

**INTEGRATED SAFEGUARDS DATA SHEET
CONCEPT STAGE**

Report No: AC208

Date ISDS Prepared/Updated: October 9, 2003

I. BASIC INFORMATION

A. Basic Project Data

Country: Kyrgyz Republic	Project ID: P078976
Project Name: INVESTMENT LOAN	Task Team Leader: Michael T. Mertaugh
Estimated Appraisal Date: January 19, 2004	Loan/Credit amount (\$m.): IDA: 15
Estimated Board Date: May 18, 2004	
Managing Unit: ECSHD	Lending Instrument: Specific Investment Loan
Sector: General education sector (100%)	Theme: Education for the knowledge economy (P); Education for all (S)
Safeguard Policies Specialists in the task team:	
Other financing amounts by source:	(\$m.)

B. Project Objective

The primary objective of the proposed project is to improve the coverage and quality of primary and secondary education, with improved coverage defined as improved school attendance in grades 1 through 11, and improved quality defined as improved student learning achievement throughout primary and secondary education (grades 1 through 11). The project's secondary objective is to make primary and secondary schools more accountable to the local community and to involve parents more actively in the activities of schools. (International research has consistently found that parental involvement in schools is positively associated with educational outcomes, including school attendance and student achievement.)

C. Project Description

As currently envisioned, the proposed project comprises four components:

A. Textbooks. This component would finance: a) publishing and distribution of priority textbooks – for the most part consisting of titles for which acceptable manuscripts are already available, b) improving textbook publishing by starting the process of separating authorship and selection functions, introducing competition in the authorship of new titles, and allowing private-sector publishers to compete with the Academy of Education for publication of textbooks, c) author training and other actions to improve the quality of textbook content, and d) the development and introduction of an improved textbook rental scheme with clear and sustainable objectives and with adequate provision for ensuring that household's inability to pay textbook rental charges does not prevent children from having textbooks. The component would include a *Letter of Government Policy on Textbook Production* which confirms the Government's

commitment to the medium-term policy changes in the textbook production process. The project Grant Agreement would also include assurances that rental charges would not prevent any project-financed textbooks from being fully available to students. This could be either through a covenant requiring adoption of the new rental scheme as a condition for procurement, or through other enforceable assurances.

B. Teaching and Learning Materials. This component would finance the provision of educational materials to all primary and secondary schools through a participatory, demand driven process. The amount available to schools would be set under a formula which favors smaller, remote, and poorly equipped schools. An educational materials fair approach – which has been successfully used in other ECA education projects -- is envisioned as the mechanism for schools to select educational materials which are relevant to their particular needs. Parents and local government representatives would participate in the selection of educational materials. This would help jump-start the collaboration and local ownership which was intended under the decentralization policy but which, for the most part, has not been achieved.

C. Targeted School Grants for Improved Teaching and Learning. This component would be provided to selected low-performance schools to support the preparation and implementation of school development programs. This activity is intended to strengthen teaching skills and to support activities which address schools' teaching and learning needs. School development programs would be prepared, implemented, and monitored collaboratively by the school and the local community. Each program would start with a statement of educational objectives and an action plan for achieving them, including specific roles for the principal and for each teacher. It would also need to include an assessment of needs for improving teaching skills and to propose appropriate training to meet those needs. In addition to training of principals and teachers, the component could finance a broad range of actions to address educational needs of the school – including purchase of more educational materials than are provided under the *Teaching and Learning Materials* component, measures such as provision of school lunches, heating fuel, school materials, or clothing to address the income constraints of poor students, or actions to improve the living conditions of teachers if these are agreed by parents and the community as important for attracting and retaining qualified teachers. As currently envisioned, this component would be targeted to selected schools in two oblasts with the poorest overall educational performance – prospectively, Talas and Batken. Schools would be selected for participation based on performance and poverty criteria. A competitive process is not proposed for selection of schools because schools which are most in need of assistance are typically the least capable of assessing their needs and developing a credible plan to address them. Experience with school funds in other countries demonstrates the importance of close and continuous support to help schools and communities understand and apply the concept of school development programs. The component would include financing for contracted outreach services to assist the selected schools and their communities to prepare and implement school development programs.

D. Monitoring and Evaluation. This component would finance: a) the development of student assessment as an instrument for improved quality of primary and secondary education, including participation in the next round of the PISA learning assessment organized by the OECD, b) monitoring and evaluation of the project, including commissioned studies and surveys of the educational impacts of the project within the larger context of other actions affecting primary and secondary education, including the education projects supported by the Asian Development Bank, USAID, and other donors, and c) development of the Ministry's professional capacity for strategic planning.

D. Project location (if known)

Rural

E. Borrower's Institutional Capacity

[Guideline: Refer to Section 5 of PCN]

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Applicable?	Safeguard Policy If Applicable, How Might It Apply?
<input checked="" type="checkbox"/> [X]	Environmental Assessment (OP/BP 4.01)
<input type="checkbox"/> [NA]	Natural Habitats (OP/BP 4.04)
<input type="checkbox"/> [NA]	Pest Management (OP 4.09)
<input type="checkbox"/> [NA]	Involuntary Resettlement (OP/BP 4.12)
<input type="checkbox"/> [NA]	Indigenous Peoples (OD 4.20)
<input type="checkbox"/> [NA]	Forests (OP/BP 4.36)
<input type="checkbox"/> [NA]	Safety of Dams (OP/BP 4.37)
<input type="checkbox"/> [NA]	Cultural Property (draft OP 4.11 - OPN 11.03)
<input type="checkbox"/> [NA]	Projects in Disputed Areas (OP/BP/GP 7.60)*
<input type="checkbox"/> [NA]	Projects on International Waterways (OP/BP/GP 7.50)

Environmental Assessment Category:

A B C FI TBD (to be determined)

Some minor civil works could be performed under the school grant program.

Safeguard Policies Classification:

S₁ S₂ S₃ S_F TBD (to be determined)

If TBD, explain follow-up and calendar/steps for the determination of the classification:

* By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas

III. ACTIONS DURING PROJECT PREPARATION

[Guideline: Refer to sections 5 and 6 of the PCN]

A. What actions might be needed during project preparation to assess safeguard issues and prepare to mitigate them?

Safeguards issues are associated with component (iii), which will include grants for small scale school rehabilitation (such as roof repairs, window replacement, heating system repairs) and heating fuel supply. Safeguards issues are minor. However, since schools may have asbestos roofing, provision will be made for proper handling and disposal of the construction wastes and assure protection of the school children during the repair works. Heating improvements will be financed with the school grants and the condition of the existing heating stoves be inspected to mitigate indoor air pollution. A brief Environmental Management Plan (EMP) will be prepared.

B. How might consultation and disclosure requirements be addressed?

The EMP will be discussed with the stakeholders when the draft EMP is available before the appraisal mission. The EMP will be disclosed in country in local language and at the Bank Infoshop prior to appraisal.

IV. AGREEMENTS REACHED ON SAFEGUARDS AT PCN REVIEW

[Guideline: Summarize the key agreements reached on follow-up actions to be taken regarding safeguards during project preparation]

Agreed target date for Quality Enhancement Review: