

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED  
SAFEGUARDS DATA SHEET (PID/ISDS)**

**Additional Financing**

Report No.: PIDISDSA18334

Date Prepared/Updated: 09-Oct-2017

**I. BASIC INFORMATION**

**A. Basic Project Data**

<b>Country:</b>	Moldova	<b>Project ID:</b>	P156657
		<b>Parent Project ID (if any):</b>	P127388
<b>Project Name:</b>	Moldova Education Reform Additional Financing (P156657)		
<b>Parent Project Name:</b>	Moldova Education Reform Project (P127388)		
<b>Region:</b>	EUROPE AND CENTRAL ASIA		
<b>Estimated Appraisal Date:</b>	02-Oct-2017	<b>Estimated Board Date:</b>	20-Feb-2018
<b>Practice Area (Lead):</b>	Education	<b>Financing Instrument:</b>	Investment Project Financing
<b>Borrower(s)</b>	Ministry of Finance		
<b>Implementing Agency</b>	Ministry of Education, Moldova Social Investment Fund (MSIF)		
<b>Financing (in USD Million)</b>			
<b>Financing Source</b>			<b>Amount</b>
International Development Association (IDA)			10.00
Financing Gap			0.00
Total Project Cost			10.00
<b>Environmental Category:</b>	B-Partial Assessment		
<b>Appraisal Review Decision (from Decision Note):</b>	The review did authorize the team to appraise and negotiate		
<b>Other Decision:</b>			
<b>Is this a Repeater project?</b>	No		

**B. Introduction and Context**

**Country Context**

Moldova, the poorest country in Europe, has made significant progress in achieving inclusive growth, averaging 5 percent annually, and reducing poverty, which declined from 26 percent in 2007 to 11 percent in 2014. However, future growth and poverty reduction will need to be generated on the one

hand by quicker private sector job creation and increased productivity and, on the other by renewing the stock of market-relevant human capital, while shielding the population from shocks. For Moldova to continue progress towards the World Bank Group's twin goals, therefore, the Systemic Country Diagnosis identified three top priority policy areas: first, strengthening the rule of law in and the accountability of economic institutions; second, improving inclusive access to and the efficiency and quality of public services; and third, enhancing the quality and relevance of education and training institutions for job-relevant skills.

### **Sectoral and Institutional Context**

Two in five Moldovan students lack basic skills, while inequality and exclusion remain persistent challenges. Although PISA 2015 results show significant improvements in learning outcomes since 2009, 50 percent of 15-year-old students are still below basic proficiency in mathematics, along with 46 percent in reading and 42 percent in science. At the same time, inequitable performance is sizeable—equivalent to almost three years of schooling in science between high- and low-income students, and nearly 1.5 years between urban and rural students. Further, children with disabilities or special education needs face widespread challenges. The same is true for disadvantaged groups. About 1,800 children with disabilities remain in special schools and more than half of Roma children are de-facto excluded from education or are educated in segregated environments.

A continuous demographic transition presents challenges and opportunities to the education sector, and reinforces the need to invest in quality relevant education to maximize the potential of human capital. Moldova's school-age population has decreased by more than half since 1991. Since 2012, the government has taken critical steps toward improving resource allocation by adopting per capita financing in primary and general secondary education and adopting an enabling legislative framework. Sustaining and advancing these reforms with a focus on improving learning results is fundamental to increase the quality and efficiency of the education system.

## **C. Proposed Development Objective(s)**

### **Original Project Development Objective(s) - Parent**

The Project Development Objective (PDO) is to strengthen the quality of education while supporting the efficiency reforms being implemented in the education sector.

### **Current Project Development Objective(s) - Parent**

The Project Development Objective is to improve learning conditions in targeted receiving schools and strengthen the Recipient's education monitoring systems, while promoting efficiency reforms in the education sector.

### **Proposed Project Development Objective(s) - Additional Financing**

The Project Development Objective is to improve learning conditions in targeted schools and strengthen the Recipient's education monitoring systems, while promoting efficiency reforms in the education sector.

### **Key Results**

MERP currently has the following outcome indicators: (i) increase in the number of receiving schools that meet infrastructure requirements under national quality assurance standards; (ii) school report cards with comparative data on school performance publicly disseminated throughout implementation (2014-2019); and (iii) increase in student-teacher ratio for Grades 1-12 of primary and general secondary education. The following outcome indicator would be added: (iv) teachers who met set out teaching objectives.

## D. Project Description

The Moldova Education Reform Project (MERP) was designed to support the Government of Moldova's effort to address two key constraints in primary and general secondary education – poor quality and performance. The proposed Additional Financing builds upon the Moldova Education Reform Project by supporting targeted interventions that would deepen its impact.

The MERP would remain organized into three components that support five priority areas of intervention: (i) implementation of quality assurance standards in receiving schools; (ii) establishment of teachers and directors' training and remuneration programs; (iii) improvement of the student assessment system; (iv) strengthening the quality of data and the education management information system (EMIS); and (v) increasing efficiency of general education, with covers the primary and secondary levels.

The Additional Financing would allow the Ministry of Education, Culture and Research to expand the coverage and depth of activities already initiated under MERP, such as teacher and directors' training, participation in PISA 2018, and development of an additional module to EMIS (TVET module) and roll-out of the preschool module. The AF would also enable the Ministry of Education, Culture and Research to finance additional activities that are complementary to the ones already implemented, including, inter-alia, providing science technology and labs, and special education teaching and learning materials to selected schools; carrying out evaluations of the training programs and, as needed, making adjustments to them and developing new modules on gender sensitization and inclusive education; training teacher support staff assigned to work with students with disabilities and/or special educational needs; developing the capacity of the National School Inspectorate and the National Agency for Curriculum and Evaluation; piloting a new financing mechanism for preschools; and developing/ implementing mechanisms to streamline citizen engagement in the sector.

### **Component Name:**

Component 1: Strengthening the Quality of Education

### **Comments ( optional)**

The overall objective of this component is to improve the quality of education in primary and general secondary education.

### **Component Name:**

Component 2: Improving the Efficiency of the Education Sector

### **Comments ( optional)**

The overall objective of this component is to support efforts to make the education sector more efficient. In the context of this project, “efficiency” refers to the re-organization of the school network so that its use can be optimized, and resources allocated based on a per capita financing formula rather than historical norms.

### **Component Name:**

Component 3: Improving the Ministry of Education, Culture and Research's Capacity to Monitor the Reform

### **Comments ( optional)**

The overall objective of this component is to support strengthening the institutional capacities of the Ministry of Education, Culture and Research to implement, measure and monitor the project.

## **E. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)**

The project is part of a Government of Moldova program and is being implemented in schools country-wide. MERP is designated as Category B in terms of the World Bank's environmental safeguards. The school rehabilitations financed by MERP (approximately 15 schools) and by the national budget as part of MERP (6 schools) include the construction of new boilers and/or boiler rooms; energy conservation activities; water supply and sanitation to incorporate toilets within the school premises; connecting schools to the water networks; replacement of electricity systems; replacement of roofs, windows, etc. In one of the schools ("Mesterul Manole" Lyceum, Salcuta village) MERP also finances the construction of a teachers' workshop within the school yard premises.

## **F. Environmental and Social Safeguards Specialists**

Aimonchok Tashieva, Social Safeguards Specialist

Cesar Niculescu, Environmental Safeguards Specialist

## **II. IMPLEMENTATION**

The project would continue to be implemented by the Ministry of Education, Culture and Research, with the support of the small coordination unit that includes a project coordinator, and a team composed of a financial management specialist, at least one procurement specialist, an administrative assistant/translator, a civil works specialist and an environmental specialist (part-time). This team is to be adjusted as needed and additional technical assistance would be hired on a need-basis with prior agreement from the World Bank.

The school rehabilitations financed under the original Credit are implemented by the Moldova Social Investment Fund (MSIF), under the overall responsibility of the MoE. The additional six school rehabilitations financed by the national budget remain under the responsibility of the Ministry of Education. MSIF would work in an autonomous manner in rehabilitating the schools and be fully responsible for the fiduciary aspects of this activity, the technical quality of the works, ensuring compliance with safeguard requirements, and coordinating with local authorities and schools in the context of implementing this activity. MSIF will submit regular implementation progress reports to Ministry of Education, Culture and Research informing on financial and physical implementation progress.

The Minister of Education, Culture and Research is the Project General Director. The Minister may delegate this function to a Deputy Minister of Education. The Project Executive Director is appointed by the Minister of Education, Culture and Research. The Project Coordinator reports to the Project Executive Director. All project team staff report directly to the project coordinator, albeit they can also work directly supporting Ministry of Education, Culture and Research staff in their corresponding areas of expertise.

## **III. SAFEGUARD POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	Whereas the MERP-AF will not include any construction/rehabilitation activities, the original project will continue to finance the rehabilitation of selected schools and support the rehabilitation of 6 schools financed by the national budget, including construction of new

		boilers/boiler rooms; energy conservation activities; water supply and sanitation sub-projects to incorporate toilets within the school premises; connecting schools to the water networks; and replacement of electricity systems. In one school (M. Manole Lyceum in Causeni ), the rehabilitation will also include the addition of a teachers' workshop. Given the potential environmental and/or social impact of these civil works, the client prepared an EMF to guide the EA process that will be followed by individual Environmental Impact Assessments (EIA) or Environmental Management Plans (EMP) or EMP-Checklists for each site, depending on the extent of the rehabilitation.
Natural Habitats OP/BP 4.04	No	The schools to be rehabilitated under the project are located within the boundaries of localities and no impacts on natural habitats will occur.
Forests OP/BP 4.36	No	The schools to be rehabilitated under the project are located within the boundaries of localities and no impacts on forests will occur.
Pest Management OP 4.09	No	N/A
Physical Cultural Resources OP/BP 4.11	No	None of schools which are included in the list on national or local PCRs will be supported by the project. At the same time, the environmental screening procedure will confirm this.
Indigenous Peoples OP/BP 4.10	No	N/A
Involuntary Resettlement OP/BP 4.12	No	All the school rehabilitation works to be carried out under the project --including the construction of the teachers' workshop in the M. Manole Lyceum in Causeni-- will be implemented within the existing school areas on the lands that are publicly owned, and will not require any land acquisition, temporary/permanent physical resettlement, or economic resettlement.
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

#### IV. 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 MERP was originally designed to support the implementation of quality standards in 95 schools, which included minor rehabilitation activities. However, upon taking stock of the physical condition of schools it became clear that they would require significant works. As such, the government requested that the project be restructured to incorporate environmental considerations; an Environmental Management Framework (EMF) was prepared for MERP in April 2015. In July 2015, the Bank approved MERP's first restructuring to trigger the environmental safeguard (OP 4.01). In the following year, the Ministry of Education, Culture and Research concluded that the resources allocated for school rehabilitation would be insufficient to attain the target of 95 schools and requested the Bank's approval to reduce the number of beneficiary schools while increasing the scope of the works. In February 2017, the Bank approved through a second restructuring the reduction in the number of beneficiary schools from 95 to 15, among other changes. Subsequently, the Ministry of Education, Culture and Research requested the Bank's authorization to finance, within the scope of one of the rehabilitations, the construction of one teachers' workshop in the M. Manole Lyceum (Causeni). At that point the EMF was updated and disclosed for the second time to inform on the addition of this workshop and update the project description per the restructuring approved in February 2017.

The Additional Financing would not include any construction/rehabilitation activities. However, as MERP will continue to support the rehabilitation of schools (including the 6 financed with national budget), requiring guidance and supervision of the two agencies responsible for their implementation --MSIF and Ministry of Education, Culture and Research-- the team has revised the environmental risk from "low" to "moderate." Further and as already stated, in the case of one school --M. Manole Lyceum in Causeni-- MERP will finance the construction of a teachers' workshop within the school premises. Some of the rehabilitation works could qualify as Category B under OP 4.01 as they might generate some social and/or environmental impacts if not properly managed. All these potential impacts are relatively minor and can be managed during implementation.

The proposed activities do not require temporary and/or permanent physical resettlement, nor do they require land acquisition. Activities are not expected to cause adverse impacts on Project affected people/beneficiaries, or impact their access to productive assets. Therefore, OP 4.12 on Involuntary Resettlement is not triggered for under this project.

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

There are no anticipated potential direct/indirect long term negative impacts in the project area. MERP's implementation would be in accordance to its Project Operations Manual and the Environmental Management Framework (EMF), and school rehabilitations are expected to have positive long-term environmental as the works seek to improve their basic conditions including sanitation, ventilation, heating, etc.

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

n.a.

**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.**

MERP is qualified as Category B and triggers safeguard OP 4.01 (Environmental assessment). Whereas the Additional Financing would not finance additional rehabilitations, the overall project rating remains as Category B.

The required mitigation measures for MERP activities are standard and widely used in construction practices. They are described in MERP's Environmental Management Framework. Since the Additional Financing would not include any new construction/rehabilitation activities but the project would continue supporting school rehabilitations, the EMF would be applied to the entire project (original credit and additional credit). The EMF stipulates that all contracts for construction works include requirements for implementation of specific measures as per EMF provisions and good construction practices.

The EMF provides guidelines on procedures, criteria and responsibilities for screening, preparing, implementing and monitoring school specific environmental assessments and mitigations. Taking into consideration the scope of the proposed work, the EMF includes guidance to determine whether individual schools should have an Environment Impact Assessment (EIA) and/or an Environment Management Plan (EMP), or an EMP Checklist, or no additional environment document prepared before work commences. The EMF also includes guidelines on: (a) mitigation measures for potential environmental impacts of rehabilitation activities; and (b) requirements for conducting monitoring activities for Category B activities. Finally, the EMF also recommends institutional responsibilities for its implementation.

Environmental issues including ensuring proper application of mitigation measures would be supervised periodically by the Ministry of Education, Culture and Research, through their coordination unit, and the MSIF. MERP finances an environmental specialist to advise both teams, and oversee compliance during the rehabilitation activities. MSIF, which has undertaken implementation responsibility from MoE for the rehabilitation of at least 15 schools, has extensive experience in implementing World Bank projects. Its staff is familiar with Bank's safeguard requirements but most of the works implemented by MSIF have been of very small scale and usually qualified as Category "C" and/or requiring only simple Environmental Management Plans (EMPs) such as an EMP Checklist. The Ministry of Education, Culture and Research would remain responsible for the rehabilitation of the six schools financed with national budget resources.

In addition to the EMF, MERP's Operational Manual (POM), to be updated as part of the preparation of the Additional Financing, includes a chapter on environmental management, and procedures for environmental screening and a sample environmental management plan as annexes.

**5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.**

Key project stakeholders include school teachers, directors and other school staff; school-age

children and their families; national and local authorities involved in the provision of primary and general secondary education; and the broader population directly involved and/or interested in the education sector.

The updated Environmental Management Framework for the Project will be disclosed by the Ministry of Education, Culture and Research by posting it on the Ministry of Education's website (<http://edu.gov.md>) and MSIF's website (<http://fism.gov.md/ro>); it should be noted that MERP related documents are publicly disclosed through the Ministry of Education, Culture and Research's website as there is no separate website for the project. The Ministry will forward electronically the updated EMF to all interested stakeholders, including representatives of the schools being rehabilitated with project support. The English version will also be disclosed by the World Bank at its external website.

These information/awareness-building would be supplemented by a grievance redress mechanism (GRM) which will cover all aspects of project implementation, including, inter-alia, grievances related to eventual negative environmental impacts generated at the project's interventions sites. As previously stated, a GRM was not included in the project's original design. The GRM would also include the systems for receiving and processing unsolicited comments/complaints. GRM data would be collected, compiled and included in the bi-annual supervision reports along with information on how the problem was addressed.

### ***B. Disclosure Requirements***

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	06-Oct-2017
Date of submission to InfoShop	10-Oct-2017
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Moldova	06-Oct-2017
<p><i>Comments:</i> The updated EMF for the project, including the proposed Additional Financing, was publicly disclosed before appraisal. The EMF for the original project was prepared and disclosed in-country and on the World Bank's InfoShop on May 7, 2015. In September 2017, an updated version of the EMF was disclosed in the country (websites for the Ministry of Education, Culture and Research and Moldova Social Investment Fund) and in the World Bank's external website reflecting changes introduced in project design and implementation arrangements. Given the additional changes introduced into the MERP with the Additional Financing, the EMF has been updated for the third time and disclosed in the Ministry of Education, Culture and Research's website (confirmation received on October 6, 2018) and MSIF's website (confirmation received on October 9, 2017). The Ministry of Education, Culture and Research also informed the Bank on October 6 that it had forwarded by email a copy of the updated EMF to all 21 schools already identified to undergo rehabilitation with support from MERP. Copies of emails from the MoE have been filed in project files.</p>	
Moldova	
<i>Comments:</i>	

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<i>Comments:</i>	
<b>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.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why::</b>	

### C. Compliance Monitoring Indicators at the Corporate Level

<b>OP/BP/GP 4.01 - Environment Assessment</b>						
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"/>
<b>The World Bank Policy on Disclosure of Information</b>						
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"/>
<b>All Safeguard Policies</b>						
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	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>

documents?

## V. Contact point

### World Bank

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Title: Lead Education Specialist

### Borrower/Client/Recipient

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### Implementing Agencies

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## VI. For more information contact:

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## VII. Approval

Task Team Leader(s):	Name: Andrea C. Guedes	
<i>Approved By:</i>		
Safeguards Advisor:	Name: Nina Chee (SA)	Date: 10-Oct-2017
Practice Manager/Manager:	Name: Mario Cristian Aedo Inostroza (PMGR)	Date: 10-Oct-2017
Country Director:	Name: Anna Akhalkatsi (CD)	Date: 11-Oct-2017