

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA1060

Date ISDS Prepared/Updated: 26-Jan-2015

Date ISDS Approved/Disclosed: 26-Jan-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Burkina Faso	Project ID:	P148062
Project Name:	Education Access and Quality Improvement Project (EAQIP) (P148062)		
Task Team Leader(s):	Adama Ouedraogo		
Estimated Appraisal Date:	12-Jan-2015	Estimated Board Date:	13-Mar-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Secondary education (60%), Tertiary education (20%), Primary education (15%), Pre-primary education (5%)		
Theme(s):	Education for the knowledge economy (80%), Education for all (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:	50.00	Total Bank Financing:	50.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
IDA Grant			50.00
Total			50.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The project development objective is to support the Government of Burkina Faso to increase access to pre-school education in the two poorest regions, secondary education in the five poorest regions and to improve teaching and learning.

The components in support of these objectives have been designed to complement other activities

financed by the Government and other development partners as stated earlier.

3. Project Description

The project will focus on increasing access to pre-school and secondary education in the five poorest regions and contribute to the further improvement of quality and institutional strengthening in the sector in complementarity with other government and partners' interventions. These five provinces have been prioritized in the CPS to help reduce levels of poverty in the country.

The selection of the project components was based on the following rationale which largely builds on the results of previous projects. ECD has been included because it is one of the key factors that would promote increased access to primary education and quality education at all levels.

Expansion of secondary-level places, including specialized science classrooms, would create additional capacity to accommodate the growing number of students coming from the primary level especially those from poor families. "Lycées Scientifiques" (Scientific Upper Secondary Schools) would create a model that could be expanded to help meet critical skill gaps in the economy. The lowering of the costs of education to the poorest households in the five regions would help promote equity.

The focus on quality is essential in promoting increased incomes and economic growth. This part of the project would address critical gaps that constrain quality improvement that are not currently being addressed. Curriculum would introduce a more streamlined and integrated basic education curriculum. The discontinuity between the primary and lower secondary curriculum poses challenges for primary school graduates leading to low learning achievement.

Improving the training of secondary teachers would help increase access to quality secondary education for students. In-service training would help support new teachers and support improved classroom performance.

Increased attention is being paid to the availability of textbooks to complement the other quality inputs. Textbooks publication and distribution has been a difficult problem for the country over the years. The textbooks component would help provide materials to support teaching and learning. The aim would be to build the capacity for local production to reduce reliance on external publishers. This would help speed up production and reduce costs.

Involvement of COGES will help stimulate demand, improve quality and increase retention in secondary education.

Further improvement and more effective use of the assessment system are needed to support the quality improvement efforts in the sector.

Strengthening the EMIS at the local levels would enhance the capacity of the ministry in charge of Secondary education to better identify the specific needs of the diverse communities as a basis for targeted planning.

Analytical studies will also be financed to support further development of policies and strategies to find solutions to current and emerging needs.

Component 1: Expanding equitable access to pre-school education in the two poorest regions and

secondary education in the five poorest regions (US\$30 million)

Sub-Component 1.1: Increasing access and quality of early childhood education through piloting of an interactive audio instruction program and short-track certification

1.1.1: Development and Delivery of Interactive Audio Instruction program

The objective of this sub-component is to provide ECD to children aged 3-4 years living in the East, and Central East regions as well as those in the main urban center of Ouagadougou. This would be the first phase of a national audio instruction program and would be targeted at about 15,000 children. The program would be implemented through audio episodes in one local language (Moore, Dyula or Fula) and based on the national pre-school curriculum. Around 600 trained community facilitators would help with implementation. The distance education approach has been adopted to meet the challenges posed by a large country with diverse geographic conditions and a widely dispersed population. Interactive Audio Instruction has been used in countries like Tanzania with similar challenges. The approach will be introduced in Burkina on a phased schedule. There is good broadcast infrastructure in the private sector which can be used for the program.

Lead responsibility for oversight and management of the program would be with the Ministry of Education (MENA), Department for Pre-school Education. However, implementation will be carried out by an interdisciplinary team, made up of MENA and MASSN staff supported by locally based technical assistance. Communities would be sensitized in the new methodology and encouraged to create physical spaces and village level youth to serve as audio program facilitators. They would be drawn from primary school graduates in the villages.

This component would be implemented in conjunction with the parenting education for ECD which will be financed in another project managed by the Social protection Unit. A systematic link of this component with the parenting program would ensure that children and parents adopt improved child development practices and are better prepared to receive ECD programs.

Financing of the program will be shared by the communities and government. Villages and communes are expected to contribute space and food as well as pay the audio instruction facilitators. The project would finance the equipment for schools and the production of the audio instruction programs as well as the payment of facilitators for the first three years of project implementation. This is to allow time for the payment system by communities/ communes to be fully worked out before it is implemented. MASSN and MENA staff will be trained with project funds. The project would also finance a grant of \$200,000 USD for a small number of villages to make low-cost upgrades to physical structures.

1.1.2: Piloting of a formal short-track teacher training mechanism

The objective of this sub-component is to pilot a short-track distance education teacher training program to support the audio instruction program. Trainees would be recruited from the village level (CEP holders) and face-to-face training would be provided at the provincial level by MASSN and MENA staff trained in ECD education. The initial training would be for 3 weeks followed by four 1-week training sessions for further upgrading. The Director of INFTS supported by technical assistance would lead the piloting of the program. It is expected that 300 village facilitators would enroll in the program by year four. This subcomponent would also pilot incentives to motivate teachers to participate in the training. Based on results, the program would be institutionalized.

The project would finance the equipment and production and distribution costs of the audio

programs, technical assistance, incentives for trainees and operational costs for the pilot.

Sub-Component 1.2 - Expanding Access to secondary education

The objective of this sub-component is to contribute to increased and equitable access to secondary education by: (i) increasing public secondary education places in the five poorest regions; (ii) introducing incentives to promote enrollment, especially of girls and low income students, in lower and upper secondary education; and (iii) expanding private secondary schools in urban areas that would also help the poor.

1.2.1. Increasing public secondary school places, especially in the five targeted regions

The objective of this sub-component is to construct and equip 20 new lower secondary schools (CEG), 20 upper secondary schools (Lycée) and upgrade 5 lower secondary schools to upper secondary schools with the provision of libraries and latrines in underserved areas. The construction program would include 2 “pilot” lycées scientifiques located in suburban areas to serve as models. Based on the scheme used for previous projects (PPEP 2), the MESS will hire full time teachers while communities/communes and parents students association (APE) or COGES will continue to hire needed part time teachers.

The project would finance the construction and equipment of all the schools.

1.2.2. Targeted support to girls and students from the poorest households. The objective of this subcomponent is to reduce the costs of secondary education to households, especially poor families, to stimulate demand. This would be done through the policy of fee reduction started in the PPEP2 and subsidies to students to help finance additional costs of schooling. With regard to the incentives, recurrent costs of schools would be subsidized with project funds for the first two years of implementation. About 1000 selected students, mainly girls, from poor households would receive help to cover additional schooling costs. Specific criteria based on past experience would be established to identify students who would receive the grants. This approach would initially be launched on a pilot basis in 5 selected communes in the five targeted regions. One or two civil society organizations (CSOs), active in the education sector with similar experience will be selected to coordinate activities related to this sub-component. This mechanism would allow the Sah el Women Empowerment and Demographic Dividend (SWEDD) Project (P150080) to expand girls’ education to other regions which are not covered by EAQIP.

1.2.3. Increasing private secondary school places in urban areas. The objective of this sub-component is to expand the private sector participation in the provision of secondary education and increase access of poor students in urban areas to these schools. The project would construct and equip 5 new private lower (CEG) and 5 upper secondary schools (lycées) and the expansion of existing private secondary schools. The MESS would build and lease ownership and management of schools to private education providers who would be contracted to provide an agreed number of places for poor students.

The project would finance, for both public and private schools, construction and equipment of 52 schools, including two lycées scientifiques, upgrade 5 lower secondary schools to upper secondary schools, build 55 additional classrooms in existing schools and 30 boreholes.

Component 2: Improving the quality of the teaching and learning process (US\$13 million)

The objective of this component is to contribute to improved quality of teaching and learning focusing on: (i) curriculum reform; (ii) secondary teacher training; (iii) textbooks development and distribution; (iv) school based quality initiatives; and (v) expanding the use and management of assessment and examination systems.

Sub-Component 2.1: Curriculum improvement

The objective of this component is to develop a basic education curriculum by integrating and streamlining the pre-school, primary education and lower secondary education curricula to facilitate students' progress through the sub-sectors, as well as transition and success from pre-primary to primary and ultimately to lower secondary education. Based on recommendations and official guidance, the rewriting of the basic education curricula would follow an eclectic approach which relies on a variety of tested teaching methods.

The basic education curriculum preparation which started in March 2014 is expected to be completed by the 2020-2021 academic year. The whole reform process consists of three phases: (i) the design of the curricula, (ii) a pilot and update phase and (iii) the implementation of the new curriculum in all schools throughout the country.

The project would contribute to the financing of the of the pilot for the curriculum reform, by covering development of learning instruments, ECD, teacher training for the first two sub-cycles of primary education, and the first three grades of lower secondary education.

Sub-Component 2.2. Improve teacher Pre- and In-service Training in secondary Education.

This subcomponent aims at improving both the initial and in-service training of secondary school teachers.

Pre-service training: The objective of the pre-service training program is to expand output of teachers and improve the quality of the teacher training program. The ongoing expansion of physical facilities in the training institutions would be complemented by a distance training programs. Currently, the two institutes responsible for teacher training, the ENS-UK and the IDS produce only around 1,400 of the 2,000 teachers needed annually (with the highest deficits being in math and science).

The project would finance a video lessons system which would include the required equipment and needed training for teachers and technical staff.

To improve the quality of teacher training, the project would support the use of more appropriate teaching methodologies especially for math and science. The project will provide support to improve the training program based on findings from a needs assessment of the pre-service training programs to be carried out at the start of project implementation. A virtual library to be shared by all teacher training institutions within the universities would also be established.

The proposed project would finance the needs assessment, TA for improving teaching methods, and the costs for establishing the virtual library.

In-service training: The objective of this component is to further develop continuous pedagogic

support and advice which are necessary to improve the quality of instruction and to upgrade teacher performance. This would be done through a three-pronged approach. Specifically, the project would use the manual developed in PPEP 2, which clearly explains the respective roles of staff. The second level of support involves more effective deployment of Pedagogic Advisers (Conseillers Pédagogiques -CP) and Inspectors. The inspectorate would prepare subject-based in-service training programs. The third level of support would be through the network of teachers' study groups in which teachers discuss shared pedagogical issues and solutions.

The project would finance the equipment and operational costs of Pedagogic Advisers and Inspectors.

Sub-Component 2.3. Increased availability of science equipment, textbooks and pedagogical materials

The objective of this component is to improve the learning environment by providing equipment for the two pilot upper secondary schools - “Lycees Scientifiques” and by expanding local development of textbooks and increased availability of textbooks and other pedagogical materials in schools. Provision of science equipment to upper secondary schools aims at establishing a model for science teaching.

Specifically, the aim is to reduce reliance on external companies for textbooks publications through promotion of local editions. Production of local textbooks would be expanded. The low-cost rental system for textbooks would also continue.

In line with the national strategy the project would finance: (i) the finalization of the nine sets of textbooks for publication through training of authors and workshops on editing and illustration; and (ii) the development of five sets of textbooks for the first cycle of secondary education. Printing of the textbooks would be financed with funds from CENAMAFS . The project would also finance science equipment for upper secondary schools and TA for CENAMAFS to strengthen its technical and management system and to ensure it is operating with the right business model.

Sub-Component 2.4. Development of school-based quality initiatives

The objective of this component is to help improve learning outcomes through increased participation of communities in school operations and provision of incentives for schools to improve their quality. This will be achieved through establishment of COGES in each secondary school. The two following key tools will be used by COGES to achieve success in quality improvement: (a) expanded use of School Improvement Plans (SIPs) (pedagogic support and materials) and (b) piloting incentives for performance improvement in secondary schools.

Development of School Improvement Plans (SIPs). Each lower secondary school will have a SIP prepared by the COGES focusing on quality improvements. Existing guides for the preparation of SIPs at the primary level will be adapted for use at the lower secondary level. Training and guides would be provided to support efficient operations of the COGES. Attention will be paid to local problems including attendance and retention of girls and vulnerable children, the issue of HIV, health and nutrition.

The project would finance production of the tools to be used by the COGES, training of COGES members and campaigns to prevent unwanted pregnancies.

Incentives for performance improvement. The objective of this component is to encourage schools to improve their quality through a competitive process. This would build on the existing annual school performance competition already being run by MESS. Under the MESS initiative, the best performing schools are included in a “Circle of Excellence”. Schools that do not maintain their performance levels annually will be re-evaluated and, if performance does not improve, these schools will be removed from the “Circle of Excellence”. Two types of incentives will be introduced for schools. The first will vary by size of school and the second will be linked to existing annual school performance competition already being run by MESS.

The project would finance the grant (on the basis of school size) for two years to allow time for these resources to be included in the government’s recurrent budget.

Sub-component 2.5. Assessment of student learning achievement: The objective of this sub-component is to develop the capacity of OCECOS to carry-out two types of assessments. The first would be to monitor the education system performance overtime while the second would be to provide the needed information for corrective actions to be undertaken at the school and other levels to increase student achievement. This capacity would be used to select and support schools in the circle of excellence, to identify systematic issues that constrain learning and to improve the design of the end of cycle examinations in secondary education. In addition to systematically analyzing students learning achievements, identifying the reasons for potential failure and success, the objective would be to provide practical recommendations for revising School Improvement Plans and improving performance. The results of this evaluation would determine the type of support to be provided by the Ministry and financed by the project.

OCECOS will administer standardized tests in French, mathematics, and sciences in grade nine (4eme) and grade twelve of lower and upper secondary education in a representative sample of schools countrywide. The wide variations in the results of end of cycle examinations from one year to the next expose the limits of the current evaluation system. To correct these weaknesses the project will support the establishment of a new system of design of the BEPC and Baccalaureate examinations.

To ensure implementation of these tasks on a sustained basis, the project would help strengthen the management capacity of OCECOS and the Baccalaureate Office and foster collaboration between the two institutions.

For both the learning outcomes and examinations subcomponents, the project would finance: (i) learning outcomes assessment annually in a selected sample of schools in the circle of excellence; (ii) administration of two standardized tests to a national representative sample of secondary schools; (iii) training of technical and supervisory staff and counselors in testing and evaluation; (iv) two evaluations of school instructional time; (v) establishment of a new system and training for the BEPC and Baccalaureate examinations; (vi) software acquisition, (vii) the database development, (viii) staff training and (ix) the technical assistance to be provided by the University of Laval to OCECOS. This TA was established during PPEP2, to reinforce its capacity and ensure implementation of improved national examinations and students’ learning assessments systems.

Component 3: Contributing to strengthening education institutional capacity at central and decentralized entities (US\$7 million)

The objectives of component 3 are to contribute to strengthening the ministry's capacity for data management and planning, reinforce school level management and support the PCU operations. The specific areas covered include:

Subcomponent 3.1. Education planning and administrative management. The objective of this sub-component is to strengthen data processing and analysis, as well planning capacity at the local levels. The project will reinforce the sector EMIS built under the PPEP2 by integrating different entities, including regional directorates, with connectivity to the Ministry responsible for secondary education. DGESS will reinforce decentralized units capacity in analyzing and using basic statistics and sector policy analysis as well as develop simple M&E tools, such as school report cards, to support school level planning and resources management.

The Project will finance equipment acquisition, staff training and development of tools needed to meet the agreed objectives. To improve the management of numbers of students and their evolution in the system, the project will finance the transfer of computerized management system implemented satisfactorily in Senegal with the World Bank support. Towards this end, an agreement specifying the modalities of the transfer will be signed between the Ministry of Tertiary Education of Senegal, the MESS and a technical assistance operator. Project funded activities would also cover the students' identification, technical assistance, the training of technicians and the acquisition of equipment.

Subcomponent 3.2 Promoting School Based Management Committees

The objective of this subcomponent is to establish COGES in each lower public secondary school to help promote increased involvement of communities in school operations. It would build on the Presidential Decree of 2010 authorizing nation-wide establishment COGES (SBMCs) in all primary schools by 2015. The design and implementation will build on the successful experiences of using SBMCs in Niger and the JICA financed pilot programs on SBMCs at the primary level in Burkina.

The project would finance the adaptation of the existing operational and training guides for use in Burkina Faso.

Subcomponent 3.3 Project management and implementation activities and core studies

The objective of the sub-component is to provide resources for undertaking the incremental tasks required for project implementation. The project will finance operating costs, including salaries/indemnities of agreed staff and activities of the PCU. Core studies will be financed also to provide relevant information needed for policy dialogue and decision-making for education policy reforms.

Implementation arrangements: The SG/MESS will be responsible for overall supervision of this component. This office has the comparative advantage as coordinator of MESS activities and privileged access to the MENA management team, to coordinate the various central and decentralized units that would be responsible for implementing this component. The DGESS will be responsible for implementing the educational planning activities, including the EMIS reinforcement at decentralized levels and coordinating core studies implementation. The OCECOS will be in charge of managing activities related to the assessment of students learning achievement and the examinations system improvement. In addition to the management of the project (accounting, contract administration, procurement processing, and documentation), the PCU will implement the activities related to financial management.

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

The project will be implemented mostly in five poorest regions of the country which are East, Central East, South West, Central Plateau and North regions.

5. Environmental and Social Safeguards Specialists

Abdoulaye Gadiere (GENDR)

Lucienne M. M'Baipor (GSURR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project will finance construction of new lower and upper secondary schools in the five poorest regions of the country. In addition, it is envisaged that the project will finance the expansion of existing private secondary schools using private-public partnerships. Likewise, IT infrastructure is planned to be constructed under component 3. These investments, which are mostly small- to medium-scale civil works, are expected to induce potential environmental adverse impacts. However, they do not involve irreversible impacts. So, impacts expected will be dust, noise and particularly waste management. The exact location of the construction and expansion activities are not yet known, an Environmental and Social Management Framework (ESMF) has been prepared. This document has later been consulted upon and disclosed both in-country on October 1st, 2014 and at the World Bank Infoshop on October 3, 2014.
Natural Habitats OP/BP 4.04	No	The project does not involve or affect natural habitats.
Forests OP/BP 4.36	No	The project does not involve or affect forests.
Pest Management OP 4.09	No	The project does not involve pest management.
Physical Cultural Resources OP/BP 4.11	Yes	The construction will involve excavations. Taking into account that factor, the policy on physical cultural resources has been triggered because it could lead to chance finds. However, the triggering of this policy does not entail the preparation of a specific safeguard instrument. Only a specific chapter has been included in the ESMF to provide guidance in case physical cultural resources will be discovered.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	Yes	Usually, in urban areas, public schools are built in administrative areas reserved for this kind of

		infrastructure. However, this is not the case in rural areas, where these new constructions could involve land acquisition leading to involuntary resettlement and/or restrictions of access to resources and livelihoods. Therefore, to anticipate these potential social adverse impacts, a Resettlement Policy Framework (RPF) has been prepared by the client. That safeguard document preparation has followed the same process as the ESMF. So, after its preparation, it has been reviewed, consulted upon and disclosed publicly within Burkina Faso on October 1st, 2014 and at the Infoshop on October 3, 2014.
Safety of Dams OP/BP 4.37	No	N/A
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/BP 7.60	No	N/A

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>No significant, long term or irreversible adverse impacts are to be expected from the implementation of activities that envisaged to be financed under this project. Most of the adverse environmental and social impacts associated with these investments will be small-scale and site-specific. Consequently, they will be manageable in acceptable manner. Based on these aspects, the project is classified as being EA category B and triggers three safeguards policies. There are OP/PB 4.01; OP 4.11 and OP/PB 4.12. To be in compliance with these policies the following safeguard instruments (ESMF and RPF) have been prepared reviewed, consulted upon and disclosed in Burkina Faso on October 1st, 2014 and at the infoshop on October 3, 2014. Based on the triggering of OP/PB4.11, a specific chapter has been developed in the ESMF, in order to provide guidance for any physical cultural resources discovery. During the whole phase of the project, the ESMF and the RPF will be implemented as guidance/guidelines for any activity that will have to be financed under the project.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>No long-term impact due to project activities is foreseen.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p> <p>N/A</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>The ESMF prepared by the borrower contains : (a) a systematic environmental and social impact assessment for all activities before selection and implementation; (b) procedures for conducting</p>

<p>activity-specific ESIA's or Environmental and Social Management Plan (ESMP); (c) capacity strengthening and awareness raising campaigns targeted at relevant stakeholder groups for better implementation and monitoring of project safeguard measures; and (d) establishment and implementation of a consultation framework for the environmental control and monitoring.</p> <p>As the ESMF, the RPF also outlines the principles, organizational arrangements, and design criteria to be applied to investments to be prepared during project implementation. Investment specific Resettlement Action Plan (RAP) will be prepared in line with the RPF and submitted to the bank, as required, for approval after specific design information becomes available.</p> <p>Lastly, the specific chapter on physical cultural resources contained in the ESMF seeks to provide guidance in how to protect discoveries charged of history or which represents important cultural aspects for communities.</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p>
<p>The preparation phases of the ESMF and the RPF have been occasions to consult the relevant stakeholders as School-Based Management Committees (SBMCs), APE's members, COGES's members, pedagogic advisers, inspectors, teachers and pupils. Furthermore, the three ministries involved in the project are also consulted. Their viewpoints, comments and recommendations have been reflected in the final versions. In addition, the Client was advised in implementation phase to consult regularly stakeholders during the preparation of ESIA's, ESMPs and RAPs for each construction.</p>

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	20-Aug-2014
Date of submission to InfoShop	03-Oct-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Burkina Faso	01-Oct-2014
<i>Comments:</i>	
Resettlement Action Plan/Framework/Policy Process	
Date of receipt by the Bank	20-Aug-2014
Date of submission to InfoShop	03-Oct-2014
"In country" Disclosure	
Burkina Faso	01-Oct-2014
<i>Comments:</i>	
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 type="checkbox"/>] NA [<input checked="" type="checkbox"/>]
OP/BP 4.11 - Physical Cultural Resources	
Does the EA include adequate measures related to cultural property?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
OP/BP 4.12 - Involuntary Resettlement	
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" 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 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(s):	Name: Adama Ouedraogo	
<i>Approved By</i>		
Practice Manager/ Manager:	Name:	Date: