

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA12349

Date ISDS Prepared/Updated: 20-May-2015

Date ISDS Approved/Disclosed: 20-May-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Tajikistan	Project ID:	P148291
Project Name:	Higher Education Project (P148291)		
Task Team Leader(s):	Jason Allen Weaver,Sachiko Kataoka		
Estimated Appraisal Date:	13-May-2015	Estimated Board Date:	16-Jul-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Tertiary education (100%)		
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:	15.00	Total Bank Financing:	15.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			8.25
IDA Grant			6.75
Total			15.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The proposed Project Development Objective (PDO) is to develop mechanisms that improve and monitor the quality and labor-market relevance of higher education.

3. Project Description

The project consists of three components: (i) institutional-level improvements; (ii) system-level interventions; and (iii) project management, monitoring and evaluation.

COMPONENT 1: Institutional-Level Improvements (USD 12.2 million equivalent)

This component supports institutional-level improvements through the following two sub-components:

Sub-component 1.1: Just-in-Time Grants to Re-/Up-Skill Workforce (USD 1.0 million equivalent)

Based on a rapid assessment of employer demand and survey of the target audience, grants will be awarded to eligible education institutions to develop and deliver short-term programs/courses that align with the sectors, skills, and competencies in immediate demand. The target audience will be males and females in the job market, including returning migrants and secondary education graduates entering the labor market with limited work experience in need of up-skilling or retooling (e.g., entrepreneurship, business management, IT skills, etc.). The MoES will establish a steering committee (with representatives from MoF, MoEDT, MoLME, employers, etc.) to oversee the activity. Based on the outcomes of the employer assessment and survey of the unemployed, the MoES will publish a call for proposals. Eligible education institutions will submit, and proposals will be reviewed by selected local employers, instructional design experts, and seasoned experienced trainers. The steering committee will award grants on a competitive basis using a pre-defined set of scoring criteria guided by principles such as impact, sustainability, equity and labor-market relevance. All education institutions are eligible, including those located in the regions, and collaboration among institutions will be encouraged. A communications campaign will ensure all eligible institutions and potential enrollees are aware of the activity.

Sub-component 1.2: Competitive Grant Program for Universities (USD 11.2 million equivalent)

The objective of this sub-component is to support the design and implementation of a Competitive Grant Program (CGP) that will fund demand-driven improvements at HEIs. By design, HEIs will self-identify and propose initiatives as a way to foster institutional diversity across the system. On a competitive basis, the CGP will support the best proposals aimed at the following two objectives: 1) labor-market relevance and 2) female student support services.

Each of the two objectives has several activities associated with it. Under labor-market relevance, the proposed sub-projects should address improving labor-market relevance through updated curriculum, academic offerings, teacher development, career services, refurbishing laboratories, providing equipment, and learning materials with the support of pedagogical experts and employers. To improve the provision of support services to female students, the proposed subprojects should create and strengthen mechanisms to encourage female students' enrollment and completion of higher education and their transition into the labor market, including but not limited to residential programs, mentoring programs with women in the workforce, speaker series, job search workshops, etc. Several NGOs are already providing support to female students, so universities will be encouraged to partner with these NGOs in their proposal.

COMPONENT 2: System-Level Interventions (USD 2.1 million equivalent)

This component supports interventions at the system level through the following three sub-components:

Sub-component 2.1: Quality Assurance Enhancements (USD 0.8 million equivalent)

This sub-component supports capacity development for improving and quality. Activities to be supported include: a) implementing minimum standards for conducting and reporting graduate tracer studies; b) building capacity of the relevant government authority and HEIs to operate in a manner more consistent with European Standards and Guidelines (ESG) for quality assurance; and c) developing, piloting (at three universities), and approving new standards and guidelines for institutional accreditation and internal quality assurance.

Sub-component 2.2: System-wide Higher Education Curriculum Reform (USD 0.9 million equivalent)

This sub-component supports the reform of state-defined curriculum. University-level academic standards in Tajikistan have two components: 1) state-mandated requirements for general disciplines and 2) requirements of the academic specialty. The MoES/RMTC is currently responsible for the state-mandated standards for general disciplines as well as the standards for each specialty. Activities to be financed under this sub-component include: a) Conducting a detailed employer survey similar to the Skills Towards Employability and Productivity (STEP) measurement survey. This in-depth employer survey will provide a more comprehensive indication of what specialties, skills, and competencies are most important to Tajikistan's economy in both the near and medium terms; and b) Revising the state-defined curriculum for 5-7 clusters of academic specialties (e.g., teacher preparation, finance/banking/accounting, etc.) with input from local and international experts as well as private sector employers to reflect the cognitive and transversal skills in demand by Tajikistan's new and evolving economy. The activity will start with a revision to science, math, and language teacher training and then clusters of other academic specialties will be identified and sequenced according to the employer survey results and other relevant data.

Sub-component 2.3: Assessment of Higher Education Financing (USD 0.3 million equivalent)

This sub-component supports an assessment of Tajikistan's approach to financing higher education. It will produce recommendations for a more effective and performance-orientated allocation method that supports key policy objectives.

COMPONENT 3: Project Management, Monitoring and Evaluation (USD 0.7 million equivalent)

The activities to be financed support project management, communication, training, monitoring and evaluation, operating costs, and the project's audits.

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

The proposed Project will support higher education institutions (HEIs) across the country. There is a component that will finance proposal-based quality and relevance enhancement activities, which may include small scale rehabilitation of existing campus facilities. However, there will be no land acquisition or major civil works. Specific locations of HEIs that may invest in small scale rehabilitation are to be identified during the implementation.

5. Environmental and Social Safeguards Specialists

Angela Nyawira Khaminwa (GSURR)

Rustam Arstanov (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The proposed Project will provide a small scale grants to higher education institutions for improvements. This may

		<p>include small-scale rehabilitation of campus facilities such as laboratories and classrooms. The impacts will be a) site specific, b) temporary and not irreversible, and c) those that are typically associated with building rehabilitations and small constructions.</p> <p>The scope of potential small scale rehabilitation, if any, cannot be identified until the project implementation. Hence, the MoES has prepared, disclosed and consulted on an Environmental Management Framework (EMF). The EMF provides guidance for preparation of site specific EMP checklists or EMPs to be prepared during the project implementation. Possible civil works that require a regular EMP include rehabilitation of laboratories and classrooms.</p>
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	No	
Involuntary Resettlement OP/BP 4.12	No	Although the project may support the rehabilitation of existing infrastructure, its will not support any physical works that would require land acquisition or cause involuntary resettlement impacts as per OP 4.12. Sites visits and screening will ensure the exclusion of any sites with involuntary resettlement risks.
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:

The environmental issues which might occur due to the implementation of the project are those associated with Components 1.2 which may require physical improvement of some university facilities. The environmental risks in such case will include those typically caused by minor

<p>renovation activities, i.e. disturbance due to increased noise, dust and odor, generation of construction wastes, and labor safety issues. All those will be addressed through sub-project specific EMP Checklists to be prepared by the MoES once the sub-projects are identified. The procedures as well as the institutional responsibilities for the development of such EMP Checklists have been determined by the Project Environmental Management Framework (EMF) prepared by MoE in April 2015.</p> <p>The project will not finance any activities which may result in involuntary resettlement impacts as per OP 4.12.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p>
<p>The long term indirect impacts of the Project include the better studying environment for the teachers and students of the beneficiary universities.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p>
<p>N/A</p>
<p>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.</p>
<p>The MoES has prepared an Environmental Management Framework (EMF) to identify the most typical environmental impacts which might be caused by the minor renovation activities supported by the Project. The EMF also includes the procedures to be followed if a renovation is proposed in any of the sub-projects. The EMF envisages that the MoES will develop EMP Checklists to address specific risks of each sub-project related to the minor renovation activities. The MoES will be responsible for the environmental management of the Project. The MoES has been involved in the implementation of previous education reform projects and is experienced with the Bank's operational policies and safeguard requirements.</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p>
<p>As the implementing agency, the MoES has disclosed the EMF prior to Appraisal on its official website on May 5, 2015, with an invitation for comments by May 18th. Minutes of public consultations conducted on May 7th were attached to the final version of the EMF. In addition, further (in person) consultations on the EMP Checklists will be held at an introductory workshop for those HEIs interested in participating in Component 1.2.</p>

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	23-Apr-2015
Date of submission to InfoShop	07-May-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	00000000
"In country" Disclosure	
Tajikistan	05-May-2015
<i>Comments:</i>	
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:

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 Practice Manager (PM) 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"/>]
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: Jason Allen Weaver, Sachiko Kataoka	
Approved By		
Practice Manager/ Manager:	Name: Mario Cristian Aedo Inostroza (PMGR)	Date: 20-May-2015