

**INTEGRATED SAFEGUARDS DATA SHEET  
CONCEPT STAGE**

Report No.: AC3942

**Date ISDS Prepared/Updated: 11/06/2008**

**I. BASIC INFORMATION**

**A. Basic Project Data**

Country: Madagascar	Project ID: P111120
Project Name: Madagascar Education for Growth	
Task Team Leader: Michel J. Welmond	
Estimated Appraisal Date: March 30, 2009	Estimated Board Date: July 14, 2009
Managing Unit: AFTH3	Lending Instrument: Specific Investment Loan
Sector: Tertiary education (35%);Secondary education (35%);Vocational training (30%)	
Theme: Education for the knowledge economy (P)	
IBRD Amount (US\$m.):	0.00
IDA Amount (US\$m.):	60.00
GEF Amount (US\$m.):	0.00
PCF Amount (US\$m.):	0.00
Other financing amounts by source:	
<u>BORROWER/RECIPIENT</u>	<u>0.00</u>
	0.00

**B. Project Objectives [from section 2 of PCN]**

The project will closely support the MAP and the government's strategy for post-basic education. The proposed Project Development Objective is as follows:

Support reforms in post-basic education for improved quality and relevance, equitable access, and better system governance, management and efficiency.

**C. Project Description [from section 3 of PCN]**

The project will be selective in its approach. Although it will cover all three sub-sectors, it will focus on building the policy and regulatory framework for supporting sustainable development of post-basic education, launching reforms in governance, financing and human resource management and targeted investments to improve quality, diversify access and enhance equity. The project will have the following four components.

Component 1: Equitable access to quality senior secondary education (estimated cost: US\$ 14.0 million)

This component supports the government's secondary education reform program, which aims to graduate more students who master a core set of competencies and are better prepared for further learning and labor market entry. It includes the following four sub-components:

1. Curriculum reform that ensures a common core set of competencies to all secondary school graduates and a flexible range of elective courses to prepare students for further learning and the workplace.
2. A competitive school development fund, which finances initiatives that encourage schools (existing and new) to increase the quality, efficiency and relevance of instruction.
3. A scholarship program to increase access for students from poorer households and from selected regions/districts.
4. New secondary schools, which adopt innovative models of provision and will meet criteria established by competitive school development fund, in order to receive financing.

Component 2: Provision of demand-driven Technical and Vocational Education (US\$ 2.5 million)

This component supports efforts to improve the link between TVET and the needs of the economy and labor market. It establishes mechanisms for regulating and financing demand-driven vocational training provision. In this first phase, the TVET component will focus on selected sectors, rather than the whole economy. It has two sub-components:

1. A National Training Agency (NTA) which oversees the quality and relevance of TVET provision, starting with selected economic sectors.
2. A competitive fund for vocational training, which finances initiatives that promote the provision of demand driven TVET, in the above selected sectors.

Component 3: Equitable access to quality tertiary education (US\$ 39.0 million)

This component supports government efforts to implement a full-scale reform of tertiary education. It aims to catalyze the reforms under implementation. Furthermore, it will create incentives for the improvement of the quality and relevance of tertiary education institutions. Finally, it establishes tertiary education institutions of reference. It includes four sub-components.

1. Regulatory frameworks and agencies to benchmark, finance, and promote better quality and relevance of tertiary education, as well as to accompany the tertiary education reform process (e.g., an Agency for Quality Assurance and Accreditation; a funding mechanism and formula to promote cost-effectiveness).
2. A competitive fund, which finances initiatives that encourage tertiary education institutions to improve their efficiency, adopt strategic managerial reforms, and focus on quality of training
3. An International University of Madagascar (IUM) that will serve as reference for the rest of the Malagasy tertiary education system and help establish partnerships with overseas universities.
4. Institutes of Science and Technology (IST) that provide diverse types of tertiary education provision (e.g., short-cycle degree programs) that are closely linked to the labor market.

Component 4: Strengthened governance of post-basic education (US\$ 4.5 million)

1. A Malagasy Qualification Framework that provides a road map for life long learning and greater recognition of post-basic education certification.

2. A restructured and reorganized Ministry of Education (MEN) that better manages the tertiary education reform process and oversees a more decentralized and flexible tertiary education system.

3. Project operations and monitoring capacity to ensure a timely, results-based implementation of the post-basic education strategy.

**D. Project location (if known)**

Urban and rural - nation wide.

**E. Borrower’s Institutional Capacity for Safeguard Policies [from PCN]**

The MEN will be the main implementing agency. Over the last three years, the MEN has built capacity to develop and implement the basic education reform and lead donor alignment. This effort has been strongly supported by the Bank’s education team and other donors. Support from the Bank’s Governance project (PGDI) has strengthened budget management capacity in the sector as a whole, but has been more successful in basic education. This capacity is being developed for post-basic education. The MEN has constituted a Technical Working Group (TWG), comprising national specialists from outside the Ministry and supported by international consultants. The TWG is responsible for project preparation and is expected to become the project coordination body. It works within the Ministry and reports to the Program Nodal Officer, the Director General of Higher Education, who assures the coordination with the Director General of TVET. Other instances will be created to oversee the implementation of the project and ensure that it remains in phase with the overall Post-Basic education reform (e.g., a Steering Committee and an Advisory Committee).

**F. Environmental and Social Safeguards Specialists**

Mr Paul-Jean Feno (AFTEN)

**II. SAFEGUARD POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies Triggered</b>	<b>Yes</b>	<b>No</b>	<b>TBD</b>
<b>Environmental Assessment (OP/BP 4.01)</b>	<b>X</b>		
<p>The Environmental Category is B. The Madagascar Education for Growth Project has four components including increasing access to quality secondary education through the construction of schools of reference as well as increasing vocational training through the construction of institutes of sciences and technology (ISTs). The schools and ISTs construction could generate potential negative impacts on the environmental and social but are well understood, unlikely to be significant, and readily manageable. The main potential environmental issues associated with the sub component include health effects to construction workers during construction, land disturbance / erosion or land acquisition (construction), waste management for the schools, noise (primarily during construction), pressure to the forest resources for the needs of woods for the construction and goods like tables for the classrooms. Therefore an ESMF should be prepared with an annex that contains the general environmental and social clauses that will bind the building contractors/project officials towards respecting environmental and social diligence during the civil works. The final ESMF will be available before appraisal.</p>			

<b>Safeguard Policies Triggered</b>	<b>Yes</b>	<b>No</b>	<b>TBD</b>
<b>Natural Habitats (OP/BP 4.04)</b>		<b>X</b>	
<b>Forests (OP/BP 4.36)</b>		<b>X</b>	
<b>Pest Management (OP 4.09)</b>		<b>X</b>	
<b>Physical Cultural Resources (OP/BP 4.11)</b>		<b>X</b>	
<b>Indigenous Peoples (OP/BP 4.10)</b>		<b>X</b>	
<b>Involuntary Resettlement (OP/BP 4.12)</b>	<b>X</b>		
<p>Land acquisition, compensation and resettlement of people seem inevitable for certain new secondary school and IST (Institutes of Sciences and Technology) constructions. This is a social issue of critical concern to Government and the World Bank as its impact on poverty if left unmitigated, is negative immediate and can be wide spread. The new secondary schools and ISTs constructed in several localities could result on involuntary resettlement and lands acquisition. Actually, the Ministry of National Education could use the National Law on the Land Acquisition which is different with the Bank Policy on the Involuntary Resettlement OP 4.12. Therefore, it is proposed here to prepare a Resettlement Policy Framework for the proposed Madagascar Education for Growth project.</p>			
<b>Safety of Dams (OP/BP 4.37)</b>		<b>X</b>	
<b>Projects on International Waterways (OP/BP 7.50)</b>		<b>X</b>	
<b>Projects in Disputed Areas (OP/BP 7.60)</b>		<b>X</b>	

**Environmental Category:** B - Partial Assessment

### III. SAFEGUARD PREPARATION PLAN

- A. Target date for the Quality Enhancement Review (QER), at which time the PAD-stage ISDS would be prepared: 03/04/2009
- B. For simple projects that will not require a QER, the target date for preparing the PAD-stage ISDS: N/A
- C. 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. The Ministry of Education of Madagascar will prepare and submit an Environmental and Social Management Framework (ESMF) prior to appraisal. The ESMF and RPF will be disclosed at HQ (InfoShop) as well as in the Country Office (PIC).

The Resettlement Policy Framework (RPF): In compliance with the World Bank OP 4.12 on Involuntary Resettlement, the Ministry of National Education shall implement the following principles: (i) Wherever possible, avoidance or minimization of resettlement and land acquisition, through investigation of all viable alternative sites or designs of new institutions, (ii) Where land acquisition or impacts on livelihoods cannot be avoided,

<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.

affected people must be assisted to improve or at least restore their livelihoods to their pre-project levels with a particular attention shall be paid to vulnerable groups, (iii) Compensation shall be based on full replacement value, and (iv) Affected people must be consulted with, and have opportunities to participate in all key stages of the preparing and implementing involuntary resettlement and compensation activities. For new schools constructions entailing displacement of people, resettlement plans will be prepared by the MEN in conformity with this prepared Resettlement Policy Framework, submit for Bank clearance, disclosed, implemented before the new schools construction will be financed by the proposed project.

The PAD will outline specific criteria for sub-projects with major resettlement or environmental impacts (and which will then require prior review and clearance of RAPs or EAs by the Bank), assess the governments capacity to conduct prior review and clearance of sub-projects with minor impacts (while sub-projects with minor impacts, without prior review, will be audited by the Bank rather than reviewed prior to implementation), and specify which auditing indicators will be used.

The SMU has agreed to accept transfer of the safeguard responsibilities.

#### IV. APPROVALS

<i>Signed and submitted by:</i>		
<b>Task Team Leader:</b>	<b>Mr Michel J. Welmond</b>	<b>11/03/2008</b>
<i>Approved by:</i>		
<b>Regional Safeguards Coordinator:</b>	<b>Mr Warren Waters</b>	<b>11/03/2008</b>
<b>Comments:</b>		
<b>Sector Manager:</b>	<b>Ms Lynne D. Sherburne-Benz</b>	<b>11/03/2008</b>
<b>Comments:</b>		