachers who will teach in the half-day ECCE centers, including ongoing coaching and mentoring. By the end of the Project it is expected that 60 master trainers are trained and 1,000 ECCE centers are visited.

This subcomponent also includes an impact evaluation of children's school readiness and the impact of the different models of ECCE service provision (full-day, half-day and through the Mahalla structure). It would also cover Technical Assistance (TA) to support the revision of tools to monitor ECCE quality on an ongoing basis.

Component 2 - Improving Conditions for Better Learning Outcomes in General Secondary Schools (Estimated total cost: US\$25 million). The objective of this component is to improve conditions for better learning outcomes in general secondary schools located in rural areas, by supporting training programs for teachers and school managers, which include foreign language training, and increasing the availability of adequate teaching and learning materials. By the end of the proposed Project, it is expected an increase in the percentage of general secondary education 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 of General Secondary Schools. This subcomponent would finance the improvement of existing in-service teachers training institutions, which include all central and regional institutions, and the improvement of INSET system and programs. Project funds would be used to better equip teachers training and retraining institutes to improve existing teaching conditions.

Building on the capacity developed under Basic Education Project (BEP), this subcomponent would support activities aimed at improving the INSET system and programs, and supporting professional development of the education personnel. The latter includes teachers, methodologists, school principals and the INSET institutions' pedagogical staff. The subcomponent would also finance INSET courses for teachers, methodologists and directors, which include foreign language training, as well as support to methodological work at rayon and school levels.

Subcomponent 2.2 - Supporting the Development and Implementation of Minimum School Standards. The resources of this subcomponent would be used to finance the development and implementation of minimum standards for general secondary education schools, which include requirements for teaching and learning materials, furniture and ICT equipment. The focus is on benefiting the neediest institutions most likely to be located in rural areas of Uzbekistan.

This subcomponent would complement the GoU's and donor's efforts to provide general secondary education schools located in rural areas 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 Budget funds. The infrastructure financed by the GOU is a separate and on-going program and some of the sites that will be selected for the project will happen after this govt program has helped with the infrastructure. This is to be done in full alignment with the priorities of the ESP and in coordination with education projects or initiatives supported by other donors also focused on equipping schools with teaching and learning resources. By the end of the Project, it is expected an increase in the number of general secondary schools located in rural areas that meet the minimum school standards.

This subcomponent would finance equipment to existing cluster schools , which are used to train teachers locally, in addition to existing territorial institutes for in-service teacher training. The cluster schools can be used for technical and pedagogical support to other schools and as places where new technologies and technology-enabled practices can be piloted and evaluated over time, before they are rolled out across the system. This can be a useful approach to introduce, test and then disseminate innovative practices from a ground-up level in ways that are more organic and sustainable over time than a top-down initiative across the entire system.

Component 3 – Improving the Capacity to Monitor the Education System (Estimated total cost: US \$2.9 million). This component would support activities aimed at: (i) strengthening the existing students assessment system; (ii) improving the Education Management Information System (EMIS) to produce quality information for decision-making and planning; (iii) backing project day-to-day implementation; (iv) monitoring and evaluating project implementation and outcomes; and (v) informing the public at large about project objectives and outcomes. A lean Project Management Team would be established to support the existing structures for project implementation.

Subcomponent 3.1 – Strengthening the Education System Monitoring Capacity. This subcomponent would support activities aimed at strengthening the existing capacity to: develop and conduct national standardized assessments of grade 4 students under a regular basis, and use an EMIS to produce quality information for decision-making and planning.

The existing students assessment system would be improved in order to enable decision-makers to identify the strengths and weaknesses of the education system, based on results of sample-based national standardized tests conducted regularly. TA would be provided by the proposed Project to strengthen the existing capacity to develop and conduct these tests as well as analyze and disseminate the results. By the end of the Project, it is expected that the results of the national assessment of grade 4 students are analyzed and publicly disseminated.

Additionally, this subcomponent would support the improvement of the existing EMIS to transform this system into a reliable tool for planning and policy dialogue. As a result of this process, UZ's EMIS should be able to store data on students, teachers, non-teaching staff and schools, disaggregated at the level of students, as well as produce reports with quality educational information.

Subcomponent 3.2 – Project Management. This component would finance the following activities: TA to strengthen MoPE's capacity to implement the proposed Project; communication campaigns; project monitoring and evaluation studies; project audits; and operational and staffing costs of the Project Management Team.

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

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

E. Borrowers Institutional Capacity for Safeguard Policies

n/a

F. Environmental and Social Safeguards Specialists on the Team

Janssen Edelweiss Nunes Teixeira (ECSH2)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	No	There are no civil works included in the project.
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	

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 05-Aug-2013

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The project is a category C and does not trigger any environmental or other social safeguards policies.

IV. APPROVALS

Task Team Leader:	Name: Janssen Edelweiss Nunes F	
<i>Approved By:</i>		
Regional Safeguards Coordinator:	Name:	Date:
Sector Manager:	Name: Mario Cristian Aedo Inostroza (SM)	Date: 29-Jul-2013

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.