

INTEGRATED SAFEGUARDS DATA SHEET

CONCEPT STAGE

Report No.: ISDSC13112

Date ISDS Prepared/Updated: 15-May-2015

Date ISDS Approved/Disclosed: 18-May-2015

I. BASIC INFORMATION

A. Basic Project Data

Country:	Malawi	Project ID:	P154185
Project Name:	Malawi Education Sector Improvement Project (MESIP) (P154185)		
Task Team Leader(s):	Soren Nellemann,Natalia Cherevatova		
Estimated Appraisal Date:	20-Jul-2015	Estimated Board Date:	16-Feb-2016
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Primary education (90%), Public administration- Education (10%)		
Theme(s):	Education for all (100%)		
Financing (In USD Million)			
Total Project Cost:	44.90	Total Bank Financing:	0.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
Education for All - Fast Track Initiative			44.90
Total			44.90
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	Yes		

B. Project Objectives

The overall Project Development Objective (PDO) is to improve the equity and quality of primary education service delivery in early grade levels with an emphasis on improved accountability and functioning at the school level.

C. Project Description

The project will consist of three components to support enhanced quality and equity of education service delivery through improved accountability and system functioning at the school level. A

fourth component will support project implementation in Malawi's fragile implementation environment characterized by weak capacity and fiduciary risks made apparent by the recent 'Cashgate' scandal.

Component 1: Performance-Based School Improvement Grants.

This component will be a pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education. It will build on the previous two school grant programs initiated by the World Bank and other development partners and institutionalized by MoEST.

The performance-based school improvement grants program will (i) include entry requirements with a focus on the most needy but well performing schools; (ii) have specified eligible items/activities which can be supported by the program over successive years; (iii) include a defined duration for schools participation with a subsequent graduation; (iv) include impact evaluations, including around processes, to support improved project implementation and guide course corrections. The interventions to be provided under this component will include (i) TA on modifying the current funding formula by introducing performance measures for determining school improvement grant allocations to individual schools; (ii) support and capacity building for school improvement planning with enhanced participation of the community stakeholders; (iii) enhanced financing to schools linked to achievement of management and accountability milestones; (iv) monitoring of pilot results.

Component 2: School Physical Facilities.

This Component will support improvement of the learning environment, including the rehabilitation and construction of classrooms, provision of water and sanitation facilities, and provision of school furnishings, especially for girls.

It will commence with an updated school mapping exercise (i) to identify areas where inadequate classroom availability hinders school attendance and where repetition and dropout rates in the lower primary grades are above already elevated national averages; and (ii) to clearly identify equity challenges associated with school physical facilities. Technical assistance will be provided to (i) assess current classroom construction practices and lessons drawn from the community model managed by the Local Development Fund under the current GPE- and IDA-funded operation and, (ii) based on a review of innovative approaches used elsewhere and in similar contexts, propose a new model for construction of school physical facilities and provision of school furnishings. This model will prioritize the ability to scale up, employ a simple and replicable design and use decentralized procurement and construction methods that can be monitored by communities.

Component 3: Education Management and Information System.

This component will focus on strengthening the EMIS to ensure more efficient education service delivery. In particular, it aims to yield more efficient implementation of decentralized school services and school-based management of education planning and implementation, capacity building of staff at various levels and strengthened monitoring and evaluation systems, particularly of learning outcomes.

This component will finance: (a) the collection of education statistics through district and zonal EMIS teams, including usage of the school report cards as part of school-level EMIS for improved school management; (b) the introduction of new indicators related to ESIP II, such as surveying time spent learning, correcting errors in dropout numbers and ensuring that school reporting of student flows and efficiency is checked for consistency; (c) development of a more robust teacher

management information system; and (d) institutional capacity building at the school, community, district and central levels to monitor the achievement of indicators under the variable part of the grant.

Component 4: Project Management and Coordination.

In the wake of the 'Cashgate' scandal of 2013, a number of development partners which are party to the GPE have requested that any new GPE-financed project be overseen by a project management unit (PMU). In particular, they would like that all funds flows be outside of government structures and fiduciary management be handled through a separate entity responsible for project management and implementation. This component will finance the establishment and functioning of a PMU. It will also include capacity building at the national, district and local (i.e. school, community) levels to support project implementation.

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

The Malawi Education Sector Improvement Project (MESIP) will cover public primary schools throughout Malawi. The specific locations, sizes of pieces of lands needed for classroom construction are not known at this stage. Some of the information on the above aspects will be gathered during the ongoing project preparation phases. Classroom construction will be done at existing primary schools. Some schools will potentially be located in areas with high population density, which have implications for involuntary resettlement, as more land would be required for expansion of the existing facilities.

E. Borrowers Institutional Capacity for Safeguard Policies

Government of Malawi has a Ministry of Climate Change and Environment which, through its Environmental Affairs Department, is responsible for coordination of environmental planning, policy implementation, management of environmental considerations, including environmental assessment work in development programs, while the Ministry of Lands, Housing and Urban Development coordinates resettlement planning.

Staffing levels within Environmental Affairs Department and Department of Lands and Valuation are satisfactory. At District level, technical staff includes District Environmental Officers, District Environmental Inspectors and District Lands Officers with training in environmental management issues. A District Environmental Sub Committee (DESCO), which coordinates natural resource management issues, will have an active role in the implementation and monitoring of environmental and social safeguards at local level. Recently, government has recruited Environmental Inspectors to strengthen the environmental inspectorate and advisory management services in all parts of the country. These Environmental Inspectors are expected to play a key role in mainstreaming environmental and social consideration of project activities under GEP. While the staffing is adequate, capacity building and technical hand-holding will be required to ensure that the environmental and social management aspects are mainstreamed and internalized into existing procedures and systems.

F. Environmental and Social Safeguards Specialists on the Team

Boyenge Isasi Dieng (GSURR)

Cheikh A. T. Sagna (GSURR)

Ruma Tavorath (GENDR)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The environmental footprint of the project is expected to be small, since the project will finance rehabilitation and construction of new classrooms in existing school facilities. There is scope for environmental enhancements, where needed and possible, such as improvement of water supply and sanitation facilities, ventilation and lighting of classrooms and accessibility and safety. The project is classified as Category B.</p> <p>Constructed related impacts will need to be addressed including waste and rubble management, mitigation of noise and dust, and occupational safety of workers. Safety of children and teachers during civil works needs to be well managed (barricades, fencing, lighting, signage) along with lack of disruption of regular school activities. In congested areas, construction activities will need to ensure that there is minimal disruption to neighboring communities with adequate safety precautions and signage. In case, vegetation/trees have to be cut, replacement tree planning in appropriate locations is recommended, if possible.</p> <p>Since the actual site locations for civil works will not be known by project appraisal, the borrower will prepare an Environmental and Social Management Framework (ESMF) that will provide a uniform approach for addressing all potential impacts in all sub-projects. The ESMF will establish clear procedures and methodologies for site-specific environmental and social assessment and review, approval and implementation of the sub-projects, including roles and responsibilities and reporting procedures. The ESMF will also clarify the institutional mechanism for incorporating the environmental mitigation actions into site-specific designs and contractor documents.</p> <p>The ESMF will be consulted with stakeholders and disclosed both in-country and at the Bank's InfoShop prior to project appraisal.</p>
Natural Habitats OP/BP 4.04	No	<p>Project activities will not affect Natural Habitats since the project will be implemented within the footprint of existing schools. New land acquisitions for expansion will not be in close proximity to natural or critical habitats.</p>

Forests OP/BP 4.36	No	Project activities will not affect forests or plantations, as the scale of land required, if at all, will be minimal.
Pest Management OP 4.09	No	The project activities will not support or fund procurement of pesticides, or its usage.
Physical Cultural Resources OP/BP 4.11	No	Since the project activities are within existing structures, the probability of known physical cultural resources (PCR) may be minimal. In case of culturally sensitive PCRs such as graves, shrines, etc, appropriate measures will be taken to prevent or mitigate damage or impact. These measures will be detailed in the ESMF.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	Yes	The construction of new classrooms might require additional land acquisitions. The acquisition of land may generate social and economic losses; affect access to land or assets to some people. The borrower will prepare a Resettlement Policy Framework –which will outline a guideline for standards to be followed addressing incidences of land acquisitions and compensations whenever such cases occur.
Safety of Dams OP/BP 4.37	No	The project will not involve construction of dams.
Projects on International Waterways OP/BP 7.50	No	The project will not be located on, or impact on any international waterway.
Projects in Disputed Areas OP/BP 7.60	No	The project will not be located on land in disputed areas.

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 15-Jan-2016

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

The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The appraisal mission is tentatively scheduled for February 2016. Launching of the safeguards documents will be done in September 2015.

IV. APPROVALS

Task Team Leader(s):	Name: Soren Nellemann,Natalia Cherevatova	
<i>Approved By:</i>		
Safeguards Advisor:	Name: Alexandra C. Bezeredi (SA)	Date: 15-May-2015
Practice Manager/ Manager:	Name: Andreas Blom (PMGR)	Date: 18-May-2015

¹ 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.