

# INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

**Report No.:** ISDSC12607

**Date ISDS Prepared/Updated:** 11-Jun-2015

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## I. BASIC INFORMATION

### A. Basic Project Data

<b>Country:</b>	Bangladesh	<b>Project ID:</b>	P154577
<b>Project Name:</b>	College Education Development Project (P154577)		
<b>Task Team Leader(s):</b>	Yoko Nagashima, Md. Mokhlesur Rahman		
<b>Estimated Appraisal Date:</b>	07-Dec-2015	<b>Estimated Board Date:</b>	07-Jul-2016
<b>Managing Unit:</b>	GEDDR	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Tertiary education (95%), Public administration- Education (5%)		
<b>Theme(s):</b>	Education for the knowledge economy (100%)		
<b>Financing (In USD Million)</b>			
Total Project Cost:	130.00	Total Bank Financing:	100.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			30.00
International Development Association (IDA)			100.00
Total			130.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

### B. Project Objectives

The project development objective is to strengthen the quality and relevance of college education, and strengthen the governance and management of the college education subsector.

### C. Project Description

The proposed Project would aim at improving the quality and relevance of college education and strengthening governance and management of the college education subsector through a set of selective initiatives. The need of the subsector is significant. As a first support to the subsector, the

Project will take a prudent, selective and progressive approach and focus on activities which can bring visible benefits to the subsector.

The Project would be financed through a US\$100 million Credit from the International Development Association (IDA), using an Investment Project Financing (IPF) lending instrument. It would be implemented over a four year period. It would support the development of the college subsector through three Components: (i) Component 1: Improving the Quality and Relevance of College Education; (ii) Component 2: Strengthening the Governance and Management of the College Education Subsector; and (iii) Enhancing System Management. Components 1 and 3 would follow transaction-based disbursement while Component 2 would use a Results-Based Financing (RBF) modality to support the implementation of the Government's subsector reforms to strengthen the governance and management of college education. Disbursements would be made to the Ministry of Finance upon achievement of pre-specified results, as measured by Disbursement Linked Indicators (DLIs). Disbursement would be made against selected (eligible) key budget line items of Department of Secondary and Higher Education (DSHE)/Ministry of Education (MoE).

Component 1: Improving the Quality and Relevance of College Education (estimated cost US\$65 million)

The objective of this component is to improve the quality and relevance of college education under the National University (NU). Two sub-components would support the achievement of this objective: (i) Sub-component 1.1: Improving the quality and relevance of teaching-learning in colleges; and (ii) Sub-component 1.2: Strengthening teaching capacity and management in colleges.

Sub-component 1.1: Improving the quality and relevance of teaching-learning through Institutional Development Grants (estimated cost US\$55 million)

The proposed Institutional Development Grant (IDG) program would support the implementation of Institutional Development Plans (IDP) in each participating institution under the following windows: (i) Window 1: Upgrading and modernizing basic teaching-learning facilities of colleges; (ii) Window 2: Improving the connectivity through existing Bangladesh Research and Education Network (BdREN); (iii) Window 3: Development of soft skills programs and industry-linkages; and (iv) Window 4: Institutional self-assessments for quality assurance.

The proposed competitive Grant program will be voluntary. The colleges will be grouped according to their characteristics and will participate based on eligibility criteria. An Operations Manual will be developed to assist colleges for preparing and implementing their IDP. The design will benefit from the experience of the IDA-financed Higher Education Quality Enhancement Project (HEQEP) in Bangladesh.

Sub-component 1.2: Strengthening teaching capacity and management in colleges (estimated cost US\$10 million)

The objective of this sub-component is to bring qualitative improvements in teaching and management in the college subsector. This objective would be achieved through support for: (i) training of trainers; (ii) teacher training; and (iii) capacity building of NU and college management staff. The Project will also support the development of training contents and materials. Distance learning through online platforms with international and national training providers will also be developed to reach the large number of beneficiaries.

Component 2: Strengthening the Governance and Management of the College Education Subsector (estimated amount US\$25 million)

The objective of this component is to strengthen the governance and management of the college education subsector, using a RBF modality. The Component would support the implementation of the following interventions at the national, NU and participating institution levels: (i) development of a Strategic Plan for the college subsector with adoption of system-wide reforms in phases at the national level and development of institutional strategic plans and annual performance reports at the institutional level; (ii) devolution of central NU campus functions to its regional campuses to improve its performance and to strengthen the accountability mechanism; and (iii) improvement of teacher management system (including both recruitment and staff development) through filling the teacher vacancies of public colleges and establishment of an appropriate teachers selection commission for the private college teachers.

The main rationale for using a RBF approach for Component 2 is to place more focus on results rather than inputs and to provide incentives to the Government in implementing a set of key sector-wide reforms to strengthen the governance and management of the college education subsector at the national and institutional levels. The design of project interventions and DLIs will be further reviewed and finalized during project preparation.

Component 3: Enhancing System Management (estimated cost US\$10 million)

The objectives of this component are to ensure sufficient system capacity for the implementation of policy interventions and effective project management in achieving its PDO. These objectives would be met through two subcomponents: (i) Project Management and Communication; and (ii) Monitoring and Evaluation (M&E).

Sub-component 3.1: Project Management and Communication (estimated cost US\$6 million)

The objective of this sub-component is to ensure sufficient capacity for implementation of policy interventions and various activities and dissemination of information. This sub-component would support project management, including establishment of a Project Implementation Unit (PIU), specific capacity building and technical assistance necessary for project implementation and communication and information dissemination.

Sub-component 3.2: Monitoring and Evaluation (estimated cost US\$4 million)

The objective of this sub-component is to build an effective M&E system. This subcomponent would support M&E activities, including necessary surveys, assessments and validation of outputs, and analytical studies to strengthen the knowledge on the subsector. The monitoring of reform activities would be carried out by respective departments of NU with the support of the M&E unit of the PIU.

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

The project will be implemented nationwide in selected public and private colleges providing education at the tertiary level. The National University (NU) is the largest provider of tertiary education, accounting for over 70 percent of all tertiary enrollments in over 1,700 affiliated colleges across all 64 districts in Bangladesh. The participating institutions will have to go through screening mechanism before becoming eligible for financing for any of the subprojects. Therefore, the exact location of the subprojects will be known only during the implementation of the project. It has been

agreed that any infrastructure development and/or refurbishment/extension of existing infrastructure will only be carried out within the current premises of the colleges and educational institutions. Public lands if used will be screened to ensure that the lands are encumbrance free and squatters, leasing farmers, share-croppers etc. are not affected by the project. No land acquisition or displacement of people (either physical or economic) will be permissible under the project. The project is expected to include colleges, which will benefit the ethnic and vulnerable communities. A Social Impact Assessment (incorporating a focus on gender responsiveness) and an SMF containing Small, Ethnic and Vulnerable Communities Development Framework (SEVCF) and a Gender Action Plan (GAP) will be prepared by MoE/DSHE and the NU for the project. The SMF will focus on gender and inclusion aspects especially.

#### **E. Borrowers Institutional Capacity for Safeguard Policies**

The responsible ministry –MoE has experience in implementing World Bank project and familiar with safeguard requirement. Two out of five proposed implementing agencies - University Grant Commission (UGC) and DSHE are familiar with the World Bank safeguard policies and requirement. They have gained reasonable experience in implementing Higher Education Quality Enhancement Project (HEQEP) and Secondary Education Quality and Access Enhancement Project (SEQAEP). However, other three proposed implementing agencies, Nongovernment Teacher Registration and Certification Authority (NTRCA), NU and National Academy for Educational Management (NAEM) do not have any prior experience in World Bank safeguard policies. The capacity of the implementing agencies will be strengthened with adequate training and provision of consultants.

#### **F. Environmental and Social Safeguards Specialists on the Team**

Ferdous Jahan (GEEDR)

Sabah Moyeen (GSURR)

## **II. SAFEGUARD POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The activities identified under the Project are predominantly technical assistance in nature (development of soft skills, institutional self-assessment skills etc.), with only small scale civil works components or infrastructure development activities. The proposed project may finance rehabilitation/renovation/refurbishment of existing building, classrooms, science and computer laboratories facilities. The proposed project will also upgrade sanitation facilities as well as ensuring safe water and electricity. These activities can generate some amount of demolition waste, solid and liquid waste, electronic waste etc. The limited nature of environmental impacts arising from these small scale construction activities will trigger OP/BP 4.01 requiring environmental assessment. Since the physical intervention and detail design of the infrastructure is not known at this stage, and may not

		be known at appraisal, an Environmental Management Framework (EMF) will be prepared. The EMF will provide the procedure for subproject-level environmental screening/assessment and environmental management.
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	Yes	<p>This project will cover colleges all over the country including areas where small ethnic and vulnerable communities live. Thus, the project will trigger OP 4.10. An SMF containing Small, Ethnic and Vulnerable Communities Development Framework (SEVCF) and a Gender Action Plan (GAP) will be prepared by the MOE/DSHE and NU for the project. It is important to mention that the project is not expected to cause any adverse impact on indigenous people. The Framework will focus on gender and inclusion aspects, and will provide guidelines to engage in effective consultation with small and ethnic minorities communities in general and students and teachers in particular to maximize the likelihood of achieving the project's PDO for the said communities. The project will not have any impacts on indigenous people, their lands, culture, livelihood or way of life in any way.</p> <p>Additionally the SMF will contain guidelines for carrying out a brief social assessment for sub-components to ensure that the project benefits all students and teachers irrespective of their gender and ethnic identity. The SMF will provide guidelines for stakeholder identification, consultation and communication strategy, inclusion and gender mainstreaming, etc. It will also contain institutional arrangements and roles and responsibilities of people who will implement the SMF, guidelines for a grievance redress mechanism, disclosure policies of the World Bank, and budget for the implementation of the SMF.</p>
Involuntary Resettlement OP/	No	The project will not finance any civil works or

BP 4.12		activities that are expected to trigger either OP 4.12 Involuntary Resettlement. No land acquisition, displacement of people or communities from private or public lands or any negative impacts on livelihoods will be permissible under the project as mentioned above. Any infrastructure development and/or refurbishment/extension of existing infrastructure will only be carried out within the current premises of the colleges and educational institutions. Public lands if used will be screened to ensure that the lands are encumbrance free and squatters, leasing farmers, share-croppers etc. are not affected by the project. No land acquisition or displacement of people (either physical or economic) will be permissible under the project. The project will develop a social management framework (SMF) which will provide guidelines for carrying out a social screening to ensure the above impacts are not triggered.
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:** 01-Dec-2015

**B. Time frame for launching and completing the safeguard-related studies that may be needed.**

**The specific studies and their timing<sup>1</sup> should be specified in the PAD-stage ISDS:**

An Environmental Management Framework will be prepared by August 31st, 2015 to describe the process of environmental screening for small-scale civil works and other necessary up-gradation.

The Social Management Framework (SMF) will also be prepared by August 31st, 2015. SMF will include IPF and GAP.

### IV. APPROVALS

Task Team Leader(s):	Name: Yoko Nagashima, Md. Mokhlesur Rahman	
<b><i>Approved By:</i></b>		
Safeguards Advisor:	Name: Maged Mahmoud Hamed (SA)	Date: 16-Jun-2015
Practice Manager/ Manager:	Name: Keiko Miwa (PMGR)	Date: 18-Jun-2015

<sup>1</sup> 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.