



Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 20-Jun-2017 | Report No: PIDISDSC22180



BASIC INFORMATION

A. Basic Project Data

Country Sri Lanka	Project ID P163714	Parent Project ID (if any)	Project Name General Education Modernization (P163714)
Region SOUTH ASIA	Estimated Appraisal Date Jan 22, 2018	Estimated Board Date Mar 22, 2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) The Democratic Socialist Republic of Sri Lanka	Implementing Agency Mr S U Wijeratne	

For Official Use Only

Proposed Development Objective(s)

Enhance quality and strengthen stewardship of the general education system

Financing (in USD Million)

Financing Source	Amount
International Development Association (IDA)	100.00
Total Project Cost	100.00

Environmental Assessment Category B-Partial Assessment	Concept Review Decision
---	-------------------------

Have the Safeguards oversight and clearance functions been transferred to the Practice Manager? (Will not be disclosed)

No

Note to Task Teams: End of system generated content, document is editable from here.

Other Decision (as needed)



B. Introduction and Context

Country Context

1. Sri Lanka is a lower-middle-income country (LMIC) with a per capita income of US\$3,900 and a strong commitment to human development and equitable growth. Sri Lanka, with a population of approximately 21 million, experienced impressive growth of about 7 percent per year during 2012–2014. Growth slowed down to 4.8 percent in 2015 and 4.4 percent in 2016 due to weak global economic conditions. However, economic performance is expected to improve over the medium term as the global economy recovers. The government is committed to following sound macroeconomic policies and an export oriented, private-sector led growth strategy.

2. Sri Lanka already shares some demographic and economic characteristics of upper-middle income countries (UMICs). Both its low annual population growth rate (0.92 percent) and low birth rate (1.6 percent) are well below those recorded in LMICs and are closer to those observed in UMICs such as Brazil and Turkey. The structure of the economy is also moving away from its traditional agricultural foundation toward manufacturing and services, with services accounting for 57 percent and the industrial sector accounting for 27 percent of gross domestic product (GDP) respectively.

3. Human development indicators are impressive by regional and LMIC standards. Sri Lanka ranks 73rd of the 188 countries ranked on the 2015 Human Development Index scale and outperformed nearby country comparators on most of the Millennium Development Goals (MDGs). The literacy rate is 93 percent, and the life expectancy rate is 78 years for women and 72 years for men respectively, which is on par with UMICs. About 96 percent of its citizens have completed primary school, and 87 percent have finished secondary school. Gender parity in education is high in general education, with a gender parity ratio of 1:1 in primary education and 1.05:1 in secondary education. Maternal and infant mortality rates are very low at 30 per 100,000 live births and 8 per 1,000 live births respectively. However, Sri Lanka faces a problem of population aging with a rise in non-communicable diseases and need for geriatric care.

4. Promoting human development and equitable growth is at the heart of the government's development plan. The Government of Sri Lanka (GoSL) is seeking to transform Sri Lanka into an UMIC through an open and export-oriented economic environment, and the promotion of higher value-added industries and services. GoSL is also awarding human capital accumulation a central role in its development strategy.

Sectoral and Institutional Context

5. General education in Sri Lanka encompasses primary (grades 1–5) and secondary education (grades 6–13). General education is mainly provided through the public sector with over 95 percent of students enrolled in state schools. Currently there about 4.1 million students attending approximately 10,160 government schools. Around 200,000 students are enrolled in private and international schools and in pirivena (temple) schools. At the national level the Ministry of Education (MoE) is responsible for education policy, planning and monitoring; curriculum development; and assessment and examinations. The country is divided into 9 provinces. General education is a devolved subject where the Provincial Councils (PCs) play an important role in the delivery of education services. The PCs are responsible for formulating and implementing provincial education development plans consistent with national policy. The overwhelming majority of schools (96 percent) are administered under these PCs. The provinces are divided into about 98 zones for the purposes of education administration. An education zone has an average of around 100 schools. Students in grade 11 (age 16) take the General Certificate of Education ordinary level (GCE O-levels). The GCE O-Level is an entry requirement for formal sector jobs as well as for vocational training and technical education. At grade 13 (age 18) students take the General Certificate of Education advanced level (GCE A-levels) which is needed to proceed on to higher education.

6. Sri Lanka has made impressive progress in expanding access to education. Universal access to primary education has been achieved and the net enrollment rate for secondary education, 84 percent in 2014, is higher than the average of



LMICs (62 percent) and UMICs (79 percent). This high enrollment performance is due to a combination of demand and supply side policies. The demand for education is stimulated through a policy of free education in government schools, and free textbooks and school uniforms for children from grades 1-11. On the supply side the country has a complete network of public schools covering all towns and villages.

7. Despite this significant progress achieved in recent decades, the Sri Lanka education system now faces a major set of challenges as the country seeks to reach UMIC status. First, despite the high overall secondary education enrollment rates there are geographical disparities in terms of the curriculum options available at senior secondary education level. This is especially the case in less developed provinces. A greater diversity of curriculum options is needed in senior secondary education, especially to benefit students in these less advanced regions.

8. Second, the country needs to promote learning outcomes which are critical for the high-level industrial and service sector activities of a UMIC. Learning outcomes in key subjects have been rising in recent years, but from a low base and slowly. Among grade 4 students over the period 2013-2015: (a) average learning outcomes¹ in mathematics increased from 60 percent to 62 percent; and (b) average English language learning outcomes increased from 52 percent to 54 percent. Among grade 8 students, over the period 2014-2016: (a) average learning outcomes in mathematics increased from 50.87 percent to 51.11 percent; (b) mean learning outcomes in science rose from 41.16 percent to 41.76 percent; and average English language learning outcomes increased from 35.23 percent to 35.81 percent.

9. There are also high regional variations in learning outcomes. Among grade 4 students in 2015 average English language learning outcomes ranged between 59 percent in the Western Province and 46 percent in the Uva Province. Mathematics learning outcomes among these students range between 65 percent in the North-Western Provinces and 56 percent in the Eastern Province. Among grade 8 students in 2016 average English language learning outcomes ranged between 42 percent in the Western Province to 29 percent in the Northern and Eastern Provinces. Average mathematics learning outcomes varied between 56 percent in the Southern Province to 46 percent in the Uva Province. Mean learning outcomes in science ranged between 43 percent in the Western and Sabaragamuwa Provinces to 34 percent in the Northern Province.

10. Third, the general education system needs to be better oriented to the production of socio-emotional skills, such as problem solving, resilience, achievement motivation, control, team work, confidence, initiative and ethics (PRACTICE) that are important for students to become good citizens in adult life and to be productive in the modern global economy. Currently the curriculum, teaching-learning and assessment in Sri Lanka are not adequately focused on the promotion of socio-emotional skills. The general education system needs to be developed to reflect modern international trends which seek to increase both learning outcomes and the socio-emotional skills of students.

11. Fourth, assessments of learning outcomes need to be benchmarked against learning levels of other MICs and high-income countries (HICs). Sri Lanka needs to participate in international assessments of learning outcomes such as the Trends in International Mathematics and Science Study (TIMSS) and/or the Program for International Student Assessment (PISA). This will enable international benchmarking of student learning relative to the group of middle- and high-income countries that Sri Lanka aspires to join. In addition, the country could include TIMSS or PISA modules in the annual curriculum-referenced national assessments of learning outcomes so that progress against international standards can be monitored continuously.

12. Fifth, the general education sector needs substantial development to meet the special educational needs of children with physical and mental learning difficulties. This is especially important when promoting participation among the last 10 percent or so of the school-aged population. There is also a growing awareness of the physical and mental health

¹ Learning outcomes are measured through curriculum referenced national assessments conducted by the National Education Research and Evaluation Center (NEREC) of the University of Colombo.



challenges faced by children. These include physical problems such as child obesity, and acute and chronic stress related challenges. Schools have a vital role in promoting the physical and mental health and well-being of children, as these are extremely important for cognitive learning and the development of socio-emotional skills, as well as future physical well-being.

13. Sixth, although the quality of teachers is critical to the performance of schools, there is a shortage of teachers with adequate knowledge in key subjects such as mathematics and science, and especially English language. Pre-service teacher education institutions lack adequately qualified academic staff. For instance, considerably less than half the teacher educators have a Masters' degree from a reputable overseas university. The pre-service teacher education curricula have not been revised since the 1990s. The country has a system of school-based teacher development which has been useful and popular in schools. This now needs to be upgraded to a system of school-based teacher professional development (SBTPD) with a key focus on high level teaching skills and performance.

14. Seventh, Sri Lanka needs to implement a systematic school inspection and quality enhancement system. This requires quality inspection and enhancement over a broad domain, such as general management, physical and human resources, curriculum implementation, co-curricular activities, student achievements, student welfare, and school-community interactions. Initially, school stakeholders need to implement a system of internal quality self-reviews across these domains. Subsequently, this needs to be supplemented by external quality reviews by education officials (school inspectors) from outside the school. Special attention needs to be given to inspections and quality enhancement of rural and estate sector schools.

15. Eighth, school-based management (SBM) needs to be deepened and strengthened. The current SBM initiative known as the Program for School Improvement (PSI) has been popular and effective. The PSI has contributed to improved school attendance and student learning. It has also strengthened ties between schools and local communities. In the future SBM needs to be further strengthened through the systematic provision of financial resources to improve learning and socio-emotional skills, combined with greater budgetary authority, for schools.

16. Sri Lankan policy makers are aware of these challenges and appreciate the importance of a developing a high performing general education system to promote equitable economic growth and human development. Education policy makers recognize that a high-quality general education system plays a vital role in orienting students to the world of work. This includes direct entrance to the labor market after secondary school completion, channeling youth to vocational training and technical education, and preparing young people for higher education, depending on their aptitudes and preferences. In addition, policy makers place strong emphasis on the role of general education in promoting good citizenship. The values and ethics needed for a modern, well-functioning liberal democracy in the context of a multi-ethnic and multi-religious country needs to be promoted through the general education system. This is especially important given the ethnic based secessionist conflict that Sri Lanka experienced for about 30 years. The GoSL is preparing a multi-year education sector development framework and program (ESDFP) to address these challenges.

Relationship to CPF

17. Recognizing the importance of developing the general education sector to enable Sri Lanka's transition from an LMIC to a UMIC, the World Bank has proposed, as part of the Country Partnership Framework (CPF) FY17–FY20, to provide assistance through a new general education sector operation. The proposed General Education Modernization (GEM) Operation is fully aligned with the CPF Pillar 2: Promoting Inclusion and Opportunities for All. Improving the quality and relevance of the general education system will ensure that all children have the opportunity to gain the foundational skills needed to participate in Sri Lanka's economic growth.

18. The World Bank has been one of the key development partners in the education sector in Sri Lanka, through the Transforming School Education as the Foundation of a Knowledge Hub Project (TSEP). The TSEP supported the country to: (a) increase the survival rate of students from grades 1-11 (ages 6-16) to over 87%; (b) introduce a regular cycle of



national assessments of learning outcomes; and (c) introduce school-based management to support the administration of schools in all zones. This school-based management initiative was also supported through a program that introduced school-based teacher development in all zones. In addition, the TSEP helped the central MoE and the Provinces to collaborate and prepare a unified general education development plan as a multi-year rolling plan. The TSEP also assisted the strengthening of the capacity of the decentralized tiers of education administration, the education zones and divisions. GEM will build on the experience and lessons learned from TSEP, to strengthen the World Bank’s support for the general education sector.

19. Other development partners, such as the Asian Development Bank (ADB), support certain elements of the general education sector. The TSEP has also benefitted through a trust fund from the Australian Department of Foreign Affairs and Trade (DFAT) in the past. UN agencies such as UNESCO and UNICEF are also active in the sector, mainly through technical assistance activities.

20. The GEM will assist the general education sector with US\$100 million, using an Investment Project Financing (IPF) approach with Disbursement Linked Indicators (DLIs). The GEM will support the GoSL ESDFP.

C. Proposed Development Objective(s)

Note to Task Teams: The PDO has been pre-populated from the datasheet for the first time for your convenience. Please keep it up to date whenever it is changed in the datasheet.

Enhance quality and strengthen stewardship of the general education system

Key Results (From PCN)

21. The success of the project in terms of meetings its key objectives will be measured by the following indicative outcomes:

Developing systems to enhancing the quality of general education

- A system for internationalized assessments of learning outcomes established and used for national and provincial education development
- Number of students benefiting from direct interventions to improve learning in English language, mathematics, natural science, social science and civic education²
- Number of teachers trained through school-based teacher professional development programs³

Strengthening the stewardship of general education

- A school inspectorate system implemented for all education zones
- Enhanced school-based management program implemented in all education zones

D. Concept Description

² This represents the IDA 17 outcome indicator “number of students benefiting from direct interventions to improve learning”.

³ This represents the IDA 17 outcome indicator “number of teachers recruited or trained”.

For Official Use Only



22. The GEM will support the Government of Sri Lanka (GoSL) to modernize the primary and secondary education system in line with international developments in middle-income and high income education systems. The project will build on the current Bank Transforming School Education Project (TSEP) to broaden and deepen the Bank's assistance for the general education sector. The Bank's engagement will be broadened through support for new and innovative education development initiatives. The Bank's engagement will be deepened through assistance to strengthen and scale up initiatives that have been successful in the past. These are summarized in Box one below, after the description of the project.

23. The project will be organized under two themes.

Theme one: Developing systems to enhancing the quality of general education (US\$ 65 million)

24. The proposed project will support the government to develop systems to enhance the quality of education across through several development initiatives.

25. Curriculum modernization and diversification will be the first component under this pillar. The curriculum will be modernized through the adoption of an outcome based approach to teaching and learning. Outcomes will be defined both in terms of cognitive skills and socio-emotional skills. Information and communications technology (ICT) will be used as an educational tool to support classroom processes. In addition, English language will be taught formally from grade one upwards. The curriculum will be diversified from the current narrow specialization into arts, commerce, and science or technology baskets in senior secondary education to enable students to choose from a range of subjects across the different curriculum options. In addition, a further curriculum option reflecting vocational secondary education will be provided in secondary education. These initiatives will diversify the curriculum and widen choice in secondary education. They will also reduce the regional disparities in the range of curriculum options available for students in the less developed provinces.

26. Internationalization of assessments of learning outcomes will be promoted under GEM. Sri Lanka will participate in international assessments of learning outcomes, such as TIMMS or PISA, according to their multi-year cycles. In addition, the annual national assessments of learning outcomes will be enriched with modules from TIMMS or PISA assessments so that the evolution of learning outcomes can be monitored along both national and international dimensions. The findings and feedback from these assessments will be useful for policy makers and technocrats for curriculum development, pre-service teacher education, continuing teacher development, and the preparation of educational material including textbooks. The learning assessments will be statistically representative at the provincial level so that resource allocation decisions can also be influenced by these assessments.

27. The GEM will assist initiatives to orient students for the world of work. A key reform in this context will be strengthening the English language skills of students. Measures to improve English as a second language in primary and secondary schools will be supported. GEM will also assist schools to deepen the use of English as a medium of instruction in secondary schools. GEM will also support the improvement of mathematics and science education, to further prepare students for the twenty-first century economy. Key measures will include the upgradation of the English language, mathematics and science curricula, in line with innovative and internationally recognized best practices. This would include refining objectives and expected learning outcomes in English language, mathematics and science for all grades. In addition, GEM will support innovations to promote socio-emotional skills of students, as these are important for both educational and socio-economic success later in life. GEM will also assist schools to develop and implement a systematic career guidance program for secondary school children to facilitate education choices in the line with the aptitudes and interests of students, and the school to work transition.



28. GEM will also support good citizenship initiatives to promote Sri Lanka as a modern liberal, multi-ethnic and multi-religious democracy through the education system. This will include strengthening civic education and social studies in secondary education. In addition, GEM will assist the development of the school-based health program to address the physical health and nutrition needs and the mental health and well-being of school children. Accordingly, GEM will support the development of school-based mental health promotion. School-based mental health and wellness programs are not only important for preventing and managing acute mental health problems, but equally important in helping children to manage daily educational and social pressures that may otherwise impede their academic performance. Moreover, these programs can help to foster certain socio-emotional skills such as recognizing and managing stress and resolving conflict; skills that are crucial for both academic and socio-economic success.

29. The GEM will place special emphasis on children with special learning needs through a prioritized inclusive education program. This program will include support for children with cognitive learning disabilities, various physical disabilities and/or behavioral concerns. GEM will focus on strengthening the implementation of special education in schools through human resource development and other activities to ensure that schools are better equipped to integrate and educate children with special learning needs.

30. Well-trained teachers are vitally important for the delivery of high-quality education. Teacher education and development will be a strategic component supported by GEM. The operation will assist the development of the pre-service teacher education institutions, such as the National Colleges of Education (NCOEs) and Teacher Training Institutes (TTIs) to modernize courses and programs, especially in the use of technology for teaching and learning. Provinces will also be assisted to implement continuing teacher development programs according to a regular cycle for knowledge and skills upgrading. The Teacher Centers (TCs) will be developed with a focus on improving the subject content expertise of teachers. In addition, special attention will be given to promoting school-based teacher professional development (SBTPD) in all schools. The SBTPD and TC programs will provide special attention to the initiatives to orient education to the world of work and to the good citizenship initiatives outlined above. This will seek to provide teachers with both the required subject knowledge and skills in good teaching practices. In special cases, such as English language teaching, where Sri Lanka may not have sufficient teachers in the short term, the operation can also support bringing competent teachers from overseas for a period of time.

Theme two: Strengthening the stewardship of general education (USD 35 million)

31. GEM will assist the MoE to establish a School Inspectorate (SI). The SI will undertake quality enhancement reviews of schools across a variety of dimensions including learning and achievement, quality of teaching, quality of leadership and management, and the behavior, safety and wellbeing of students at the school. The school inspections will provide an independent external evaluation of their effectiveness and a diagnosis of what they should do to improve, based upon a range of evidence, including that from first-hand observation by inspectors, scrutiny of the work and achievements of schools, and information received from students, parents, teachers and other stakeholders. The SI would undertake quality enhancement reviews of schools according to a defined cycle. The frequency of inspection visits to schools will be decided by the level of risk shown in the report of a schools' last inspection visit. High performing schools will face less frequent inspections. Low performing schools will benefit from more frequent inspections, and more regular advice on the changes needed to achieve improvement. In addition, where there is serious concern about the performance of a school additional inspections may be arranged.

32. GEM will promote consistency of education planning and monitoring between the national MoE and the Provincial Councils (PCs). Each PC will have a five-year rolling provincial education sector development plan. These plans will outline the key outcomes and results to be achieved under the plan, and the strategies to achieve these outcomes



and results. Special attention will be given to promoting the learning outcomes and socio-emotional skills of students and performance of teachers from poor and disadvantaged zones. The findings of quality enhancement reviews and school performance feedback will also be incorporated into these rolling plans. The MoE will aggregate the provincial plans and add national initiatives and formulate a five-year rolling national education sector development plan. This will provide unity and consistency to the education development initiatives of the MoE and the nine provincial councils. The national and provincial education sector development plans will be reviewed and updated every year based on past implementation experience, global developments in education, and new policy priorities and needs.

33. GEM will support the strengthening of school-based management. The MoE will introduce an Enhanced Program for School Improvement (EPSI) which will deepen the existing PSI. Under the EPSI there will be greater budgetary provision for schools through school-based learning enrichment grants (SBLEG). The SBLEG can be used by school for activities that promote learning outcomes and/or socio-emotional skills of students and for teacher development under the SBTPD program. Schools will also have greater authority to manage funds with wider spending thresholds. There will also be better accountability to local school communities through a school performance feedback form. These performance feedback forms will describe the degree of attainment of the school's performance targets against the school development plan for that year. The performance feedback forms will be made available to the public, including parents and students. The information provided in the performance feedback forms is also expected to improve school level planning and implementation.

Component X: Contingent Emergency Response Component (CERC) (\$0):

34. This component will allow for rapid reallocation of project proceeds in the event of a natural or man-made disaster or crisis that has caused or is likely to imminently cause a major adverse economic and/or social impact. To trigger this component, the Government would need to declare an emergency, a state of disaster or provide a statement of fact justifying the request for the activation of the use of emergency funding.

Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

SAFEGUARDS

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

35. The project will have a national scope and be implemented in all 9 provinces of the country. Specific project locations and their features are not yet known and would be identified during implementation.

B. Borrower's Institutional Capacity for Safeguard Policies

36. A comprehensive policy and regulatory framework for the conservation of natural resources and environmental management exists in Sri Lanka. The Central Environmental Authority (CEA) is the key regulatory body mandated by the National Environmental Act (NEA) to implement all regulations outlined in its statutes. Sri Lanka has demonstrated good capacity for implementing and monitoring environmental safeguards in Bank-financed projects. The provinces and zones have reasonable knowledge of safeguards requirements and procedures through the existing TSEP project. The nature of the physical interventions under the former TSEP operation involved the construction and rehabilitation of existing buildings and small works within school premises and environmental management, health and safety implementation during sub-project implementation was managed via the provincial engineering teams with support from safeguards specialists based

For Official Use Only



centrally in a project implementation unit. The GEM is expected to follow a similar implementation modality.

37. During the course of TSEP no major environmental impacts were identified, but while the provincial units had substantial capacity for safeguards implementation, monitoring and reporting of safeguards was an area that needed further improvement. Therefore, to further strengthen the existing capacity of the provincial and zonal staff to ensure effective implementation of the project’s ESMF, measure to strengthen the capacity to implement, monitor and report on environmental management will be outlined in the safeguards management instrument.

38. Social safeguards policies were not triggered under TSEP and no major social issues were identified. However, under the GEM, the need for identifying potential risks and developing appropriate mitigation measures is deemed necessary. Government agencies responsible for implementing the project have relevant experience on environmental safeguards but additional resources and capacity will be required to manage, monitor and report on the implementation of the ESMF. Likewise, to ensure mainstreaming of gender and citizen engagement activities envisaged under the project, dedicated staffing will be required alongside capacity strengthening across the different levels of project implementation agencies around the country.

C. Environmental and Social Safeguards Specialists on the Team

Bandita Sijapati, Mokshana Nerandika Wijeyeratne

D. Policies that might apply

For Official Use Only

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The project is expected to finance physical interventions associated with improvements to existing infrastructure and new infrastructure in education institutions and in schools based on needs which will be identified as part of the school-based management program. It is expected that these activities will take place on existing school lands. Construction activities may have potential site specific environmental impacts during the construction phase which can be managed with inbuilt due diligence, however the project is not likely to have large scale significant irreversible environmental impacts. Therefore, the project is proposed as Environmental Category B.</p> <p>As the exact locations of project financed physical interventions will be known only during project implementation, as a risk mitigation measure, the client will prepare an Environmental and Social Management Framework (ESMF) to guide project implementation. The ESMF will include guidance on conducting environmental screening, preparation of environmental assessments and management plans as well as on monitoring, which will be key elements in ensuring</p>



For Official Use Only

			sound environmental practices during the implementation of physical interventions.
Natural Habitats OP/BP 4.04	Yes		OP/BP 4.04 is triggered on a precautionary basis and measures to ensure any possible impacts to natural habitats or sensitive environments are avoided/mitigated and will be covered in the ESMF.
Forests OP/BP 4.36	No		No activities in forests or in close proximity to forest areas are expected
Pest Management OP 4.09	No		Not Applicable as no project interventions are made where significant use of pesticides and other such substances are utilized.
Physical Cultural Resources OP/BP 4.11	Yes		The policy is triggered on a precautionary basis. While project interventions are not envisioned to be conducted in areas close to sites of cultural importance. Renovation, rehabilitation and improvements may be made to historic school buildings that are socially or culturally important, for which specific mitigation measures will be a requisite. These measures and measures to safeguard chance finds will be included as part of the measures taken under Environmental Assessment OP/BP 4.01 in the ESMF.
Indigenous Peoples OP/BP 4.10	No		There is no conclusive evidence/information available that establishes the presence of indigenous people in the project area.
Involuntary Resettlement OP/BP 4.12	Yes		This policy has been triggered as a precautionary measure. Civil works and other activities associated with expansion, improvements and rehabilitation of schools/buildings are envisaged to take place on spaces in existing schools or other public lands. The need for taking private land under the project is not expected. A checklist for social screening will be included as part of the ESMF for assessing potential social impacts from project activities. The ESMF will also include measures for mitigating against potential risks, if any, identified during the screening process.
Safety of Dams OP/BP 4.37	No		There will be no project interventions focused on dams or rehabilitation of existing dams.
Projects on International Waterways OP/BP 7.50	No		The proposed project activities do not have any impacts on international waterways and therefore this policy is not triggered.
Projects in Disputed Areas OP/BP 7.60	No		There are no disputed areas in Sri Lanka and therefore this policy is not triggered.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

December 29, 2017



Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

January 10, 2019

CONTACT POINT

World Bank

Harsha Aturupane,
Lead Economist

Tel: 94-11-5561306

Email: Daturupane@worldbank.org

Borrower/Client/Recipient

The Democratic Socialist Republic of Sri Lanka

Implementing Agencies

Mr S U Wijeratne
Jayantha Balasuriya
Deputy Director Planning
balasooriya.jyantha@gmail.com

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>

APPROVAL

Task Team Leader(s):

Harsha Aturupane, Mari Shojo

For Official Use Only



Approved By

Safeguards Advisor:		
Practice Manager/Manager:		
Country Director:		

Note to Task Teams: End of system generated content, document is editable from here.

For Official Use Only