

INTEGRATED SAFEGUARDS DATA SHEET

APPRAISAL STAGE

Report No: 92617

Date updated: November 11, 2014

I. Basic Information

1. Basic Project Data

Country	India	Project ID	P132665
Project Name	Enhancing Teacher Effectiveness in Bihar Program		
Task Team Leader	Shabnam Sinha		
Appraisal Date	October 9-17, 2014		
Estimated Board Date	January 6, 2015		
Managing Unit	GEDDR	Lending Instrument	Investment Project Finance
Sector(s)	General Education (100%)		
Theme(s)	Human Development (100%)		
Is this project processed under OP 8.50 (Emergency Recovery)			No
Project Financing Data			
- Total Project Cost	USD 25 million for the TA (USD 357 million for the P4R, including TA)		
- Total Bank Financing	USD 25 million for the TA (USD 250 million for the P4R, including TA)		
- Financing Gap	Nil		
Financing Source	Amount		
- Borrower/Recipient	USD 107 million		
- International Development Association (IDA)	• PforR Program	USD 225 million	
	• Technical Assistance	USD 25 million	
Environmental Category	B – Partial Assessment		
Is this a Repeater project?	No		
Is this a Transferred	No		

2. Project Objectives

The development objective for the Program - Enhancing Teacher Effectiveness in Bihar using P4R as a financing instrument, is to improve effectiveness of elementary school teachers in the state. To support the said Program in attaining its objectives/outcomes, a specific set of technical assistance activities (this project) towards strengthening and supporting client capacity will be financed (US\$25 million), using as IPF as a lending instrument.

3. Project Description

The proposed World Bank-financed operation (P4R + IPF) aims to *improve the effectiveness of elementary school teachers in Bihar*, by supporting the state in developing a robust teacher education program towards producing teachers who are effective, qualified, accountable and responsive. This will be a part of the Department of Education, Government of Bihar's newly launched Mission *Manav Vikas program* that includes a wide-ranging set of reforms for providing quality education and

improved learning outcomes for all elementary level children. The proposed operation supports a portion of the Mission *Manav Vikas program* and aims at improving teacher effectiveness.

As mentioned above, the proposed operation will use a hybrid instrument, combining PforR and IPF mechanisms for financing. Under the operation, US\$25 million will be dedicated to financing a specific set of technical assistance (TA) activities. The objective of the TA support is to strengthen the capacities of Bihar State Education Infrastructure Development Corporation (BSEIDC), the Directorate of Training and Research and State Council Educational Research and Training (SCERT) for improved program implementation, policy development and monitoring and evaluation.

Capacity building and technical assistance activities will be financed under two main categories:

- (i) program implementation, and
- (ii) policy development and impact evaluation.

The first category supports program implementation through: (i) enhancing existing capacities in financial management, planning, ICT, distance learning and planning through a Program Management Unit (PMU), plus additional TA in specialized areas as needed, (ii) capacity building to use information for decision-making and action; and (iii) third party validation studies. TA will support implementers to frequently review and analyze data, including teacher performance and student assessment and to identify what is working and what needs further attention. TA will also support implementers at the district and block levels to use change management approaches address problems and document both successes and failures as a means of sharing lessons with other implementers.

Some of the specific activities that are likely to be supported under this category include hiring of consultants for: (a) Supporting Project Management Unit in management, reporting and coordination between various players; (b) ICT related activities such as procurement of hardware and multi-media content, data base management etc.; (c) Design, procurement, installation and supervision/functioning of non-conventional energy sources (solar) in the Teacher Training Institutes; (d) Strengthening procurement and Financial Management Systems; (e) Supporting Continuous Professional Development (CPD) , including development of suitable curriculum frameworks; (f) Leadership Training Programs for Teacher Educators; (g) Mid and end-line studies on Teacher Performance and; (h) Impact Evaluation Studies (of various activities).

The second category of support will focus on improving policy design and evaluation through: (i) the design of policies for teacher incentives and management reform, and (ii) a series of prospective experimental evaluation designs. Impact evaluations will capture the impact of alternative interventions to enhance teacher performance, including the provision of teacher incentives.

D. Project location and salient physical characteristics relevant to safeguard analysis

Bihar, a state located in eastern India between Uttar Pradesh on west and West Bengal in the east.

Bihar is India's poorest State, with income per person at about 39 percent of the national average. With a population of 104 million, it is the third largest state. Ninety percent of the population lives in rural areas, where poverty incidence is 56 percent (2009-10: National Sample Survey and Planning Commission Poverty Line). Not surprisingly, human development indicators are extremely low: literacy rates are 73 percent among men and 53 percent among women; 42 percent of children under 3 are stunted, 58 percent are underweight, and only 24 percent of rural households have toilets. Quality of drinking water is a big problem, as a result of poor sanitation and fluoride, arsenic, nitrate and iron contamination.

Bihar is ranked 35th in the country in Educational Development Index (EDI) ranking, an index generated from 20 variables covering outcomes, access, infrastructure, and teachers. Most of the districts of Bihar are in the bottom quartile for the EDI distribution for the country. Bihar has close to 70,000 elementary schools (primary education (Grades I-V) and upper primary (Grades VI-VII), teaching about 20 million children. Almost all schools (97.91 percent) are government schools. Girls' enrollment – at 48 percent – is close to parity. The state has a total of 343,000 teachers out of which

257,000 are contract teachers that have been hired by the Panchayats (local bodies) – a significant proportion of the teachers not trained – while the others are regular teachers, hired by the State government. The state has a vacancy of another 205,000 teachers to meet Right to Education (RTE) norms.

Bihar faces the challenges of recruiting teachers to meet the RTE criteria, providing them with effective pre-service training and ensuring their continuous professional development to raise their quality and making them more accountable to the stakeholders. Recognizing the importance of teacher quality, the state is embarking on a major reform in the whole area of teacher development and management and the proposed program to be supported by the Bank is expected to support these reforms further.

Considering that the Teacher Training Program will require ICT infrastructure (which requires assured power supply) to deliver the results on the ground, the TA activities will include specific support to facilitate this. The TA will provide support on capacity building and management that includes planning, design, installation and operation aspects of such infrastructure. This becomes necessary as the annual energy deficit in Bihar during the 6-year period from FY08 to FY13 has been in the range of 13% and 21%. During the same period, the peak deficit in Bihar has been in the range of 14% to 34% with large areas not having access to grid supply and around 83% of the households still do not have access to power in the state. Keeping this in mind, it is proposed to hire a firm/agency under the TA (this project) to provide necessary support on selection, procurement, supervision and monitoring the development of non-conventional energy sources (solar) for use in Teacher Training Institutes.

5. Environmental and Social Safeguards Specialists on the Team

Neha Vyas, Senior Environment Specialist, GENDR

Susrutha Pradeep Goonesekera, Social Development Specialist, GURDR

6. Safeguard Policies Triggered

Safeguard Policies Triggered	Yes	No	TBD
Environmental Assessment (OP/BP 4.01)	✓		
<p>The activities proposed under TA/this project are not likely to have any adverse or significant environmental impact. However, as part of the enabling infrastructure to be created for Teacher Training in Bihar, there is a need to provide a reliable and a cost-effective energy source for energizing ICT equipment. In this context, a specific activity included in the proposed project (TA) relates to facilitating the design, planning and execution of renewable energy interventions (solar PV technology, which has been chosen after a thorough energy assessment), which has some minor implications on safeguard requirements.</p> <p>OP 4.01 has been triggered to ensure that the capacity building support to be provided under the TA for deployment of renewable energy technology (RET) factors in appropriate management approaches during planning, installation and operation of such infrastructure and remains consistent with the Bank's operational policy. On the whole, this activity will create a long term positive impact on environment by promoting the use of efficient and clean energy source in the educational institutions of the state.</p>			
Natural Habitats (OP/BP 4.04)		✓	
<p>OP 4.04 is not being triggered for this project as no interventions are envisaged in natural habitats, including those defined as 'critical' under the policy.</p>			

Safeguard Policies Triggered	Yes	No	TBD
Forests (OP/BP 4.36)		✓	
OP 4.36 is not being triggered for the TA as no interventions are envisaged in forest areas and therefore no conversion/degradation of this natural resource is expected to occur.			
Pest Management (OP 4.09)		✓	
OP 4.09 is not being triggered for this project as biological/environmental control methods or reliance on synthetic chemical pesticides is not envisaged.			
Physical Cultural Resources (OP/BP 4.11)		✓	
The implementation of the project/program is not likely to affect religious structures of local significance or other physical cultural resources.			
Indigenous Peoples (OP/BP 4.10)	✓		
Social safeguard issues, including any significant, long term or adverse impacts on tribal communities, is not anticipated due to activities/interventions proposed under this operation as this TA primarily consists of consultancy services and evaluation studies. However, since the project has a state wide coverage, OP 4.10 has been triggered to ensure that the tribal communities are not adversely affected by, or excluded from, the project, and that they receive culturally appropriate benefits from the project.			
Involuntary Resettlement (OP/BP 4.12)		✓	
OP 4.12 is not triggered as no resettlement is envisaged due to the implementation of the activities under this TA.			
Safety of Dams (OP/BP 4.37)		✓	
OP 4.37 is not being triggered for this project as there is no construction of new dams or activities that are concerned with safe functioning of existing dams.			
Projects on International Waterways (OP/BP 7.50)		✓	
OP 7.50 will not be triggered for this project as there are no interventions planned/ proposed over or around an international waterway that could cause a potential conflict. There are also no activities that may affect the use or pollute such a waterway.			
Projects in Disputed Areas (OP/BP 7.60)		✓	
OP 7.60 is not being triggered as the project is not proposed in any disputed area.			
Piloting the Use of Borrower Systems to Address Environmental and Social Safeguard Issues in Bank-Supported Projects (OP/BP 4.00)		✓	

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts.

The TA/this project primarily consists of consultancy services and evaluation studies and therefore no significant, long term or adverse environment or social issues are anticipated from the proposed interventions/activities.

The activities proposed under TA/this project are not likely to have any adverse or significant environmental impact. However, as part of the enabling infrastructure to be created for Teacher Training in Bihar, there is a need to provide a reliable and a cost-effective energy source for energizing ICT equipment. In this context, a specific activity included in the proposed project (TA) relates to facilitating the design, planning and execution of renewable energy interventions (solar PV technology, which has been chosen after a thorough energy assessment), which has some minor implications on safeguard requirements.

OP 4.01 has been triggered to ensure that the capacity building support to be provided under the TA for deployment of renewable energy technology (RET) factors in appropriate management approaches during planning, installation and operation of such infrastructure and remains consistent with the Bank's operational policy. On the whole, this activity will create a long term positive impact on environment by promoting the use of efficient and clean energy source in the educational institutions of the state and will also contribute towards attaining the over-all Program objectives.

Social safeguard issues, including any significant, long term or adverse impacts or risks are not anticipated due to activities/interventions proposed under this operation as this TA primarily consists of consultancy services and evaluation studies. OP 4.12 is not triggered as no resettlement is envisaged due to the implementation of the activities under this project. However, since the project has a state wide coverage, OP 4.10 has been triggered to ensure that the tribal communities are not adversely affected by, or excluded from, the project, and that they receive culturally appropriate benefits from the project.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area.

No potential indirect and/or long term adverse impacts due to activities under the TA component are envisaged. Over-all, the impacts are likely to be positive as the proposed Program and the associated TA addresses Bihar's challenges in providing quality elementary education through upgrading teacher quality and accountability for greater teacher effectiveness. The Program is located in the context of a broader reform agenda of the state to develop teachers with the right skills, knowledge and motivation to perform well in the classroom. It addresses these issues through a comprehensive results-based approach.

A specific activity under the project/TA on supporting and building capacity for deployment of renewable energy technology (RET) will create a long term positive impact on environment by promoting the use of efficient and clean energy source in the educational institutions of the state apart from contributing towards the attaining of over-all Program objectives.

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

In the context for deployment of renewable energy technology (RET), a study was conducted to assess available renewable energy technologies in Bihar and their suitability with anticipated ICT load requirement. The study adopted a graded evaluation approach to assess and evaluate all the possible renewable energy technologies and filtered out the most feasible ones through a three step process

involving: (1) the assessment based on state wide renewable resource potential availability; (2) evaluation of suitability of infrastructural conditions and; (3) Technology Management, Supply Chain and Cost Parameters. The data and information collection through both secondary and primary research was used for the first two stages of elimination. In the ultimate analysis, biomass and solar technologies were the two RE technologies shortlisted for the third stage. These have been assessed by developing a technology selection matrix comprising of three parameters viz. technology acceptability, applicability and technology management and cost.

Based on the analysis, the solar PV technology was found to have greater acceptability and technology adaption for the requirements of teacher's training infrastructure spread all over the state. The technology enjoys policy and fiscal benefits from both central and state government making it more cost competitive in the market.

A detailed technical analysis for the SPV design shows that the crystalline silicon (c-Si) is more appropriate as compared to the Thin Film (TF) technology as it requires less area per kW and is also a more commercially established technology. The proposed technical design is based on solar grid hybrid with storage and manual switchover facility for DG set option. This has been proposed based on the conditions at the sites where the grid connected and un-interrupted power supply is not available. The findings and suggestions/recommendations from this study will be taken forward for detailed designing and execution through specific support under this project.

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.

None of the activities under the TA entail any potential large-scale, significant or irreversible adverse environmental or social impact. On the contrary, the project is intended to strengthen the capacity of state and the implementing agencies for mitigating and managing concerns in a more systematic and comprehensive manner to deliver the training programs for teachers.

The training and support to manage environmental safeguards would be integrated as part of the overall Technical Assistance component planned for the Bihar Teacher Education project. This will be specifically applicable to the activity pertaining to capacity building and technical support for deployment of Renewable Energy Technology (RET).

A stand-alone Technical Assessment Report has been prepared for this. The findings and suggestions/recommendations from this study will be taken forward for detailed designing and execution through specific capacity building support under this project. The Terms of Reference (ToR) to be prepared for hiring consultancy services for this specific activity/task will factor in requirements for appropriate environmental management for such infrastructure – to ensure that the activity remains consistent with the requirements set forth in the Bank's operational policy (OP 4.01). In line with Bank's procedures, an approval from the Regional Safeguards Advisor will be obtained prior to finalization of this ToR, which will also address several technical, procurement and project management related expectations and deliverables from the consultant. From an environmental safeguards perspective, it would address the core principles of sustainability, health, safety during planning, installation and operation of such infrastructure.

On the social safeguards front, OP 4.10 has been triggered to ensure that the tribal communities are not adversely affected by, or excluded from, the project, and that they receive culturally appropriate benefits from the project. If any significant or adverse impacts result on account of the proposed interventions/activities on communities of indigenous people is envisaged, a Tribal Development Plan to avoid/mitigate/manage such impacts will be prepared in line with the guidance provided under the Tribal Development Framework (TDF) prepared for this project. The TDF describes the principles, procedures and organizational arrangements to be applied to tribal communities for the Project to fully meet the objectives of OP 4.10 and facilitate active participation of these communities. This framework also describes the requirements to address grievances, if any. Additionally, the Project will take necessary action for awareness raising, mobilization and training campaigns tailored to the needs of vulnerable groups including tribal communities in the relevant locations so that the statutory rights and

privileges are not hampered and their customs and norms are not disturbed, rather adequately complied with.

Institutional Arrangements: The governance structure and institutional arrangements are designed to strengthen existing institutions to perform their roles more effectively within a regulatory framework deemed to already be sound. Pedagogical leadership will be provided by the SCERT, which already has this responsibility but needs enhanced capacity to carry this out more effectively. The Bihar State Education Infrastructure Development Corporation (BSEIDC) will continue its work on procurement, which it already does effectively for the Education Department. The program will strengthen its capacity to manage procurement, including consultancies of higher value and activities associated with renewable energy infrastructure. The Principal Secretary, Education Department, will be responsible for overall program management and coordination, given his/her role as line manager for the Directorate of Research and Training, SCERT and BSEIDC.

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

Stakeholders: The primary beneficiaries of the over-all program (P4R+IPL), which the TA component would be supporting, will be approximately 450,000 teachers in government elementary schools in Bihar who will benefit from a strengthened teacher education system. Specifically, 90,200 unqualified teachers who will be certified with the D.El Ed. Diploma through the ODL program along with the new unqualified entrants will be benefitted. Among the current number of teachers in service, 41% are female teachers and out of the newly recruited teachers, 50% are women in line with Bihar's policy to reserve 50% of all positions for women. The program will also benefit elementary school students (approximately 22.7 million) who will gain access to improved classroom teaching and learning.

Consultation and Disclosure. The technical assessment report on 'Deployment of Renewable Energy Technologies (RETs) for Teacher Effectiveness in Bihar' and the 'Grievance Redressal Mechanism', were prepared after consultation/stakeholder involvement at various levels and with different players. The final versions of both these reports have been informed and revised incorporating comments obtained from consultation with stakeholders.

The Department of Education, Government of Bihar has a program-specific website wherein all important documents of the program have been disclosed. The two said reports/documents pertaining to this project have also been disclosed in the Bank's Infoshop.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	March 31, 2014
Date of submission to InfoShop	November 11, 2014
"In country" Disclosure	September 29, 2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	Not Applicable
Resettlement Action Plan/Framework/Policy Process/Social Assessment	
Date of receipt by the Bank	Not Applicable
Date of submission to InfoShop	Not Applicable
"In country" Disclosure	Not Applicable
Indigenous Peoples Development Plan/Framework (as part of SA)	
Date of receipt by the Bank	October 24, 2014

Date of submission to InfoShop	November 11, 2014
"In country" Disclosure	November 3, 2014
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. Pest Management – Not Applicable/Policy Not Triggered. Physical Cultural Resources - Not Applicable/Policy Not Triggered	
If in-country disclosure of any of the above documents is not expected, please explain why: Not Applicable	

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 checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
OP/BP 4.04 - Natural Habitats						
Would the project result in any significant conversion or degradation of critical natural habitats?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP 4.09 - Pest Management						
Does the EA adequately address the pest management issues?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Is a separate PMP required?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
Are PMP requirements included in project design?	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 type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 4.10 - Indigenous Peoples						
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Sector Manager?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 4.12 - Involuntary Resettlement						
Has a resettlement plan/abbreviated plan/policy framework/ process framework (as appropriate) been prepared?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>

OP/BP 4.36 – Forests						
Has the sector-wide analysis of policy and institutional issues and constraints been carried out?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Does the project design include satisfactory measures to overcome these constraints?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Does the project finance commercial harvesting, and if so, does it include provisions for certification system?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 4.37 - Safety of Dams						
Have dam safety plans been prepared?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Have the ToRs as well as composition for the independent Panel of Experts been reviewed and approved by the Bank?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Has an Emergency Preparedness Plan (EPP) been prepared and arrangements been made for public awareness and training?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 7.50 - Projects on International Waterways						
Have the other riparians been notified of the project?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
If the project falls under one of the exceptions to the notification requirement, has this been cleared with the Legal Department, and the memo to the RVP prepared and sent?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
What are the reasons for the exception? Please explain:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Has the RVP approved such an exception?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 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 checked="" 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 checked="" 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 includes 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"/>

D. Approvals

<i>Signed and submitted by</i>	<i>Name</i>	<i>Date</i>
Task Team Leader	Shabnam Sinha	November 3, 2014
Environmental Specialist	Neha Vyas	November 3, 2014
Social Development Specialist	Susrutha Pradeep Goonesekera	November 3, 2014
<i>Approved by</i>		
Regional Safeguards Coordinator	Francis V. Fragano	November 11, 2014
Comments		
Practice Manager	Halil Dundar	November 11, 2014
Comments		