

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA1025

Date ISDS Prepared/Updated: 20-Feb-2015

Date ISDS Approved/Disclosed: 20-Feb-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Kenya	Project ID:	P146797
Project Name:	Kenya GPE Primary Education Development Project (P146797)		
Task Team Leader(s):	Nalin Jena		
Estimated Appraisal Date:	02-Jun-2014	Estimated Board Date:	30-Mar-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Primary education (100%)		
Theme(s):	Education for all (60%), Education for the knowledge economy (40%)		
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:	88.40	Total Bank Financing:	0.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
Education for All Supervising Entity			88.40
Total			88.40
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The project development objectives are to improve early grade mathematics competency and to strengthen management systems at school and national levels.

3. Project Description

Component 1 will support national roll out of the early grade mathematics (EGM) methodology, which was piloted in Kenya under the Primary Research Initiative in Mathematics and Reading

(PRIMR) with the support of USAID and DFID. The methodology will be introduced to about 28,000 schools (with 20% Project schools with double streams), 62,000 teachers, 28,000 head teachers, 200 Primary Teacher Training Center (PTTC) educators, principals and board members from 22 public PTTCs, and approximately 6 million pupils in Grades 1 and 2. The overall goal being to help teachers improve students' ability to master basic numeracy skills, the component will finance the implementation of a comprehensive program to increase teacher competency, provide adequate instructional materials, and strengthen classroom pedagogical support.

Component 2 will be a program for improving delivering of education through strengthening the management and accountability at school level, to be piloted in a selected number of schools. The integrated set of interventions include: (i) provision of school specific analysis of KCPE result to inform planning at the school level; (ii) appraisal of teacher competency in knowledge, pedagogical practice and engagement; (iii) support and capacity building for school improvement planning, with enhanced participation of stakeholders; (iv) enhanced financing to schools linked to achievement of management and accountability milestones; (v) strengthening school audit; and (vi) monitoring of pilot results.

Component 3 will include (i) strengthening the data/EMIS system in primary education to make data more available, reliable and integrated; (ii) enhancing the system for monitoring student learning achievement; and (iv) enhancing the capacity to develop policies on equity, efficiency and quality at the national level.

Component 4 covers key project management functions including coordination, communication and result monitoring and evaluation.

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

The project will be across Kenya and will particularly address needs in vulnerable and marginalized areas (including arid and semi-arid lands).

Note: The CoK defines a marginalized community as:

- a) “A community that, because of its relatively small population or for any other reason, has been unable to fully participate in the integrated social and economic life of Kenya as a whole;
- b) A traditional community that, out of a need or desire to preserve its unique culture and identity from assimilation, has remained outside the integrated social and economic life of Kenya as a whole;
- c) An indigenous community that has retained and maintained a traditional lifestyle and livelihood based on a hunter or gatherer economy; or
- d) Pastoral persons and communities, whether they are (i) nomadic; or (ii) a settled community that, because of its relative geographic isolation, has experienced only marginal participation in the integrated social and economic life of Kenya as a whole” (Article 260; emphasis added).

5. Environmental and Social Safeguards Specialists

Gibwa A. Kajubi (GSURR)

Nicholas Meitiaki Soikan (GCCGT)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project envisions procurement of IT related equipment (tablets and smartphones) for data

		<p>recording and dissemination and this may lead to generation of electronic waste (E-Waste) which is harmful to the environment if disposed inappropriately. Therefore, an Environmental and Social Management Plan (ESMP) has been developed for management of E-waste emanating from electronic and electrical equipment procured. In addition, the school grants may be used in the rehabilitation of sanitary facilities (pit latrines). Construction of and or rehabilitation of sanitary facilities within the targeted schools will however not involve acquisition of new land to warrant displacement. Therefore, an Environmental and Social Management Framework (ESMF) has been prepared, consulted upon and disclosed and will help mitigate and manage potential impacts of sub projects (construction and or rehabilitation of sanitary facilities which cannot be identified at this stage in terms of location) and provide guidance on methodologies, measures and procedures to facilitate environmental management (risk management and impacts) related to works financed under the project as well as provide guidance on .</p>
Natural Habitats OP/BP 4.04	No	The project has no adverse impacts on natural habitats.
Forests OP/BP 4.36	No	The project is not expected to affect the management of forests and neither will it support forests nor logging options.
Pest Management OP 4.09	No	The project will not involve use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project will not involve or have any adverse impact on the physical cultural resources.
Indigenous Peoples OP/BP 4.10	Yes	The project covers all primary schools in Kenya triggering OP4.10. A Vulnerable and Marginalized Groups Framework (VMGF) has been prepared as a result of the fact that implementation of this project will take a national approach with specific targets on ASAL areas where Kenya's marginalized and vulnerable communities exist. No major or significant adverse impacts are envisaged as a result of the project on the culture, traditions and social dynamics of the communities categorized as vulnerable and marginalized. Consultations with selected communities during the preparation of the VMGF have been organized capturing their perceptions and opinion on the fact that the project

		will be beneficial to vulnerable and marginalized communities and may eventually play a pivotal role in eliminating certain negative cultural practices like early marriages and female genital mutilation among others commonly practiced in these areas and which have impacted negatively on education of the girl child.
Involuntary Resettlement OP/ BP 4.12	No	The project will not involve land acquisition leading to involuntary resettlement or restrictions of access to resources and livelihoods.
Safety of Dams OP/BP 4.37	No	N/A
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/ BP 7.60	No	N/A

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>The project envisions procurement of IT related equipment (tablets and smartphones) for data recording and dissemination and this will lead to generation of electronic waste (E-Waste) which is harmful to the environment if disposed inappropriately.</p> <p>The project also supports school grants, which may be used to finance the rehabilitation of sanitary facilities (pit latrines). Construction of and or rehabilitation of sanitary facilities within the targeted schools will however not involve acquisition of new land to warrant displacement.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>There are no long term impacts anticipated in the project areas.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</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>An Environmental and Social Management Framework (ESMF) has been prepared and will help mitigate and manage potential impacts of sub projects (construction and or rehabilitation of sanitary facilities which cannot be identified at this stage in terms of location) and provide guidance on methodologies, measures and procedures to facilitate environmental management (risk management and impacts) related to works financed under the project and whose specific locations are unknown. The ESMF will also include specific measures and procedures for mitigating impacts associated with E-Waste, which will be generated in this program as a result of procurement of tablets and smartphones. A Vulnerable and Marginalized Groups Framework (VMGF) has been preparation as a result of the fact that implementation of this project will take a</p>

national approach with specific targets on ASAL areas where Kenya's marginalized and vulnerable communities exist. No major or significant adverse impacts are envisaged as a result of the project on the culture, traditions and social dynamics of the communities categorized as vulnerable and marginalized.
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
Key stakeholders include the schools and communities where the project will be operating. An ESMP will be prepared to address the e-waste issues and to provide guidance to implementing agencies on proper disposal of electronic equipment. Consultations with selected communities during the preparation of the VMGF have been organized capturing their perceptions and opinion on the fact that the project will be beneficial to vulnerable and marginalized communities and may eventually play a pivotal role in eliminating certain negative cultural practices like early marriages and female genital mutilation among others commonly practiced in these areas and which have impacted negatively on education of the girl child.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	04-Feb-2015
Date of submission to InfoShop	18-Feb-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
"In country" Disclosure	
Kenya	18-Feb-2015
<i>Comments:</i>	
Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	31-Aug-2014
Date of submission to InfoShop	18-Feb-2015
"In country" Disclosure	
Kenya	18-Feb-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 type="checkbox"/>] No [<input checked="" type="checkbox"/>] NA [<input type="checkbox"/>]
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 [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
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 [<input type="checkbox"/>] No [<input checked="" 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 type="checkbox"/>] No [<input checked="" 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 type="checkbox"/>] No [<input checked="" 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: Nalin Jena	
<i>Approved By</i>		
Regional Safeguards Advisor:	Name: Alexandra C. Bezeredi (RSA)	Date: 20-Feb-2015
Practice Manager/ Manager:	Name: Sajitha Bashir (PMGR)	Date: 20-Feb-2015