

<b>Integrated Safeguards Data Sheet (ISDS)</b>	
<b>Section I – Basic Information</b>	
Date ISDS Prepared/Updated: January 6, 2005	Report No.:31774
<b>A. Basic Project Data</b>	
A.1. Project Statistics	
Country: West Bank and Gaza	Project ID: P083767
Project: WBG: Tertiary Education Project	TTL: Adriana Jaramillo
Total project cost (by component): <u>Strengthening the policy making role of the Ministry of Education and Higher Education (US\$1.5 million); <b>Capacity Building Program conducive to increase internal and external efficiency of tertiary education institutions (US\$2 million); Support to quality improvement of higher education institutions (US\$5.5 million); Capacity building to improve and expand the demand side subsidies program (US\$ 1 million)</b></u>	
Appraisal Date: January 18, 2005	Grant:
Board Date: April 21, 2005	
Other financing amounts by source:	(\$m.)
SPECIAL FINANCING	10
Managing Unit: MNSHD	Sector: Tertiary education (100%)
Lending Instruments: Grant	
Is this project processed under OP 8.50 (Emergency recovery? Yes? [ ] No? [ X])	
Environmental Category: C	
A.2. Project Objectives	
The project development objectives are: 1) to improve the policy making environment for tertiary education management, governance and quality assurance; 2) increase internal and external efficiency of tertiary education institutions, as a first step towards achieving sustainability; and 3) to create incentives and provide the basis for improvements in , quality, relevance and equity of tertiary education institutions in order to meet the socioeconomic needs of the Palestinian population.	
Key Development Indicators	
<ul style="list-style-type: none"> <li>• Development of a common framework for the MOEHE, Higher/Tertiary Education Council, Quality Assurance Commission, and Tertiary Education Institutions, in which to set and enforce tertiary education policies</li> <li>• Development of a common framework and sector goals that will establish the basis for donor agencies contributions</li> <li>• Improvement of the managerial capacities and financing mechanisms needed to improve efficiency, relevance, quality and equity of tertiary education institutions</li> </ul>	
The proposed project will contribute to the overall economic and social development of	

the PA, as a skilled work force is a determinant factor of economic growth and the development of an economy able to compete in international markets. Unemployment and lack of education are respectively the first and second most important factors in determining the likelihood of being poor in the WB&G. More so, this Project will contribute to the development of a viable Palestinian State, as Higher Education institutions and graduates play a key role in the process of reconstruction, nation-building and the promotion of a democratic society and political system.

### A.3. Project Description

#### **3.1 Strengthening the policy making role of the Ministry of Education and Higher Education (US\$1.5 million)**

The objective of this component will be to strengthen the capacity of the MOEHE and the Higher Education Council to formulate, plan and monitor the tertiary education policy framework for the WB&G. The Project will support the ongoing reform that will enable the tertiary institutions to provide the education programs that meet the needs related to the economic and social development of Palestine. The definition of policies, and the incentive mechanisms to put them in practice will be consistent with increasing the financial sustainability of the sector, and improving the capacity to respond to labor market needs. In particular the policies will be oriented towards moving away from the binary system and into a Tertiary Education System, seeking to increase enrollment in community colleges, moving towards an accreditation system that allows flexibility and mobility among post-secondary institutions, and moving towards a more equitable and relevant system that offers diversity versus differentiation among “Higher Education” and “Vocational Technical” education. Equally important, policies will be developed and enforced to increase enrollments in priority area programs consistent with the development of international competitiveness of Palestinian enterprises and industrial estates, (as defined in *Stagnation or Revival? Israeli Disengagement and Palestinian Economic Prospects*, December 2004) controlling admissions in programs where the job market demands are saturated and in institutions and programs where quality of the programs offered are not relevant or do not meet the standards set by the accreditation commission. In addition, a set of policies seeking to establish financial sustainability and improve equity in the use of public funding, such as regulation on fees, student aid programs and standardized normative costs will be put in place. To achieve these objectives, the Project will provide support to the following activities:

**3.1.1 Tertiary Education Policy Development and Management.** To this end, the Project will provide support to the Planning Unit at the MOEHE that will be capable of conducting analytical reviews regarding the performance of the tertiary education sector as a whole. The unit’s capacity will be developed in order to be able to coordinate and develop plans and policies for the sector in collaboration with the Ministry of Labor, Economy, Social Affairs, Finance, Planning, United Nations Relief and Works Agency for Palestine (UNRWA), Palestinian Federation of Industries, Labor Unions, NGOs, and

development and cooperation agencies. The Project will support training staff of the Planning Unit on Tertiary Education Policy design and assessment; development of planning tools and practices; conducting studies and analysis of the performance of the system on an annual basis; local and international consultancies and study tours; technical workshops and publication and dissemination of system reports. In order to establish linkage between the system and labor market needs, tracer studies will be conducted on a yearly basis, to monitor entry of graduates to the labor market.

Activities under this sub-component will include:

- Establishing a tertiary education Research and Development Unit at the DG) for planning, and recruiting a local expertise in planning and educational policy for the purpose of producing reports about the system performance on annual basis.
- Formation of planning committee composed of Ministry and institutions representatives. This committee will meet on regular basis to discuss and decide on policy issues of the system.
- Conducting study tours for the planning unit to similar regional and international institutions or bodies.
- Training existing staff at the DG of Planning on data analysis, reporting and dissemination of results.

The Project will also provide support to ensure that the Higher Education Council (HEC) will function as a Tertiary Education Council, representing the needs of the universities, community colleges, stakeholders representatives such as staff members and students and the private sector. To increase governance, the Council will extend its members to include private sector representatives and student organizations. Through the support provided by the Project to the MOEHE Planning Unit, technical reports documenting the quality, relevance and financial performance of the system on an annual basis, will be presented to the Council to assist them in their policy making function. The Project will provide support to the MOEHE and HEC in order to establish a planning and funding mechanism based on higher education demand, academic standards and future labor market needs. Council members will also be eligible for training workshops and study tours on Tertiary Education Policy Development and Practice.

Project funds will also be available to:

- Conduct an analytical review of the role of the Council, its mandate, composition, and scope, for the purpose of establishing a tertiary education council that deals with policies across the system. To achieve comprehensive result, the review will also examine the role of the education committee within the existing structure of the general education sector, and the role of the Higher Council of the TVET.
- Conduct an analytical review of the existing Laws of Higher Education, Education, and Labor, for the purpose of establishing the proper link between the tertiary system and labor market.
- Conduct study tours for the various relevant councils to regional and international tertiary education bodies.

**3.1.2 Support to quality assurance commission.** Quality assurance in tertiary education is necessary to ensure that graduate supply meets the social and economic needs of the Palestinian economy. It is also important for the development of international reputation and integration of Palestinian tertiary institutions. A coherent system-wide pattern of qualifications and awards is an essential feature of any attempt to operationalize the concept of tertiary education. This sub-component will provide technical assistance to enhance and reinforce the MOEHE's existing capacity to set quality and management standards able to meet and compete with international standards. The defining of such standards includes program and curriculum development, student/teacher ratios according to program standards, qualifications and status of faculty, student admissions, student academic performance, and monitoring and evaluation of programs. This sub-component will support the existing independent accreditation and evaluation commission, and provide support to set up evaluation teams and conduct the evaluation of priority area programs through peer review system. It will also provide the support needed so that this commission will operate following international standards and trends, and develop networking activities with international agencies.

Project funds will be available for:

- Training of staff and commissioners and external reviewers
- Improved communication with institutions
- Enabling coordination with external funding sources
- Regional participation in quality assurance networks
- International participation in quality assurance and academic recognition networks

**3.1.3 Support to the establishment of a Tertiary Education Information System**

Based on the needs assessment on information technology (IT) conducted with financial support from USAID, the Project will support the MOEHE and tertiary institutions in establishing a system that will provide relevant and timely information on enrollments, fees, academic programs, actual resources and standards, student aid programs, financial status, employment rates of graduates, of all institutions. The Project will provide hardware and software, as well as training and human resources needed to set up and manage the information system in an efficient way, and it will be capable of producing reports that will shape policy making and planning. To this end, the Project will strengthen the capacity of the Planning Unit, and will provide support to recruit qualified staff with expertise in the use of IT, among the following:

- Develop an IT system that is capable of integrating a variety of relevant data, produce comprehensive reports, and links with other demographic and economic information
- Train existing staff at the Planning Department on the use of IT
- Produce a set of standardized indicators to be used for the planning processes
- Provision of necessary hardware and software

### **3.2 Capacity Building Program conducive to increase internal and external efficiency of tertiary education institutions (US\$2 million)**

The objective of this component will be to improve the internal and external efficiency of the universities and community colleges. To meet these objectives, the Project will support the following activities:

*3.2.1 Institutional Planning and Management.* Based on the Budget Trade-off Model (BTM) designed for the preparation of the Financing Strategy in 2000, through the support of a PHRD grant, the model was updated, and an institutional model was prepared. The use of the BTM will allow institutions to plan and manage resources in a more efficient way. Universities and colleges will be able to use standardized information processing, in order to report statistics and to prepare plans taking into consideration student enrollments, types of programs offered, teaching and non-teaching staff needs, it will also improve efficiency while preserving quality in improving students' capacity to pay for fees, availability of student-aid programs, and ensuring the availability of financial resources other than PA and student fees.

The Project will provide support to improve institutions' planning and management capacity. This support will include the: 1) development of comprehensive information systems that will improve efficiency, produce information used by the BTM and allow standard reporting to institutions' planning bodies, MOEHE and potential donors; and 2) training of institutions' staff members on better planning and management practices.

In addition, institutions will receive support to develop and establish organizational and managerial mechanisms that will allow for the efficient implementation of the policies and practices set by the MOEHE. This support will include the assessment and evaluation of existing organizational and managerial capacity of Universities and Colleges, and the definition of an overall framework to serve as a reference for the management and organizational improvement of these institutions. This framework would include the organization of each core function including pedagogical development, interaction with the private sector and other partners, quality control, as well as appropriate management tools such as strategic planning, student tracking system, quality tests, financial management. The assessment and development process will capitalize on the good practices established and implemented by individual tertiary institutions in order to enhance the relevance and feasibility of the proposed organizational and managerial system. Support will also cover the development of mechanisms to enhance the cooperation between tertiary institutions in strategic planning and implementation, pedagogical development, research and innovation, as well as in the search for international partnerships (joint programs with foreign universities), and financial aid (grants).

Universities and Colleges will receive support to start strategic planning process. Over time, with the growing availability of information emerging from the information system, institutions will move from simple bench marking of performance, to institutional development plans to strategic planning. Institutional Development Plans will include:

a) an institutional mission statement; b) a management improvement plan; c) enrollment and staffing projections; and d) financial performance and projections.

Project funds will also be available to establish data hubs at tertiary education institutions. These hubs will be the focal points for liaising with the Planning department at the Ministry. They will also be responsible for institutional data gathering from various institutional departments or units; such as financial, registrars, student aid offices, and others. These hubs can be established as separate units or imbedded within existing planning unit at tertiary institutions. Funds will contribute to personnel, hardware and software, capacity building and the production of planning manuals.

*3.2.2 Support to Quality Units and Institutional Self Evaluation.* This subcomponent will provide support to the establishment of Quality Units in tertiary institutions, and will enhance their capacity to conduct institutional self evaluation and staff training. In the course of project preparation, and under support of a PHRD grant, a Quality Unit was launched in each tertiary institution in the WB&G, and all of them participated in a training session on the process of institutional self-assessment. Although each tertiary institution will have latitude in the functions of the Quality Unit, they will all have the following general functions:

- Provide coordinating services internal to the institutions for purposes of self-evaluation and quality improvement;
- Provide a focal point for institutional planning, including new program development. This does not necessarily mean that the Quality Unit will do these functions but they should be very aware of the various institutional functions and how they fit together to make a quality institution of tertiary education;
- As central services are provided in the areas of teaching effectiveness, fundraising, and other areas, provide notification to the appropriate sectors of the institution;
- Provide liaison services with the national accreditation process, including a focal point for the coordination of reports to the Accreditation and Quality Assurance Commission (AQAC); and
- Participation in training programs and system-wide meetings related to quality in Palestinian tertiary education.

Project funds will be available for conducting self evaluations, consultants, training, and equipment.

### **3.3 Support to quality improvement of higher education institutions (US\$5.5 million)**

The main objective of the Fund will be to create appropriate incentives for institutions to improve quality and relevance of the programs offered. On a competitive basis the Quality Improvement Fund (QIF) will provide support to institutions and programs to meet international standards; improve relevance of the course offerings vis-a-vis. the job market and the economic development of Palestine; and increase their capacity to develop income generating programs. Universities and colleges will apply for quality

improvement grants. Priority will be given to proposals that undertake the following activities:

- Development of partnership programs, including research and development with local and foreign universities, and between universities and colleges;
- Development of partnership programs, including research and development with the private sector/industry;
- Articulate faculty development (including teaching improvement) with academic program development;
- Improve and or develop programs in priority fields, relevant for labor market needs, as defined by the enhance competitiveness of Palestinian enterprises and industrial estates ;
- Promote consortia or the shared use of learning resources (such as library resources, information resources, and laboratory and other equipment);
- Promote distance and e-learning;
- Improve the quality of institutional information, governance and financial management; and
- Enhance the capacity to seek alternative funding sources, such as provision of training, consulting or research services for public/private sector institutions, in local or international markets.

The procedures for grant application, approval process, eligibility criteria, and grant implantation are detailed in the QIF Manual, prepared with support from a PHRD Grant.

### **3.4 Capacity building to improve and expand the demand side subsidies program (US\$ 1 million)**

The Student Revolving Loan Fund (SRLF) is one important way to help students pay their tuition fees, especially in the current economic situation. It is also considered an important tool for ensuring equitable access to Palestinian tertiary education.

Strengthening the student loan program run by MOEHE and student financial aid more generally is an important component of the proposed Bank project for Palestinian tertiary education system. This component will provide technical assistance to improve the efficiency of the current student loan program, and will set the basis for expansion of the financial resources available for funding the student aid programs at large.

#### *3.4.1 Improving Management, Structure and Operation of the Student Revolving Loan Fund (SRLF)*

This sub-component will provide support to improve the management capacity of the SRLF to better be able to set policies and oversee the implementation of the student loan scheme. Technical support will be extended to strengthening and or establishing the student's aid unit at each tertiary education institution in order to improve their capacities to perform within the general guidelines and policies of the SRLF. Funds will be available to the following activities:

- Conducting study visits to SRLF Board members to similar bodies within the region and abroad.

- Training of management staff of the SRLF on student's aid strategic planning, financial management, and communication.
- Training staff at students' aid units on managing student aid programs and on information system component.
- Building an SRLF information system component to achieve relevant link with the different component of the Tertiary Education Management Information System (TEMIS) and BTM.

*3.4.1.1 Improving the operation and performance of the SRLF*

This sub-component will focus more on the operational mechanisms of the SRLF in order to improve its capacity to address the real need of the students. Activities under this will include the following:

- Designing and implementing a uniform application for loans
- Producing a manual for SRLF operation, including eligibility criteria, conditions for guarantors, application processes and application dates.
- Designing and implementing a uniform reporting system.

*3.4.1.2 Implementing Repayment Mechanisms*

The principle concern with the operation of the SRLF is the anticipated low level of repayments of loans disbursed since 2001. This sub-component will provide support to introduce an appropriate and acceptable repayment mechanisms and procedures to achieve that goal, through the following:

- Conducting an awareness campaign on SRLF targeting students, families, student's bodies and society at large using different dissemination modalities.
- Designing a scheme of repayment of loan for enrolled students, involving tertiary institutions.
- Designing and implementing a scheme for % repayment of loan upon graduation, involving tertiary institutions.
- Contracting commercial banks for the repayment of loans after graduation.

*3.4.2 Building a student aid program for the future*

A mixture of loans, scholarships, and grants will be provided linked both to merit and need. Such a system is explained in the following grid. Students with the highest need and the highest levels of merit would be eligible for the most attractive scholarship packages while students with less need and less merit would be eligible for less attractive scholarships and loans.

**Description of programmatic response to various levels of student need**

<b>MERIT</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>High</b>	Scholarships for university students that cover all fees plus a stipend for living expenses	A combination of scholarship & loans to cover tuition fees but no stipends for living expenses	Nominal scholarships to recognize the superior achievements of these students
<b>Medium</b>	Combination of Modest scholarships and loans for university students or	Loans for both university and TVET students	No financial aid

	scholarships and loans for university students or scholarships to cover fees or living expenses for TVET students	TVET students		
<b>Low</b>	Loans made available for TVET students	No financial aid	No financial aid	

The Project will fund the following activities:

- Provision of a more autonomous role for the SRLF involving other sectors of society, such as commercial banks and private sector representatives.
- Drafting of by-laws, regulation, and procedures for the SRLF and make them public to students and families.
- Developing arrangements with the SRLF board and tertiary institutions and commercial banks for the effective operation of the available funds.
- Conducting socio-economic assessment for students enrolled in high school, and building results of study in the SRLF information system, and linking it with high school results.
- Training social workers at schools to conduct students financial need.

Selection criteria and verification of income and academic performance will be strictly enforced as eligibility criteria for student aid programs. An analysis of the gradual increase of fees for the period of 2004-2010 and the estimated student population that will need loans in order to access tertiary education institutions will be done during the first year of project implementation in order to calculate the financial resources needed to provide student aid programs. Private sector involvement in management and financing of the student loans programs will be implemented.

A.4. Project Location and salient physical characteristics relevant to the safeguard analysis: The project will cover all Tertiary Education Institutions in the West Bank and Gaza.

**B. Check Environmental Category** A [ ], B [ ], C [X], FI [ ]

*Comments:*

**C. Safeguard Policies Triggered**

	Yes	No
<a href="#">Environmental Assessment</a> (OP/BP/GP 4.01)	[ ]	[x ]
<a href="#">Natural Habitats</a> (OP/BP 4.04)	[ ]	[ x]
<a href="#">Pest Management</a> (OP 4.09)	[ ]	[x ]

<a href="#">Cultural Property</a> (draft OP 4.11 - <a href="#">OPN 11.03-</a> )	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<a href="#">Involuntary Resettlement</a> ( <a href="#">OP/BP</a> 4.12)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<a href="#">Indigenous Peoples</a> ( <a href="#">OD 4.20</a> )	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<a href="#">Forests</a> ( <a href="#">OP/BP</a> 4.36)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<a href="#">Safety of Dams</a> ( <a href="#">OP/BP</a> 4.37)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<a href="#">Projects in Disputed Areas</a> ( <a href="#">OP/BP/GP</a> 7.60)*	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<a href="#">Projects on International Waterways</a> ( <a href="#">OP/BP/GP</a> 7.50)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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\* *By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas*

## **Section II – Key Safeguard Issues and Their Management**

### ***D. Summary of Key Safeguard Issues.***

D.1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts. A social assessment was conducted, aimed at assessing the anticipated impact of the Higher education support project in Palestine, and was based on analyzing a number of parameters that take into consideration the different higher education institutions, including universities, institutes and colleges, as well as the Jerusalem Open University with its peculiarities. Such parameters also take into consideration the different forms of higher education: vocational, technical and academic, as well as different educational levels (diploma and bachelors). Samples included three categories: Students enrolled in higher education, graduates of these higher education institutions, and persons who have completed high school but are not enrolled in higher education institutions. The following conclusions were made:

First: The study revealed a clear relationship between the socio-economic conditions of Palestinian household and the rate of enrollment of their sons/daughters: the better the socio-economic conditions of households, the larger was the possibility of enrolment of their sons/daughters in higher education. This is attributed to the fact that the Palestinian household is the major source of financing for higher education.

Second: The study pointed out the existence of a definite relationship between the socio-economic conditions of Palestinian households and the quality of the educational institutions in which their sons/daughters are enrolled, as it revealed that better socio-economic conditions of households increased the possibilities of enrolment in closed universities, while worse conditions led to a decrease in this possibility and an increase in the rate of enrolment in colleges, institutes or in the Open University.

Third: The study revealed a relationship between the level of education of the parents and the chances of enrolment in higher education on one hand, and the selection of higher education institutions on the other hand. The Study showed that the higher level of education of the father and/or the mother increased the possibility of enrolment of sons/daughters in higher education, and enhanced the selection of closed universities.

Fourth: The study showed that, among several factors that resulted in limiting the possibilities of enrolment in higher education, the financial factor was the strongest for both sexes, while the social factor ranked as the second most important factor that limited enrolment in higher education for females.

Fifth: The importance of loans and financial support in general in fostering the chances of enrolment in higher education was highlighted in the study, which also showed that the possibility of receiving loans was higher for males than for females. This led to the conclusion that improving access to loans for females enhanced the possibilities for their enrolment in higher education.

Sixth: The study indicated that enhancing the chances for employment, and consequently improving the socio-economic conditions of households, was among the most important reasons for enrolment in higher education for both males and females. This stresses the importance of higher education in alleviating unemployment and poverty in the Palestinian society.

Seventh: The study pointed out the limited effectiveness of available assistance (grants and loans), especially social grants, which are minimal and need to expand to include broader categories.

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

- 1- The increase in household income and spending had a positive influence over the increase in the possibilities of enrolment in higher education, and vice versa.
- 2- A higher proportion of the surveyed sample who have classified their household conditions as "poor" or "very poor" were not enrolled in higher education, while their proportion was less among those either enrolled or graduates of these institutions.
- 3- Employment had a clear impact over the increase in possibilities of enrolment in higher education, while unemployment had a negative impact that limited such chances.
- 4- Household responsibilities hindered the possibility of enrolment in higher education to those surveyed and who classified themselves as heads of household.
- 5- Early marriage was one of the obstacles that hindered female enrolment in higher education.
  
- 6 Gender and place of residence influenced the choice of institution at which students were enrolled: Females and residents of refugee camps had a higher rate of enrolment in colleges, in comparison with closed or open universities.
  - 7 The economic conditions of households that are a function of income and spending indicators, as well as the self assessment of the family, influenced the quality of the higher education institutes at which sons/daughters were enrolled. The higher the income and spending of a household, and the more the family had self-esteem, the higher was the possibility of the selection of closed universities.
  - 8 The Open University provided a significant opportunity for students belonging to older age groups, in comparison with closed universities or colleges.

D.3. Describe the treatment of alternatives (if relevant)

D.4. Describe measures taken by the borrower to address safeguard issues. Provide an assessment of borrower capacity to plan and implement the measures described.

- 1- Activating and expanding loan and assistance programs, due to their importance in enhancing the opportunities of enrolment in higher education, especially among females and limited income households.
- 2- The need to develop a clear and encouraging lending policy for students that will reduce the burden of higher education off Palestinian families on one hand, and will ensure sustainable sources of funding for higher education on the other hand. Such a lending policy must be compliant with the objectives and policies of the MOEHE, orienting students and encouraging them to enroll in fields that meet the existing demand in the local market.
- 3- Re-organizing the existing loan and grant programs to ensure better access for the least privileged. This requires developing clear principles for the benefit of target groups that would facilitate and encourage access. Furthermore, this necessitates regulating these loans/grants in terms of provision to beneficiaries, pace of disbursement and sustainability.
- 4- Stressing the importance of compiling all assistance data (loans, grants) at the Ministry, overcoming the lack of sufficient documentation at the institutes of higher education. Such data must be accessible and compliant to certain criteria and indicators, so that it can be utilized in the effective evaluation of different programs, allowing for efficient planning and maximization of results.

The PA has in place the mechanisms to set up these recommendations,

D.5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people. The report has been disclosed to all participating universities, and will be made available in University and Public Libraries. A stakeholders workshop will take place during appraisal, and final copies of the report will be distributed.

<b><i>F. Disclosure Requirements Date</i></b>		
<i>Environmental Assessment/Audit/Management Plan/Other:</i>		
Date of receipt by the Bank	.../.../...	or Not Applicable
Date of “in-country” disclosure	.../.../...	or Not Applicable
Date of submission to InfoShop	.../.../...	or Not Applicable
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors		
...	.../.../...	or Not Applicable
<i>Resettlement Action Plan/Framework/Policy Process:</i>		
Date of receipt by the Bank	.../.../...	or Not Applicable
Date of “in-country” disclosure	.../.../...	or Not Applicable
Date of submission to InfoShop	.../.../...	or Not Applicable
<i>Indigenous Peoples Development Plan/Framework:</i>		
Date of receipt by the Bank	.../.../...	or Not Applicable
Date of “in-country” disclosure	.../.../...	or Not Applicable
Date of submission to InfoShop	.../.../...	or Not Applicable
<i>Pest Management Plan:</i>		
Date of receipt by the Bank	.../.../...	or Not Applicable
Date of “in-country” disclosure	.../.../...	or Not Applicable
Date of submission to InfoShop	.../.../...	or Not Applicable
<i>Dam Safety Management Plan:</i>		
Date of receipt by the Bank	.../.../...	or Not Applicable
Date of “in-country” disclosure	.../.../...	or Not Applicable
Date of submission to InfoShop	.../.../...	or Not Applicable
If in-country disclosure of any of the above documents is not expected, please explain why.		
<b>Section III – Compliance Monitoring Indicators at the Corporate Level (To be filled in when the ISDS is finalized by the project decision meeting)</b>		
<b><i>OP/BP 4.01 - Environment Assessment:</i></b>	<u>Yes</u>	<u>No</u>
Does the project require a stand-alone EA (including EMP) report?		
If yes, then did the Regional Environment Unit review and approve the EA report?		
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?		
<b><i>OP/BP 4.04 - Natural Habitats:</i></b>	<u>Yes</u>	<u>No</u>
Would the project result in any significant conversion or degradation of critical natural habitats?		
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?		
<b><i>OP 4.09 - Pest Management:</i></b>	<u>Yes</u>	<u>No</u>
Does the EA adequately address the pest management issues?		
Is a separate PMP required?		
If yes, are PMP requirements included in project design?		

<p><b><i>Draft OP 4.11 (OPN 11.03) - Cultural Property:</i></b>  Does the EA include adequate measures?  Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on physical cultural resources?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>OD 4.20 - Indigenous Peoples:</i></b>  Has a separate indigenous people development plan been prepared in consultation with the Indigenous People?  If yes, then did the Regional Social Development Unit review and approve the plan?  If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>OP/BP 4.12 - Involuntary Resettlement:</i></b>  Has a resettlement action plan, policy framework or policy process been prepared?  If yes, then did the Regional Social Development Unit review and approve the plan / policy framework / policy process?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>OP/BP 4.36 – Forests:</i></b>  Has the sector-wide analysis of policy and institutional issues and constraints been carried out?  Does the project design include satisfactory measures to overcome these constraints?  Does the project finance commercial harvesting, and if so, does it include provisions for certification system?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>OP/BP 4.37 - Safety of Dams:</i></b>  Have dam safety plans been prepared?  Have the TORs as well as composition for the independent Panel of Experts (POE) been reviewed and approved by the Bank?  Has an Emergency Preparedness Plan (EPP) been prepared and arrangements been made for public awareness and training?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>OP 7.50 - Projects on International Waterways:</i></b>  Have the other riparians been notified of the project?  If the project falls under one of the exceptions to the notification requirement, then has this been cleared with the Legal Department, and the memo to the RVP prepared and sent?  What are the reasons for the exception?  Please explain:  Has the RVP approved such an exception?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>OP 7.60 - Projects in Disputed Areas:</i></b>  Has the memo conveying all pertinent information on the international aspects of the project, including the procedures to be followed, and the recommendations for dealing with the issue, been prepared, cleared with the Legal Department and sent to the RVP?  Does the PAD/MOP include the standard disclaimer referred to in the OP?</p>	<u>Yes</u>	<u>No</u>
<p><b><i>BP 17.50 - Public Disclosure:</i></b>  Have relevant safeguard policies documents been sent to the World</p>	<u>Yes</u>	<u>No</u>

Bank's Infoshop? 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?		
<b><i>All Safeguard Policies:</i></b>		<u>Yes</u> <u>No</u>
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of the safeguard measures?		
Have safeguard measures costs been included in project cost?		
Will the safeguard measures costs be funded as part of project implementation?		
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures?		
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?		
<i>Signed and submitted by:</i>		
	<u>Name</u>	<u>Date</u>
Task Team Leader:	Adriana Jaramillo	
Project Safeguards Specialist		
1:		
Project Safeguards Specialist		
2:		
Project Safeguards Specialist		
3:		
<i>Approved by:</i>		
	<u>Name</u>	<u>Date</u>
Regional Safeguards		
Coordinator:		
Comments:		
Sector Manager:		
Comments:		