

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA16826

Date ISDS Prepared/Updated: 10-Feb-2016

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I. BASIC INFORMATION

1. Basic Project Data

Country:	Bangladesh	Project ID:	P154577
Project Name:	College Education Development Project (P154577)		
Task Team Leader(s):	Yoko Nagashima, Md. Mokhlesur Rahman		
Estimated Appraisal Date:	07-Feb-2016	Estimated Board Date:	31-May-2016
Managing Unit:	GED06	Lending Instrument:	Investment Project Financing
Sector(s):	Tertiary education (95%), Public administration- Education (5%)		
Theme(s):	Education for the knowledge economy (100%)		
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:	850.00	Total Bank Financing:	100.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			750.00
International Development Association (IDA)			100.00
Total			850.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The project development objectives are to strengthen the strategic planning and management capacity of the college education subsector and to improve the teaching and learning environment of participating colleges.

3. Project Description

The project encompasses three key components that will improve education quality outcomes for

students in the tertiary college sector. Component 1: Strengthening the strategic planning and management capacity; Component 2: Improving the teaching and learning environment in selected colleges; and Component 3: Project Management, Communication and Monitoring and Evaluation.

Component 1: Strengthening the strategic planning and management capacity (IDA US\$ 48 million through DLIs)

The objective of this component is to strengthen the planning and management of the college education subsector. The Component would support the implementation of the following interventions: (i) development and implementation of the initial phase of the Strategic Plan for the college subsector which identifies system-wide reforms in phases at the national level; and (ii) improvement of the teacher recruitment and management system through filling teacher vacancies in government colleges and establishment of an appropriate teacher selection commission for non-government college teachers.

Sub-component 1.1: Development of a Strategic Plan for the college subsector

A Strategic Plan for the college subsector would provide a consensus-based plan, providing mission, vision, directions and goals for the college education subsector. The Plan would be based on analytical background documents on significant sectoral issues to be prepared by experts from Bangladesh's public and private higher education sector, industry and employers with support from international experts on a needs-based approach. The Ministry of Education (MoE) would establish a National Strategic Planning Committee to expedite the process. Six Expert Groups would be formed provisionally by MoE with each group focusing on one cluster of issues. Information from background documents prepared by the Expert Groups would feed into the Strategic Plan.

A draft Plan would be produced for wide stakeholder consultation, followed by a Final Plan which would take outcomes of stakeholder consultations into account. The Final Plan will have a fifteen-year Plan of Action set out in phases – immediate which is the last two years of the project period, short-term which refer to the first three years after the project period; medium term of five years and long-term signifying the last five of the fifteen-year time horizon and be disclosed on the MoE website. Following its approval of the Strategic Plan, MoE would draft the Development Project Proposal (DPP) based on the Strategic Plan's recommended actions for the first phase and initiate the first year activities prior to the end of the Project.

Sub-component 1.2: Improvement of the teacher management system

Under this sub-component activities would include: (i) facilitate the process for filling vacancies in government colleges; and (ii) support MoE's efforts to reform the existing procedure for recruiting teachers in non-government colleges by establishing a Non-Government Teachers Selection Commission (NTSC).

There are 3,200 teacher vacancies as of 2014 in the government colleges. There are multiple agencies (e.g., DSHE, MoE, Ministry of Public Administration and Public Service Commission) involved in the process of filling the vacancies. The Project would support MoE's efforts to expedite the recruitment procedure and fill the vacancies through the results based financing.

The recruitment of qualified teachers remains a concern in the non-government colleges. The MoE has initiated reforms in the recruitment mechanism of non-government college teachers to improve

the transparency and accountability of the process. The Project would support MoE's initiatives in establishing a new Non-government Teacher Selection Commission by amending the Non-Government Teachers Registration and Certification Authority (NTRCA) Act.

Component 2: Improving the teaching and learning environment in participating colleges (IDA US\$ 42 million through DLIs)

The objective of this component is to improve the quality of college education teaching learning under the National University. Two sub-components would support the achievement of this objective: (i) Sub-component 2.1: Improving the teaching-learning environment in selected colleges; and (ii) Sub-component 2.2: Strengthening teaching and management capacity in colleges.

Sub-component 2.1: Improving the teaching-learning environment in participating colleges

Under this sub-component, the Project would support the implementation of the Institutional Development Grant (IDG) program. IDGs will be provided to a selected number of eligible government and non-government colleges to support the implementation of Institutional Development Plans (IDP) in the following areas: (i) upgrading and modernizing basic teaching-learning facilities of colleges; (ii) improving the connectivity through existing Bangladesh Research and Education Network (BdREN); (iii) development of soft skills programs and industry-linkages (e.g. internship, job placement cell, tracer studies, etc.); and (iv) institutional self-assessments for quality assurance.

Participation in the competitive IDG program will be voluntary. There will be groups of colleges selected based on their characteristics and interested colleges will participate based on eligibility criteria. An Operations Manual, which is being developed, would assist colleges to prepare the IDP and implement the activities included in it utilizing the grants. The design of the IDG has benefited from the experience of the two IDA-financed on-going projects in Bangladesh: the Skills and Training Enhancement Project (STEP) on IDP and the Higher Education Quality Enhancement Project (HEQEP) on Academic Innovation Fund.

Sub-component 2.2: Strengthening teaching and management capacity in colleges

The objective of this sub-component is to bring about 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 college management staff. The Project would 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.

Training and capacity building activities would be carried out by a 'Training Consortium' comprising personnel from national agencies including NU, Bangladesh Open University (BOU), National Academy for Educational Management, trainers from universities, representatives from colleges, and individuals from the private sector as required. Training will focus on priority subject areas to be confirmed: physics, chemistry, botany, zoology, ICT, mathematics, statistics, economics, media and mass communications, finance/banking, marketing, accounting, tourism, hospitality, Bangla and English Language. To provide international best practice elements in the design of the training program, a partnership arrangement is envisaged with University of Nottingham, a globally ranked university.

Current estimates indicate that training activities would involve about 7,000 teachers from about 500 Masters and Honours colleges, 250 trainers, about 500 college principals, and 250 management personnel from various levels. To address the large numbers, delivery would be designed as a blend of online and face-to-face approaches. An online Training Portal would be developed to provide information on training; access to training materials and best practices; and a communication platform for the community of practice. Training will be carried out largely in Bangladesh with small groups sent for overseas training as required.

Key outcomes expected on completion of the training program include: (i) improvement in knowledge, skills and methodologies related to teaching and learning in priority subject areas; (ii) improvement in English Language proficiency and the use of English for Teaching purposes with similar improvement in Bangla; (iii) improvement in the use of technologies in education; (iv) developing sustainable communities of practice; (v) alignment of teaching-learning provisions across National University Colleges and to international standards of education; and (vi) development of a pool of local trainers to support sustainability of the Teacher Professional Development and Training Program and to play active supervision and mentoring roles.

Component 3: Project Management, Communication and Monitoring and Evaluation (IDA US\$ 10 million)

The objective of this sub-component is to build an effective M&E system. This subcomponent would support M&E activities, including DLI verification, progress reporting, satisfaction surveys, tracer studies, and effectiveness assessments on key activities. A web-based project management information system would be established. The monitoring and evaluation activities would be carried out by the PCU with support from respective departments of NU and DSHE.

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

The Project will be implemented nationwide in selected government and non-government colleges providing education at the tertiary level. The National University (NU) is the largest provider of tertiary education, accounting for almost two-thirds 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 and the exact location of the subprojects will be known only during the implementation of the Project. Therefore, an Environmental Management Framework (EMF) has been prepared which provides the necessary background for environmental considerations, a checklist of potential environmental issues related to the probable project activities and suggestive mitigation measures. The Project involves small-scale physical infrastructure interventions (e.g. civil works, renovation, refurbishment works) and the environmental impacts due to these activities are anticipated to be limited in scale.

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. An SMF containing Small, Ethnic and Vulnerable Communities Development Framework (SEVCF) and a Gender Action Plan (GAP) has been prepared by MoE/DSHE and the NU for the Project. The SMF

focuses on gender and inclusion aspects especially.

5. Environmental and Social Safeguards Specialists

Ferdous Jahan (GSU06)

Sabah Moyeen (GSU06)

6. Safeguard Policies	Triggered?	Explanation (Optional)
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. 8. The proposed Project may finance rehabilitation/renovation/refurbishment of existing building, classrooms, science and computer laboratory facilities and establish fiber optic cable connectivity provided by BdREN. The small-scale civil works are not anticipated to cause any major adverse environmental impact and hence the intervention can be classified as “Category B” project requiring limited impact assessment. 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) has been 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	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) has been 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

		<p>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 contains 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 provides guidelines for stakeholder identification, consultation and communication strategy, inclusion and gender mainstreaming, etc. It also contains 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/BP 4.12	No	<p>The Project will not finance any civil works or 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 and 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>

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	

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:

1. Bangladesh has made considerable progress in economic growth and poverty reduction in recent years. Bangladesh's Gross Domestic Product (GDP) grew at an average rate of 6.1% in the past ten years, resulting in a substantial decline in the incidence of poverty. The rapid increase in per capita income has been attributed to sustained economic growth, declining population growth and higher remittance inflow from a growing stock of migrant workers. These developments have led Bangladesh to graduate from Lower Income Country (LIC) to Lower Middle Income Country (LMIC) status in 2015, based on its \$1,080 GNI per capita (Atlas Method) in FY2014.

2. Along with economic development, human development outcomes have also improved for Bangladesh. Significant progress has been made towards achieving the Millennium Development Goals (MDGs) in education. The net primary enrollment rate increased from 66.5 percent in 2005 to 97.3 percent in 2013. Enrollments and pass rates have also increased at the secondary and higher secondary levels since the early 1990s. Gender parity has already been achieved at both the primary and secondary education levels. The Gross Enrollment Rate (GER) in tertiary education increased from 5 percent to 13 percent between 2000 and 2012. The steady increase in the number of students completing higher secondary education has placed a growing pressure on the tertiary education sector to absorb a large and increasing population of eligible secondary students in recent years.

3. However, to accelerate the success in economic and social development improving skills and productivity are crucial. According to relevant economic analysis, Bangladesh's economic growth is expected to continue with around 15 million jobs projected to be created over the next decade in seven key sectors. Job expansion across these sectors will demand more skilled professionals in managerial, technical and leadership positions. However, the current skill levels of the labor force is unlikely to support future market demands. The majority of workers in Bangladesh is under-educated - 76 percent of workers have a secondary educational qualification or below and only 22 percent have a tertiary education level degree, while around two percent have a technical vocational education and training (TVET) certificate or diploma across five major fields of studies in Commerce, Education, Finance, Manufacturing and Public Administration . While there is an abundance of low-skilled workers, there is a strong demand for graduates with higher cognitive and non-cognitive skills and job-specific technical skills. This would require improving the quality and relevance of tertiary education so that education institutions are equipped to produce graduates with more market-relevant skills.

4. Moreover, though Bangladesh has made significant progress in expanding enrollment

since the early 2000s, but access to tertiary education still remains low, especially compared with other countries in the region. Enrollment in tertiary education has been rising over time partly due to the increased investment in the expansion of secondary and the rapid growth of private tertiary education institutions since the early 2000s. Despite a sharp increase in enrollment, the tertiary GER still lags behind the rates in neighboring country, Nepal (15 percent), and significantly behind those of middle-income countries such as India (25 percent) and Sri Lanka (17 percent). Public spending in tertiary education also remains low and inadequate (1.3 percent of national budget in 2014/15) for developing a globally competitive higher education system.

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

1. The project will cover colleges all over the country including areas where Small Ethnic and Vulnerable People (SEVP) live. Thus, the project will trigger OP 4.10. This SMF thus include a Small Ethnic and Vulnerable Communities Development Framework (SEVCDF) and a Gender Action Plan (GAP) for the project. It is important to mention that the project is not expected to cause any adverse impact on SEVC. The Framework focuses on gender and inclusion aspects, and provides guidelines to engage in effective consultation with SEVC in general and students and teachers in particular to maximize the likelihood of achieving the project's PDO for the said communities. Given that the project only triggers OP/BP 4.10, and since the exact locations of project implementation are yet to be determined, the SEVCDF attempts to ensure the participation of all small ethnic and vulnerable communities in the project in a culturally appropriate and sensitive manner, that meets the World Bank's stated requirement of free, informed and prior consultations with the relevant groups during project preparation and during implementation. This SMF has been developed in full concurrence with national laws and applicable World Bank Operational Policies.

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

1. In order to promote inclusion the project will undertake: (i) stronger awareness raising campaign for ensuring access to and increasing the utilization of the facilities made available by CEDP funding; (ii) initiatives for establishing Industry-University/Colleges collaboration for fostering research relevance; (iii) standardized measurement for quality across the tertiary education in college sector and establishment of an independent body for monitoring and facilitating quality assurance; (iv) initiatives for addressing issues with assessment system and soft skills of the graduates such as IT literacy, communication skills and moral values (v) initiatives for addressing particular needs of SEVC, persons with disabilities and women in accessing the facilities made available by CEDP funding.

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.

The responsible ministry – Ministry of Education - 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 Enhancement Project and Secondary Education Quality and Access Enhancement Project. However, other three proposed implementing agencies Nongovernment Teacher Registration and Certification Authority (NTRCA), National University (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.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
Once the exact colleges targeted under this project are determined, they will be screened to assess the presence of SEVC according to the screening formats attached. For institutions where students from SEVC are found in larger numbers, the above framework will be used as guidance to prepare Small Ethnic and Communities Development Plan to address the issues of participation, inclusion and enhancement of positive outcomes for SEVC.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	03-Feb-2016
Date of submission to InfoShop	04-Feb-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
"In country" Disclosure	
Bangladesh	07-Feb-2016
<i>Comments:</i> Documents submitted were the Environmental Management Framework (EMF), and the Social Managemet Framework (SMF)	
Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	03-Feb-2016
Date of submission to InfoShop	04-Feb-2016
"In country" Disclosure	
Bangladesh	07-Feb-2016
<i>Comments:</i> Document submitted: Framework and Guidelines for Small Ethnic Communities Plan.	
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:	
These are not triggered	

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 [] No [×] NA []
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 [×] No [] NA []
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [×] No [] NA []
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?	Yes [] No [] NA [×]

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: Yoko Nagashima, Md. Mokhlesur Rahman	
<i>Approved By</i>		
Practice Manager/ Manager:	Name: Dilip Parajuli (PMGR)	Date: 10-Feb-2016