

# INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC1500

**Date ISDS Prepared/Updated:** 19-Nov-2012

## I. BASIC INFORMATION

### A. Basic Project Data

<b>Country:</b>	Argentina	<b>Project ID:</b>	P133195
<b>Project Name:</b>	Argentina Second Rural Education Improvement Project - PROMER-II (P133195)		
<b>Task Team Leader:</b>	Peter Anthony Holland		
<b>Estimated Appraisal Date:</b>	17-Jun-2013	<b>Estimated Board Date:</b>	15-Nov-2013
<b>Managing Unit:</b>	LCSHE	<b>Lending Instrument:</b>	Specific Investment Loan
<b>Sector:</b>	Secondary education (20%), Pre-primary education (20%), General education sector (40%), Public administration- Education (20%)		
<b>Theme:</b>	Education for the knowledge economy (29%), Rural services and infrastructure (29%), Education for all (14%), Administrative and civil service reform (14%), Indigenous peoples (14%)		
<b>Financing (In USD Million)</b>			
<b>Financing Source</b>			<b>Amount</b>
Borrower			0.00
International Bank for Reconstruction and Development			250.50
Total			250.50
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

### B. Project Objectives

The proposed Project Development Objective is to increase access in rural areas to preschool and secondary education, improve quality of learning, and strengthen overall system management. Primary beneficiaries would be the students living in rural and marginalized areas. Teachers, Directors, and families would also stand to benefit, and the national and provincial ministries of education and schools would benefit from strengthened management capacity in their roles for providing quality education services.

### C. Project Description

**Project Concept:** The proposed Project would support the Government of Argentina (GoA) in implementing selected priority education policies in rural and other disadvantaged areas with populations that are hardest to reach. It represents an evolutionary next step, shaped by successful experiences as well as building on lessons learned on challenges, constraints, and opportunities drawn from program implementation under PROMER I, as well as from pertinent knowledge gathered from elsewhere.

**Proposed instrument:** The proposed loan instrument would be a Specific Investment Loan, in the amount of US\$250.5 million. Building on the previous operation, the loan would represent an important contribution to the Government of Argentina's overall rural financing (approximately US \$385.1 million). Preliminary discussions have led to a Project structure consisting of three components.

Two operational modalities are under consideration for the larger Component 1. Under the first, this would be a results-based component, and would disburse against Disbursement Linked Indicators (DLIs) which are to be predefined implementation progress and performance targets agreed with the Government and related to the five priority programs discussed above. In this case targets would be reflected in bilateral agreements (“convenios”) signed between the national and provincial ministries. Disbursements would be structured around the achievement of the targets, and would reimburse an agreed-upon program of eligible expenditures (recurrent and investment expenditures). Under the second option, this would disburse as a traditional SIL; and the results matrix would similarly track successful implementation of the priority programs in the target/rural areas of the Project.

Under both modalities, Components 2 and 3 would disburse according to traditional methods, and would finance goods, consultant services, and non-consultant services relating to the carrying out of the requisite technical cooperation for each priority policy area.

#### Component One: Universalizing Education Policies

This component would support the Government of Argentina in universalizing its priority education policies to those populations that are hardest to reach. Priority policies that have been preliminarily identified are:

- (i) Expand preschool education among four year olds
  - Activities could include construction, equipment provision, teacher salaries, training of teachers, development of pedagogical materials, development of quality assurance mechanisms, etc.;
- (ii) Extend the school day
  - Activities could include teacher salaries, development of pedagogical materials, and other activities for safeguarding the social and cultural environment specific to rural schools;
- (iii) Expand secondary education
  - Activities could include classroom construction, development of alternative service-delivery models, transportation, teacher salaries (or other compensation), etc.;
- (iv) Expand creative pedagogic and institutional solutions
  - Activities could include development of pedagogical materials, training for preschool and secondary levels teachers, new approaches for supporting overage and struggling students, etc.; and

(v) Link curriculum with cultural and productive environment

- Activities could include school grants, equipment provision, technical assistance, etc.

Component Two: Technical Cooperation to Support Universalization of Education Policies

This component would provide just-in-time technical cooperation to the national and provincial ministries of education to support the technical development and implementation of the universalization of the policies, specifically in regards to reaching rural areas. For each of the chosen policy areas and associated targets, the technical assistance would support the processes of teacher training, materials development, quality assurance and assessments methods, and other activities as needed. Technical assistance areas would be selected according activities needed for the achievement of DLIs, and for resolving bottlenecks linked to the 5 priority policies.

Component Three: Management, Monitoring, and Evaluation of the Education System

This component would support Project management, monitoring, and evaluation. As per the first phase of PROMER, Project management entails: (i) the technical coordination within the MEN across technical departments; (ii) the planning, monitoring, and evaluation of province-level activities; and (iii) the fiduciary oversight for all Project activities, including financial management, procurement, and all legal aspects of the Project. Working closely with the National Directorate of Information and Evaluation of Educational Quality (DiNIECE), the Project management team would be responsible for the monitoring and evaluation of Project activities, including undertaking three or four specific studies that will help ensure future evidence-based policymaking, one of which may be an impact evaluation of one of the Government's programs.

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

Target areas for potential civil works are rural zones. Specific sub-project locations have not been identified; they will be selected during Project implementation.

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

The implementation arrangements under the Project would be the same as those for the ongoing First Rural Education Quality Improvement Project – PROMER (P070963, Loan 7353-AR). The implementation of the Project would be carried out through existing management structures, at both the national and provincial level. The implementing agency would be the National Ministry of Education (MEN) through its Directorate General for the Unit of International Finance (DGUFI). The DGUFI would be responsible for coordinating the various activities of the Project with the other units within MEN, as well as other Federal and Provincial Government Agencies. In safeguard related issues, the Directorate of Infrastructure would be responsible for identifying and disseminating guidelines for the implementation of actions to improve infrastructure, including the continued application of the Environmental and Social Management Framework. The application of the Indigenous Peoples Plan would be the responsibility of the Intercultural and Bilingual Education unit. The current operation has been rated “Moderately Satisfactory,” with Satisfactory for Safeguards in the last Implementation Status Reports, with disbursements totaling about 90 percent, and with the majority of the targets surpassed. The Project would build on this approach, using the existing team. Experience gained during the implementation of the ongoing project would be taken into account in the preparation of this operation.

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

Lilian Pedersen (LCSSO)

Elba Lydia Gaggero (LCSEN)

## II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	<p>Potential physical interventions are foreseen under Component 1 of the Project. They refer to the rehabilitation or remodeling of existing schools and the creation of new classrooms in rural areas.</p> <p>The rest of the Project's components would essentially involve institutional development, training, and capacity-building activities.</p> <p>Based on the nature of the works, which are similar to the first PROMER Project, no major adverse environmental impacts are anticipated. Expected potential negative impacts would be primarily during the construction phase of civil works and would be mitigated through specific measures to be included in the Environmental and Social Management Framework (ESMF) for the Project. The Project is classified as Category B, requiring a partial environmental assessment in accordance with the World Bank's Environmental and Social Safeguards Policies.</p> <p>To comply with Bank policies, the MEN would strengthen the existing ESMF that, among other things, would include site screening criteria and environmental guidelines for small-scale civil works. This would also consider specific safety and building standards needed for schools.</p> <p>MEN would carry out public consultations on the instrument to be prepared with educational community representatives, government representatives, and local NGOs. The ESMF would document the results of the consultations and would take into account the participant's views.</p>
Natural Habitats OP/BP 4.04	TBD	During Project preparation, potential locations of subprojects would be screened for natural habitats, and would be considered if natural

		habitats would be affected by the potential civil works. All resulting considerations would be appropriately documented and included in the ESMF as required.
Forests OP/BP 4.36	No	The Project will not support management of forests.
Pest Management OP 4.09	No	This safeguard does not apply as the Project does not require the purchase, application or storage of pesticides and will not lead to an increased use of pesticides. While the Policy is not triggered, schools may use pesticides during their operational phase to control pests. This aspect would be considered within any efforts to improve or strengthen MEN's protocols for school infrastructure management.
Physical Cultural Resources OP/ BP 4.11	TBD	During Project preparation, potential locations of subprojects would be screened for physical cultural resources and would be considered if Physical Cultural Resources would be affected by the potential civil works. All resulting considerations would be appropriately documented and included in the ESMF as required.
Indigenous Peoples OP/BP 4.10	Yes	Since the targeted areas are primarily rural areas, OP/BP 4.10 Indigenous Peoples is triggered. The team will assess the results and performance of the first PROMER Project's Indigenous Peoples Plan (IPP) and its responsible institutional parties. A comprehensive social assessment and consultation process will be carried out to inform the preparation of an IPP for PROMER II to ensure that indigenous peoples are benefiting optimally from the Government education interventions supported by the operation.
Involuntary Resettlement OP/BP 4.12	TBD	There is no certainty that any of the proposed activities would trigger this Policy. An assessment of all land acquisition processes carried out under PROMER I will be completed to determine the potential scenarios and risk for involuntary resettlement under this Project. If it is determined that a risk for impacts under OP 4.12 exists, the policy will be triggered and a Resettlement Policy Framework will be prepared and disclosed before appraisal.

Safety of Dams OP/BP 4.37	No	The Project will not support the construction or rehabilitation of dams nor will it support other investments which rely on the services of existing dams. Therefore, the Policy is not triggered.
Projects on International Waterways OP/BP 7.50	No	The Project will not affect international waterways as defined in the Policy. Therefore, this Policy is not triggered.
Projects in Disputed Areas OP/BP 7.60	No	The Policy is not triggered because the Project will not be implemented in areas known to involve disputed areas.

### III. SAFEGUARD PREPARATION PLAN

**A. Tentative target date for preparing the PAD Stage ISDS:** 20-Feb-2013

**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:**

March 15, 2013

### IV. APPROVALS

Task Team Leader:	Name: Peter Anthony Holland	
<b><i>Approved By:</i></b>		
Regional Safeguards Coordinator:	Name: Glenn S. Morgan (RSA)	Date: 05-Dec-2012
Sector Manager:	Name: Janet K. Entwistle (SM)	Date: 27-Nov-2012

<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.