Quarterly Progress Report

April 2013 to June 2013
Program Description

Background

The Punjab Education Sector Reform Program was launched in 2003 by Government of the Punjab (GoPb) for improving the plight of education in the province. PESRP employs a holistic, sector-wide, and a program mode approach of developing well coordinated synergistic activities in a symbiotic environment, because the piecemeal project mode approach had not been successful in the past. Under the program mode framework, the PESRP is designed to address the issues of access, governance, and quality, primarily in the public sector education system. The progress indices that the Program has been successful in achieving the majority of its objectives like increased enrollment rate, reduced dropouts, provision of missing facilities, gender balance, provision of free textbooks, and reduced teachers’ absenteeism.

To support the PESRP, the donors funded the Punjab Education Sector Project (PESP) from 2009 to 2012. Besides other objectives, construction of missing facilities in the schools was one of the sub components of the Project. Targets under the programme were accomplished to a larger extent. Considering the same in view, the donors extended the programme for another three years period from 2012 to 2015.

Building on the institutional, administrative, and program foundations laid by PESP-I, the provincial government is presently developing its next medium-term multifaceted sectoral reform program for primary and secondary education under Second Punjab Education Sector Reform Program (PESRP II), which aims to better orient and ratchet up efforts to address the remaining deficiencies in participation, attainment, and achievement outcomes. PESP II will also support and enable the roadmap to yield real and sustainable gains in outcomes. To improve outcomes, the main challenge in public education is essentially to improve teacher quality and performance. The teacher is the main instrument for student learning in this context, so many of the sectoral initiatives can affect the child only through the teacher. Improved student learning, in turn, helps retain students in school and attract new children to school. Recognizing that the participation returns from learning gains may take time to materialize, PESP II also includes initiatives that directly attempt to increase participation at different levels.

Much like the earlier phase of the Program, the government’s priorities under PESP-II is not only sustainability but also up scaling and supporting specific interventions to improve the education sector including capacity building of the stakeholders in the area of Environment.
Environment

Under this programme, the thrust will be to identify and address the significantly adverse environmental and social impacts associated with civil works, school operations, and provision of free textbooks to schoolchildren.

An environmental assessment study was undertaken in the past to assess the negative impacts in a few districts of representative regional character chosen from different geographical regions of the province. The study assessed the impacts of the Program activities during various implementation stages, from planning and designing to construction and the post construction usage of the buildings. Examination of the adverse impacts relating to printing and distribution of free textbooks was also included in the study’s ambit. A simplified impact assessment matrix was used for characterization of the adverse impacts on selected parameters of the physical, biological, and social environments in the study area. Photographs, taken during field visits and surveys, explained adverse impacts and highlighted the areas of concern. Based on the study a well formulated ESMF (Environmental and Social Management Framework), which caters both environmental and social issues, was designed.

Significant Adverse Impacts

The majority of the Program activities will be environmentally benign, though isolated small-scale constructions at the individual school sites may be carried out. These construction activities, being of small scale and of short duration, would hardly produce any impacts of notable significance. The majority of the impacts during construction would be highly localized and mostly temporary in nature. These would relate to water quality, air quality, noise, vibrations, debris / solid waste generation, waste water production, consumption of raw materials, worksite safety, and inconvenience to public primarily from improper stockpiling of the materials in the immediate radius of influence of the individual sites. The impacts pertaining to school operation phase would relate to those emanating from educational / learning pursuits and cleanliness activities at the schools. These would include impacts from inadequate disposal and management of the toilet wastewater, and to some extent, unhygienic disposal of the solid waste. The significant impacts of the textbook printing would pertain to usage of chemicals, inks, and paper of non-farm origin during the process of printing. The impacts of the distributional activities would relate to improper storage and the road traffic hazards by the carriage vehicles.

Mitigation Measures

Mitigation measures for each type and stage of activity are required. The proposed design stage measures include provision of septic tank for toilet wastewater, convenient spatial placing of various structures and facilities, and provision of facilitation gadgets for special children. These construction stage measures include pre-emptive precautions by the construction contractor for avoiding the adverse impacts, for example, sheeting the stockpiled materials, limiting construction activities after school hours, and ensuring worksite safety. The mitigation measures relating to school operation include proper disposal of the solid waste, avoiding failure (stuck up) of the septic tanks, and the drinking water quality testing. The mitigation suggestions relating to textbook printing and distribution include selection of an environment friendly printing house,
avoiding usage of toxic chemicals and inks, periodic fumigation of the warehouses, and educating the schoolchildren in avoiding indirect impacts e.g., not to place moist eatables on the printed papers.

The Environmental and Social Management Framework (ESMF)

The environmental and social management framework (ESMF) provides a mechanism for implementing the preventive and mitigatory measures in the form of environmental guidelines. The main objective of the ESMF is firstly to prevent, and where it is not possible, to attenuate the adverse impacts to an acceptable level by adopting suitable administrative and or technical options. The key components of the ESMF include environmental guidelines for the architect / design engineer, construction contractor, focal persons, and the proponent.

The ESMF also provides an institutional setup for implementing the guidelines by designating focal persons at provincial, district, and school level. These focal persons will ensure upward and downward coordination, removal of implementation bottlenecks, establishing a two-way flow of information, and maintaining a consolidated database. The District Monitoring Officer (DMO) will ensure compliance of the guidelines and internal compliance monitoring through his team of the Monitoring and Evaluation Assistants (MEAs). The ESMF also provides mechanisms for internal and external compliance monitoring to ensure regimental observance of the guidelines and ESMF at various tiers of responsibility. The MEAs, during their visits to schools in their respective beats, will also take note of the environmental compliances by the construction contractor and the school head, on a checklist proforma especially developed for the purpose. Similarly, the heads of schools will also report compliance status of the guidelines during both construction and operation phases.

Conducting of Awareness Campaign

In order to ensure temporal sustainability and successful implementation, the ESMF will have a component of training and capacity building of the key personnel. One- to three-days training workshops will be held in each district and at the provincial level respectively, all during the Program’s currency. These workshops will be directed towards enhancing implementers understanding of the environmental and social issues of the Program. The workshops will focus on apprising and sensitizing the participants about importance of the environmental and social aspects of the Program, understanding implementation requirements of the ESMF, and managing the on-ground problems in a befitting manner both at macro- and micro-level. Whereas, district level workshops will focus mainly on implementation aspects, the provincial level workshops will relate to policy issues and troubleshooting strategies. Development of two separate training manuals for the Provincial and Divisional workshops, selection of an environmental consultancy, and resource persons will precede the workshops. It is envisaged that proper implementation of the ESMF would ensure achievement of the desired environmental performance of the Program. ESMF and implementation plan prepared by PMIU carries approval the World Bank.
Schedule of the Workshop

Fifteen workshops at Provincial Level and twenty-seven at Divisional Level will take place over three years’ time period besides conducting numerous workshops at grass root level. There will be three rounds of annual environmental audit and external monitoring, also for the awareness and capacity building activities. Training workshops will be conducted with the coordination of DMOs, EDOs etc.

Tree Plantation Campaign:

As discussed in AIDE Memoire tree plantation campaign will be carried out in around 1,000 schools, during conducting the workshops in that areas in coordination with the DMOs who will identify the priority schools which required tree plantation.

Establishment of Environment and Social Management Unit:

To streamline the activities of ESMF, as per PAD, a Unit has been created to look after all the activities related to environmental and social management. For the purpose, PMIU published an advertisement in the daily press for hiring the services. After due process, a new incumbent Ms. Sobia Khurram has been recruited against the vacant position. She has joined in the month of March, 2013 as Program Officer - Environment. She will spearhead the Environment and Social Management Unit and will look after all the task in this regard. At the first stage, she will go through all the material and prepare two manuals which will be circulated internally and externally for seeking views of the officers before its final printing. At the time of conducting the workshops, as per plan one copy of the manual will be distributed to all the participants for their better knowledge and understanding.

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## Quarterly Progress Report

### April to June 2013

<table>
<thead>
<tr>
<th>Activity</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Development of Implementation Plan</td>
<td>Completed</td>
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<tr>
<td>Approval of Implementation Plan from Project Director, PMIU</td>
<td>Approved</td>
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<tr>
<td>Approval from the World Bank</td>
<td>Approved</td>
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<tr>
<td>Establishment of Environment and Social Management Unit</td>
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<tr>
<td>Development of Training Manuals for Provincial Training/Divisional Training</td>
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<td>5 Provincial Level Trainings</td>
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<tr>
<td>9 Divisional Level Trainings</td>
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<tr>
<td>Tree Plantation Campaign (Planning)</td>
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<tr>
<td>Tree Plantation Campaign (Implementation)</td>
<td>After summer vacations (August-September 2013)</td>
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<tr>
<td>Environmental awareness literature</td>
<td>Approved</td>
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