



# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 29-Jan-2018 | Report No: PIDISDSA23190



**BASIC INFORMATION**

**A. Basic Project Data**

Country Sri Lanka	Project ID P163714	Project Name General Education Modernization	Parent Project ID (if any)
Region SOUTH ASIA	Estimated Appraisal Date 31-Jan-2018	Estimated Board Date 22-Mar-2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) The Democratic Socialist Republic of Sri Lanka	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

Enhance quality and strengthen stewardship of the general education system

Components

Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education  
Project Operations and Technical Support  
Contingent Emergency Response Component

**Financing (in USD Million)**

Financing Source	Amount
International Development Association (IDA)	100.00
<b>Total Project Cost</b>	<b>100.00</b>

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue

**B. Introduction and Context**

Country Context



1. Sri Lanka is a lower middle-income country (LMIC) with a GDP per capita of USD 3,835 in 2016 and a total population of 21.2 million people. Since the end of the 26-year civil war in 2009, Sri Lanka's economy has enjoyed a rapid growth at an average rate of approximately 6.2 percent between 2010-2016, reflecting a peace dividend and a determined policy thrust towards reconstruction and growth; although there were some signs of a slowdown in the last three years. The economy is transitioning from a previously predominant rural-based economy towards a more urbanized economy oriented around manufacturing and services. Social indicators rank among the highest in South Asia and compare favorably with those in middle-income countries. The current Government that came to power in 2015 envisions promoting a globally competitive, export-led economy, with an emphasis on governance and inclusion.
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 73<sup>rd</sup> 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). 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 nine provinces. General education is a devolved subject where the Provincial Education Authorities (PEAs) play an important role in the delivery of education services. The Provincial Education Authorities (PEAs) are responsible for formulating and implementing provincial education development plans consistent with national policy. 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-level). 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-level) 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. The country lags in terms of 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 outcomes 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 51.11 percent to 51.87 percent; and (b) average English language learning outcomes increased from 35.23 percent to 35.81 percent.

8. There are also significant 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.

9. The general education system needs to be better oriented to the production of socio-emotional skills, such as problem solving, resilience, achievement motivation, control, teamwork, 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.

10. 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 MICs and HICs 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.



11. 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 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.

12. 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. Although the pre-service teacher education curricula revision was made in 2010, some of the curricula are still not competency-based or not well designed to meet the needs in teaching and learning in a knowledge-based global economy. 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 professional teacher development (SBPTD) with a key focus on high level teaching skills and performance.

13. 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.

14. 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 be further strengthened through the systematic provision of financial resources to improve learning and socio-emotional skills, combined with greater budgetary authority, for schools.

15. 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.

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

Development Objective(s) (From PAD)

16. Enhance quality and strengthen stewardship of the general education system

Key Results

17. The success of the Project in terms of achieving the PDO will be measured by the following key outcome indicators:

- Improved English language learning outcomes
- Improved mathematics learning outcomes
- School Based Professional Teacher Development Program (SBPTD) results achieved
- Enhanced Program for School Improvement (EPSI) results achieved

18. GEM also has a set of intermediate outcome indicators to reflect the key milestones of the GoSL education development program. The disbursement linked indicators (DLIs) are selected as a combination of outcomes and intermediate outcome indicators.

### **D. Project Description**

19. GEM will support the 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. GEM will be organized into two components, as outlined below. 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.

#### **Component One: Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education (US\$ 90 million)**

20. Component One will support the implementation of activities aimed at enhancing quality and strengthening stewardship of primary and secondary education and grouped under six sub-components, through the financing of Eligible Expenditure Programs (EEPs) upon the achievement of pre-defined DLIs.

#### **Sub-Component One: Curriculum Modernization and Diversification**



21. The objective of this sub-component is to modernize and diversify the curriculum of general education to make students' learning experiences more compatible with the changes in Sri Lanka's society and economy. This will include placing greater emphasis on strategic subjects for economic development such as English language and mathematics. It will also support the broadening of choices in the GCE A-level grades so that students have flexibility to select subjects from among the arts, management, science, technology and vocational streams. This will require a strategic focus on career guidance for children after the GCE O/L examination, which from 2017 onwards will no longer be a pass/fail examination, but will instead be used to enable students to select the GCE A/L curriculum streamed most in line with their aptitudes and abilities. The country is introducing digital learning material into the school curriculum, as modern children use digital instruments such as mobile phones and have digital aptitudes. The Project will assist the country to develop digital learning material for English language and mathematics, with a focus on children from schools located in more disadvantaged regions.

#### Improving English Language Learning

22. English-language skills are widely acknowledged as central to success in the competitive global knowledge economy. The GoSL is strongly committed to English Language Learning Enhancement (ELLE) in schools. Accordingly, GEM will prioritize support for the development of a strong and effective ELLE program for primary and secondary grades. The objective of this component is to ensure that students leave the general education system with an adequate level of proficiency in the key language skills of vocabulary, reading and writing. GEM will support ELLE to implement the following activities in schools: (a) create an English language immersion environment to produce an acquisition rich environment for students to acquire the language, where day-to-day conversation, and extra and co-curricular activities, would be in English during at least a part of the school week; (b) encourage and affirm students who read books in the English language, and engage with English language technology, as appropriate to their ages; (c) encourage families to create an environment at home which fosters English language learning, including English language reading material and TV, and discussion and conversation in English at home; (d) promote co-curricular and extra-curricular activities such as English literary, drama and debating societies; and (e) other innovative activities to facilitate English language learning. Initially GEM will support the ELLE program in a selected set of schools. Based on the experience of the ELLE in these schools, it will be fine-tuned and expanded to further schools. The initial set of schools selected will include schools which send substantial numbers of arts and management students to universities. The school-based activities of ELLE would be supported through school-management committees under the EPSI. School-based learning enhancement grants (SBLEGs), which will be a key part of the EPSI, would assist the activities to improve English language skills. The amount of resources provided to schools through SBLIGs would be increased, over time, as an incentive and reward for schools that perform better in improving the English language skills of their students.

23. GEM would also support the MoE and the National Institute of Education (NIE) to undertake a review/revision of the English language syllabus, textbooks, and teaching materials for primary and secondary grades. Current implementation feedback suggests that the English syllabus is not sufficiently-aligned with textbooks and teaching materials, which impedes the English teaching and learning process. The syllabus and textbooks will undergo a thorough review process to check for quality as well as internal consistency. Another broad area of support would be for English teacher training. This would include support for pre-and in-service teacher training and development programs as well as the capacity building of Regional English Support Centers (RESCs) to deliver high-quality in-service teacher training. GEM will



support activities aimed at improving English in the most disadvantaged communities. This would include targeted remedial interventions for students in rural and estate schools.

#### Improving Mathematics Learning

24. Fundamental math skills are crucial for high performance in many sectors of the modern workplace. These skills are also essential for success in everyday life. Foundational mathematical skills must be developed at early stages of the education system and once this window of opportunity is missed, it is difficult to remedy at later stages of the education system. GEM will support schools to: (a) improve their mathematics teaching-learning environments through the provision of equipment and technology; (b) assist Teachers Centers (TCs) to design and implement high quality in-service mathematics teacher coaching and training programs, based on the subject content and pedagogical training needs of teachers; and (c) provide support to develop effective remedial programs for early grade mathematics, to ensure that all children leave the primary education stage with a strong grasp of fundamental mathematics. Special attention would be targeted at remedial interventions for students in rural and estate schools where mathematics outcomes are especially low. In addition, special support would be provided to GCE A-level Arts and Management students who take mathematics as a subject. This would improve their employment and higher education opportunities. The school-based learning enhancement grants would assist the activities to improve mathematics skills. The quantity of funds provided to schools through these grants would be increased, over time, as an incentive for schools that improve the mathematics learning outcomes of their students.

#### Strengthening Career Guidance

25. Career guidance is important for students as expert guidance on future academic and career choices. GEM will assist schools to develop a distinct cadre of career guidance teachers. The career guidance provided in schools will focus on the range of activities needed to better equip students to plan well for life within senior school and the post-school labor market, in line with their aptitudes, competencies and interests. It will include activities such as: (a) career information and provision of advice; (b) competency assessment; (c) mentoring; (d) supporting career decision-making; and (e) developing career management skills. GEM will support the development of tools to help students identify their talents/interests relating to possible future career pathways. In addition, principals, teachers, students and parents will be assisted to develop an understanding of the important role career guidance and career education can play in students' lives. Consideration will be given to having civic education teachers become career guidance teachers, where feasible, as they already deliver careers education. GEM will also assist the NIE staff to train career guidance teachers and the career guidance unit through the development of a diploma in career guidance. Annual 'career fairs' for students from Grade 9 upwards, also open to parents, will feature in all nine provinces.

#### Promoting Digital Learning Material

26. GEM will support the Education Publications Department (EPD) to produce high quality, learner friendly digital learning resources, such as smart textbooks, with special emphasis on English and mathematics. In these subjects the EPD will produce both print versions of textbooks and interactive e-books which are attractive for students and enable teachers to engage in novel teaching methods. Particular attention would be given to e-textbooks and reading material for children with special learning needs. These digitalized books could be copied to DVDs and distributed to students. Students could access





them in school or elsewhere. GEM would also support the EPD with the preparation of books in cross-cutting topics such as mental health, reproductive and sexual health, and psycho-social health education. GEM would also support the EPD with human resource development of young staff members in textbook writing, and designing and publishing of digital learning resources.

### **Sub-Component Two: Teacher Development**

27. Teacher development and education will be a strategic component supported by the Project. GEM will support the continuous improvement of the competencies, skills and knowledge of the stock of teachers through on-site school-based and off-site institutions based continuing teacher development programs. In addition, GEM will also support the pre-service teacher education of teachers by strengthening the National Institute of Education (NIE) and National Colleges of Education (NCOEs). Three specific initiatives will be supported under this component.

#### School-Based Professional Teacher Development

28. School-based professional teacher development (SBPTD) is internationally recognized as the most effective form of continuing teacher development. GEM will support GoSL to develop the current school-based teacher development (SBTD) framework to a more advanced program. Under SBPTD teachers will be encouraged to continuously improve their pedagogical skills and competencies based on their everyday teaching experiences at the classroom level, and through the sharing of knowledge and experiences with teacher colleagues. SBPTD seeks to produce the following results: (a) more specifically link teacher development activities, including subject knowledge and pedagogical skills, to student learning needs; (b) encourage teachers to implement innovative teaching-learning methods to promote the socio-emotional skills of students; and (c) more closely integrate teacher development needs within the processes of annual school planning under the Enhanced Program for School Improvement (EPSI) and feedback from the quality assurance activities of the Sri Lanka Education Inspection Service (SLEIS). The MoE and PEAs will support the process by strengthening the monitoring and support mechanisms to ensure that SBPTD activities are conducted effectively to target the key teaching-learning needs of schools, and that existing resources for SBPTD are fully utilized by schools. Schools will set aside a minimum of six days per year, two days per terms, for SBPTD activities. These SBPTD activities will be conducted within the school holidays and close to the commencement of the next school teaching term. Resources for the SBPTD would be provided to schools. The schools that perform well in achieving the results of the SBPTD program would receive more resources over time, as an incentive and reward for good performance.

#### Teacher Centers (TCs)

29. The project will promote the academic and professional competencies of teachers through teacher education institutions such as Teacher Centers (TCs). There are about 105 TCs, approximately one per zone. These TCs support continuous teacher training through: (a) continuous teacher training programs to improve and update the subject content knowledge of teachers; (b) facilitating in-service teacher training programs to strengthen teaching skills and methods; (c) supporting school-based professional development programs based on demand from schools; (d) conducting vocational counselling programs; (e) providing a meeting place for teachers; (f) serving as a resource center for teachers; (g) providing residential interactive experiences for teachers who have been trained only through distance-learning mode; and (h) providing opportunities for field training of student teachers. Under GEM the TCs would especially support in-service teacher training in key subjects and areas including



civic education, social sciences, primary education, counselling, and career guidance. GEM will support: (a) the capacity building of administrators and academic staff of TCs; (b) the improvement of their teaching-learning environments through the provision of equipment and technology; (c) the TCs to design and implement high quality in-service training programs based on the training needs of teachers; (d) the development of standards and guidelines for TCs; and (e) the establishment of a mechanism to enable the TCs to function effectively by granting them financial autonomy and converting them to cost centers.

#### Pre-service Teacher Education

30. GEM will assist the development of the pre-service teacher education institutions, specifically the NIE and NCOEs, to modernize courses and programs, especially in the use of technology for teaching and learning. Currently there are 19 NCOEs which annually produce around 3,300 diploma holders (trained teachers) who are qualified to teach at either primary (Grades 1-5) and junior secondary (Grades 6-9) level. The curriculum and the syllabi of NCOEs are developed by the NIE. The curriculum consists of an academic component, a professional component and a general component, which are implemented over a 2-year-period, followed by a one-year internship in schools. The syllabi consist of details about the competencies, competency levels, subject content, methodology, time and assessment processes. Activities supported by the GEM Project would include: (a) modernizing the pre-service teacher education curricula; (b) human resource development of young teacher educators to obtain Masters' degrees from reputable overseas universities; (c) strengthening the equipment, technology and facilities of the NCOEs. The Project will place special emphasis on the NCOEs training teachers in subjects such as English, civic education, social sciences, primary education, counselling, and career guidance.

### **Sub-Component Three: System Level Quality Assessment**

#### Quality Assurance

31. GEM will support the GoSL to undertake impartial quality assurance of the school system through the development of Sri Lanka Education Inspection Service (SLEIS). GEM will assist the development of policies, protocols, guidelines, working practices and tools, procedures and pilot inspections that comply with best international practice in the external evaluation of schools. The role that stakeholders, including students, teachers, and community representatives such as parents, past pupils and local well-wishers through the SMC and SDCs, can play in supporting school self-evaluations will be a key focus. In addition, GEM will assist the Inspectorate to deliver services that contribute to the nurturing and development of schools, with special attention to the more disadvantaged schools. Inspection criteria will be open and procedures transparent. Inspection will take full account of a school's self-evaluation. Greater focus will be given to delivering qualitative rather than quantitative evaluations. In all quality assurance matters, the same six-point scale and terms, as used in each school's self-evaluation, will be applied to evaluate practice as this aids consistency and understanding. GEM will assist in the initial training of newly appointed inspectors, including part-time associate inspectors drawn from school principals and other relevant provincial and zonal officers. The thrust of inspections will be on supporting schools through school improvement, including identifying best practice and sharing this widely, identifying aspects for improvement and reporting openly to schools, parents and the community. In addition to the inspection of individual establishments, SLEIS will inspect widely across schools and report on specific themes. Inspection reports will enable the MoE, NIE, provinces, zones and schools to improve practice and thus raise the quality of leadership, teaching, students' learning experiences and achievements.

#### Modernized Assessment of Learning Outcomes



32. The assessment of learning outcomes is extremely important for policy makers and education technocrats. These assessments provide policy makers with information on how well students are learning; on disparities in learning outcomes between geographical areas or population sub-groups; factors associated with learning levels; and changes in learning outcomes over time. GEM will support the GoSL to conduct a series of learning assessments reflecting modern international practices. GEM will assist Sri Lanka to enrich the regular national assessments of learning outcomes through the incorporation of international modules from the PISA. This will enable schools to adapt their curriculum implementation activities to the learning framework of the PISA. GEM will also support the country as it seeks to qualify for the next PISA which will be conducted in 2021. This will help benchmark learning levels in Sri Lanka to international standards. In addition, GEM will support the country to implement the Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA). These will provide tools for the assessment of foundational early grade competencies in reading and mathematics. The assistance from GEM will cover the human resource development and capacity building of staff in the MoE, NIE, and the universities, to undertake international quality assessments; analyze and report on the information from the various types of assessments; and use the findings and conclusions from these assessments for policy and program development. The range of assessments supported under GEM will be useful for policy makers and technocrats in areas such as curriculum development, pre-service teacher education, continuing teacher development, and in the production of educational material including textbooks. The variety of learning assessments will also provide feedback to the PEAs on the performance of the education systems in the provinces. The assessments will be designed to enable comparisons across provinces and by other groupings, thereby enabling education policy makers to identify areas and groups that are lagging behind in terms of achievement, and to design strategies to address the special requirements of these lagging regions and/or groups.

#### **Sub-Component Four: Enhanced Program for School Improvement**

33. GEM will support the strengthening of school-based development activities and their management through the Enhanced Program for School Improvement (EPSI). The EPSI will help schools conduct a regular school-based management cycle of planning, implementation, school self-review, reporting of results, and further fine-tuning and updating the school plans. School level activities, including the SBPTD program, will be supported through the EPSI. Under the EPSI there will be greater budgetary provision for schools through school-based learning enhancement grants (SBLEG). The SBLEG will be given to schools based on a formula which aims to give more support to disadvantaged schools. The SBLEG can be used by schools for activities that promote learning outcomes and socio-emotional skills of students, and for teacher development under the SBPTD program. Schools will have greater authority to manage funds with wider spending thresholds. There will also be better accountability to local school communities through school self-evaluation reports. These reports will describe the degree of attainment of the school's performance targets against the school improvement plan for that year. The self-evaluation reports will also provide the basis for the external reviews from the School Inspectorate. The reports would be made available to the public, including parents and students. The information provided in the self-evaluation report is also expected to improve school level planning and implementation. The new EPSI model will have a special focus on achieving the following results: (a) facilitating the participation of key stakeholders from the local communities, such as parents, past pupils, and local well-wishers, in priority school development activities; and (b) using SBLEGs to empower and enable schools to make decisions, and implement and monitor innovative activities to improve teaching and learning, with a key focus on improving learning outcomes and socio-emotional skills of students. The SBLEGs will also be used



as an incentive for better school performance, as schools which show good progress on key outcomes over time would be rewarded with greater resources. School development committees (SDCs) with wider school communities will develop budget estimates, formulate school improvement plans, and make arrangements for implementation of school decisions. SDCs will also undertake annual reviews of school performance and report to the wider stakeholders and the Zonal Director of Education. School management committees (SMCs) will have teams which focus specially on implementation of SBPTD, ELLE, the promotion of good citizenship education, and the promotion of socio-emotional skills of students.

### **Sub-Component Five: Strengthening Education Leadership and Management**

34. School leadership has become a priority in the international education policy agenda. School principals play a vitally important role in improving school outcomes through a variety of activities, including ensuring a favorable learning environment in schools, positively influencing the motivation and capabilities of teachers, and promoting collaboration between the school and local communities. In the past many school principal positions have been occupied by unqualified acting principals. The MoE has initiated a program to replace these with properly qualified principals. The GEM will assist the MoE to implement this program. Important leadership and management skills that principals will be expected to acquire, under GEM, are the abilities to: (a) clearly articulate the vision and educational goals of schools; (b) organize schools to implement the curriculum effectively; (c) match the pedagogical competencies of teachers to the classroom and co-curricular needs of schools; (d) appraise staff, especially teachers, and progressively improve their competencies and skills; (e) motivate staff and students towards high performance; (f) providing leadership for school management and administration, especially in the optimum utilization of human, physical and financial resources to promote school goals; (g) develop close ties with community organizations, including parent-teacher associations and past pupils associations; and (h) maintain high visibility and accessibility to pupils, teachers, parents and other community members. GEM will support the MoE to redefine the school leadership and management responsibilities and build the capacities of school principals and section heads for school leadership and management. The specific capacity building needs of principals of primary schools compared to secondary principals will be given special attention. This capacity building will also help implement the EPSI. This will be especially needed as greater management responsibility and financial powers are devolved to schools.

35. GEM will assist the MoE and PEAs to develop the human resources of young officials in the Sri Lanka Education Administrative Service (SLEAS), Sri Lanka Teacher Educators Service (SLTES), and curriculum developers in the NIE. Young staff from these institutions will be supported through scholarships for Masters degrees, in relevant subjects, in internationally recognized universities abroad. This will contribute to succession planning so that when current highly-trained staff retire there is a cadre of equally highly-trained, experienced staff ready to take their place. SLEAS staff will be given opportunities for Masters degrees in Education Planning, and in Education Administration and Management. NIE curriculum developers and teacher educators will be given opportunities for Masters degrees in subjects relevant for their disciplines. Special emphasis will be given to subjects such as English, civic education, social studies, and primary education.

36. GEM is an ambitious and wide-ranging Project, and as the reforms unfold, further capacity building, especially organizational and technical capacity, will be critical for successful implementation of the reform program. In particular, MoE and the Provinces (including zones and divisions) will require



capacity building in the use of modern equipment and technology for managerial tasks, information retrieval and processing, efficient forward planning of routine services, logistics handling and administration, and English language fluency and competence. This capacity building will be supported under GEM, drawing on resources available in the country, as well as strategically selected institutions overseas.

### **Sub-component Six: Promoting Social Equity and Inclusion through Education**

37. Developing good citizens is an important dimension of a general education system. In the context of Sri Lanka, which experienced a 30-year ethnic based civil war, promoting a favorable environment for a modern liberal, multi-ethnic, multi-religious democracy is extremely important. This sub-component will support GoSL to implement appropriate initiatives in this direction. This sub-component will also promote inclusion to respond to the diversity of needs among all students, especially children who are at risk of being excluded, marginalized, or otherwise disadvantaged in their pursuit of educational opportunity.

#### Supporting Social Cohesion through Education

38. In Sri Lanka, the stated aim of civic education is to help achieve a sustainable peace in the country. The history taught in secondary schools also plays a crucial role in shaping national identity. As such, there are obvious synergies between the objectives of the civic education and history syllabi and the efforts of the Peace and Reconciliation Unit (PERU), which is a unit tasked with promoting social cohesion through education. GEM will support the promotion of social cohesion through the development and implementation of the civic education and history curricula. The GEM support for the broader social cohesion agenda will focus on the development and implementation of effective approaches to teaching civics and history in ways that promote respect for diversity and social inclusion. GEM support in this area will focus more specifically on the developing those aspects of the curriculum that contribute to sustainable social cohesion efforts. This will include support for reviewing and strengthening the social cohesion aims of the curriculum and textbooks, sensitization of teachers, ISAs, school principals on the crucial role of education in the promotion of social cohesion, and the training of teachers, to teach the relevant areas of the curriculum. Exchange programs, co-curricular activities and extra-curricular activities among schools with different ethnic and religious populations, such as literary events, drama, and music and artistic events, will be supported.

#### Strengthening Inclusive Education

39. Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs. There is growing evidence that schools with an inclusive approach are the most effective at combating discriminatory attitudes, building an inclusive society and achieving learning for all. GEM will support the development of an inclusive approach to education in schools. This approach should be guided by a strong policy on inclusion, which describes Sri Lanka's vision for inclusive education and explains how the capacity of the education system can be strengthened to include all learners in education and to help them achieve their full potential. Specifically, GEM will support teacher training in special educational needs (SEN), mainly through certificated programs from the NIE, with a view to providing schools with access to teachers with specific training in SEN. Such a teacher would be able to assist other teachers in the school, advise on, and coordinate, provision for children with SEN as well as acting as a resource to support other children at risk of being marginalized in the system. Thorough all these



supports, GEM will aim to help all teachers have the knowledge and skills to provide for students with SEN in an inclusive environment.

#### Strengthening School Health, Counselling and Well-Being

40. GEM will support the development of a School-Based Mental Health Program (SMHP), which would be embedded into School Health and Nutrition Program (SHNP). This expanded SHNP, including the SMHP, will promote a two-tiered approach to mental health through universal and targeted interventions for students. Universal services would be aimed at promoting resilience among students by developing their socio-emotional skills and creating a safe social environment for children through: (a) programs to sensitize the school community to the importance of mental health and wellbeing; (b) the training of teachers and other school staff in the identification of mental health issues and measures to prevent further escalation; and (c) cross-cutting approaches and strategies that contribute to the development of a healthy psycho-social environment for children. An effective SMHP will require a strong school-based counselling program, not only to provide targeted interventions for students at risk because of mental health issues, but also to play a coordinating role in the delivery of school-based mental health programs. As such, GEM will also support the development of school-based counselling services. This will include the establishment of counselling centers in schools and the training of school-based mental health focal points/counsellors. These school-based counselling units will work collaboratively with the mental health professionals under the Ministry of Health (MoH), building on existing mechanisms for coordination between the MoE and MoH.

#### **Component Two: Project Operations and Technical Support (POTS) (US\$ 10 million)**

41. The POTS component will provide traditional input-based financing to assist the MOE and PEAs to coordinate, implement and monitor the GEM Project component through operational and technical assistance (TA). The POTS will cover operations and monitoring support; technical assistance; program coordination; capacity building; policy research and evaluation; and communication. There will be an Operations Monitoring and Support Team (OMST) in the MOE to implement the POTS. The OMST will be staffed by education experts linked to the sub-components of the GEM. These will be experts with high-quality expertise and a proven track record of performance in the relevant areas. In addition, the OMST will have managerial and administrative staff. The managerial and administrative staff will be recruited under the GoSL circular applicable for Cadre and Remuneration Management of Projects. Consultants needed will be recruited under the World Bank Procurement Regulations.

42. The POTS component will finance goods and consultant and non-consultant services. This will include equipment, software, staff payments and other incremental operating costs, rental of space for the OMST office, workshops, conferences, symposia, resource persons, transport, and office furniture for the OMST. All activities under the POTS component will be subject to technical prior review and no objection by the World Bank's general education task team. This will include the prior review of the TORs for studies and consultancies and the consultants selected, and all overseas HRD programs.

#### **Component Three: Contingent Emergency Response Component (CERC) (US\$ 0):**

43. 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 GoSL would need to declare an emergency, a state of a disaster or provide a statement of fact justifying the request for the activation of the use of emergency funding. To allocate funds to this component the GoSL may request the World Bank to re-allocate Project funds to support response and reconstruction. If the World Bank agrees with the determination of the disaster, and associated response needs, this proposed component would draw resources from the unallocated expenditure category and/or allow the government to request the World Bank to re-categorize and reallocate financing from other project components to cover emergency response and recovery costs. This component could also be used to channel additional funds should they become available as a result of an emergency. Disbursements would be made against a positive list of critical goods or the procurement of works, and consultant services required to support the immediate response and recovery needs. An Operations Manual will apply to this component, which will be part of the Project operations manual, detailing financial management, procurement, safeguards and other necessary implementation arrangements.

## **E. Implementation**

### Institutional and Implementation Arrangements

44. The implementation arrangements contain three mutually reinforcing structures at the central and provincial levels: (a) policy direction, establishment of norms and standards, and monitoring and oversight; (b) management and implementation; and (c) technical support.

#### **Policy Direction and Oversight for the GEM**

45. The National Education Commission (NEC). The NEC has the responsibility to advise the President on national education policy. Within the over-arching policy framework recommended by the NEC and agreed by the President, the formulation of operational policy and the establishment of national norms and standards is the responsibility of the central MoE. The PEAs have the authority, at the provincial level, to develop and adopt education policies, standards and norms to suit their regional needs, subject to the condition that these are within and consistent with national policies, norms and standards.

46. The GEM will have a steering committee at the national level for policy direction and oversight. The composition of the steering committee will be as follows.

47. Steering Committee. A steering committee for GEM will be established by no later than 30 days after the effective day of GEM. It will be chaired by the Secretary, MoE. The other members of the steering committee will be the Director General, NIE; Commissioners-General for Education Publications and Examinations, respectively; Head of the School Inspectorate; Additional Secretaries of the MoE; and representatives from the PEAs, the Finance Commission, and the Departments of National Planning, External Resources, Project Management and Monitoring, Treasury Operations, and National Budget. The steering committee will review the overall performance of the GEM and decide on important policy aspects to facilitate the achievement of outcomes and results. This will include making adequate budget provisions for GEM funds. The Planning Branch of the MoE will coordinate the Steering Committee.



48. Consultative Group. The consultative group will be chaired by the Additional Secretary, Planning and Performance Review Division, Ministry of Education. The other members of the consultative group would include All Additional Secretaries, Ministry of Education; a representative of the, NEC; a representative of the Finance Commission; Director General, Department of Census and Statistics; Director, National Education Research and Evaluation Center (NEREC); all Provincial Directors of Education, education academics, researchers, representatives of schools, employers, representatives of civil society, a representative from the Auditor General's Department, a representative from the National Procurement Agency. The consultative group will periodically discuss the implementation of the program to identify areas for support, observe important emerging issues and assist the central and provincial education agencies to resolve problems and strengthen program performance.

### **Management and Implementation of GEM**

49. GEM will be managed and implemented at the national level by the MoE (including DOE, EPD, NIE, and SLEIS) and at the provincial level by the PEAs.

50. To establish consistency and coherence between national and provincial systems, the division of responsibilities between the national and provincial education authorities for the ESDFP 2018-2025 will be as outlined below.

51. National Level. The MoE is responsible for the following functions: establishing national policies, norms and standards; system development; publishing and distributing textbooks, and accrediting any textbooks produced by the private sector; public examinations; administering national schools; national sectoral planning; monitoring, evaluation and research; and overall school inspections and quality assurance. The National Institute of Education (NIE), which is an agency under the MoE, is responsible for formulating the school curriculum and the pre-service teacher education curriculum; and administering professional development programs and courses for school principals, section heads and teachers. The NIE works closely with other education departments in the MoE and with the provinces.

52. Provincial Level. Provincial Education Authorities (PEAs) are responsible for the following functions: developing and implementing the provincial education sector development plans; managing the provincial school system; human resource management and development of education administrators, school principals and school teachers at the provincial level; implementing continuing teacher development programs; implementing special and non-formal education programs; and provincial level monitoring and evaluation.

53. Provincial Consultative Groups. There will be provincial consultative groups chaired by the respective Provincial Chief Secretaries, and including the Provincial Education Secretary, Provincial Deputy Chief Secretaries, and Provincial Education Director. The planning agencies of the Provincial Departments of Education will coordinate these provincial consultative groups. This provincial consultative group will ensure that the overall policies and plans of the PEAs will facilitate the implementation of GEM at the provincial level. The purpose of these province level consultative groups will be to ensure that GEM activities within the province are supported under the overall provincial plans and budgets.

54. Sub-Provincial Level (Zone and Division Levels). The PEAs will provide support to the zonal and divisional education authorities, which are responsible for monitoring school level education activities.





The zonal and divisional offices will provide academic and managerial support to schools. In-service advisors based in zones and divisions will provide guidance and support to schools, especially teachers, on areas such as: instructional methods, lesson preparation, classroom practice, curriculum competencies, school based assessment of student performance.

55. School Level. Schools will be responsible for planning, and implementing and monitoring school-based activities. Each school has a School Development Committee (SDC), which is chaired by the principal and with representatives from the zonal office, teachers, parents, past pupils and local community well-wishers. SDCs help develop school budget estimates, formulate school improvement plans, and make arrangements for the implementation of school decisions. SDCs also help to undertake annual reviews of school performance and report to the wider stakeholders. Each school also has a School Management Committee (SMC) consisting mainly of teachers. SMCs have teams which focus specially on implementation of SBPTD, ELLE, the promotion of good citizenship education, and socio-emotional skills of students.

**The Technical Support System**

56. The Technical Team. There will be a technical team to manage the implementation of GEM at national and provincial levels. The national technical team will be chaired by the Additional Secretary, Planning and Performance Review Division, MoE. The other members of the technical team will be the Additional Secretary, Education Quality Development, MoE; the Provincial Directors of Education, and relevant directors of the MoE and Deputy Directors of the Provinces in charge of the various Project themes and components; and relevant management and administration staff of the MoE and PEAs. The Director, Planning of the MoE will be the Secretary of the Technical Team.

57. The Provincial technical team will be chaired by the Education Secretary of the Province. Other members of the technical team will be the: Provincial Director of Education; relevant Deputy Directors of Education for GEM components; Zonal Directors of Education; and Deputy Directors in zones who cover GEM activities.

58. The national technical team will periodically review the implementation of the program to identify areas for support, observe important emerging issues and assist the provincial education agencies to resolve problems and strengthen program performance. The provincial technical teams will periodically review the implementation of the program to identify areas for support, observe important emerging issues and assist the zonal and divisional education agencies to resolve problems and strengthen program performance.

59. The lead agencies within the MoE to lead the implementation of the Project components and sub-components are summarized in the Table below:

**Table. Project Components and Implementation Agencies of the MoE**

<b>Component One: Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education</b>	
<b>Subcomponents</b>	<b>Agencies with Implementation Responsibilities</b>
	Ministry of Education



<b>Sub-Component One: Curriculum Modernization and Diversification</b>	National Institute of Education Department of Education Publications Schools
<b>Sub-Component Two: Teacher Development</b>	Ministry of Education National Institute of Education Schools
<b>Sub-Component Three: System Level Quality Assessment</b>	Ministry of Education School Inspectorate
<b>Sub-Component Four: Enhanced Program for School Improvement</b>	Schools
<b>Sub-Component Five: Strengthening Education Leadership and Management</b>	Ministry of Education National Institute of Education
<b>Sub-Component Six: Promoting Social Equity and Inclusion through Education</b>	National Institute of Education Department of Education Publications Schools
<b>Component Two: Program Operations and Technical Support</b>	Ministry of Education

**Operations Manual**

60. An Operations Manual (OM) has been prepared for the Operation. This manual contains a description of the Project, the implementation arrangements and plan, the Results Framework and Monitoring arrangements, and planned technical support and capacity-building activities. The OM also contains the criteria and guidelines for key activities of the Project, such as guidelines for the allocation of SBLEG, guidelines for the selection of scholarships for the human resource development of the SLEAS, and a detailed schedule and plans for Sri Lanka’s participation in the international assessments of learning outcomes. The OM presents an implementation plan, with a time sequence of key actions in each component of the Project, implementation responsibilities among the various agencies, budgets, and expected results. The OM also describes the fiduciary and safeguards arrangements for the Project. It also contains the TOR for the key positions of the OMST that will be established in the MoE. The OM will be periodically updated during the project implementation, with the agreement of the World Bank.

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

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



**G. Environmental and Social Safeguards Specialists on the Team**

Bandita Sijapati, Social Safeguards Specialist

Mokshana Nerandika Wijeyeratne, Environmental Safeguards Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The Project is categorized as an Environmental Category B. While the direct expenditure through the Bank support will not be spent for civil works which have safeguard implication on the environment the Project will contribute to the GoSL’s overall general education program via the government budget. The wider government program may involve the rehabilitation of existing infrastructure and/or the construction of medium scaled infrastructure, such as school buildings and class room units, based on needs identified via the program. These rehabilitations of existing infrastructure/construction of new infrastructure is thus related to the activities financed by the Bank, and are considered as the linked activities of the Bank financed project as the program will be implemented, the policy is triggered.</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 has prepared an Environmental and Social Management Framework (ESMF) to guide program 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 sound environmental practices during the implementation of physical interventions that the program will include, once identified.</p>



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 are covered in the ESMF, in the event that new land is required for the establishment of school facilities the due diligence mechanism will ensure the project does not conduct any physical interventions in protected area, buffer zones or protected areas or engage in the conversion of critical natural habitats.
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 are 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 presence of indigenous people in the project area.
Involuntary Resettlement OP/BP 4.12	Yes	The Project will not directly support civil works that requires land acquisition or lead to involuntary resettlement, but the wider government program that the project will contribute to may include such activities. Because of the linked nature of the Project, this policy has been triggered. To ensure due diligence on social safeguards management, an Environmental and Social Management Framework (ESMF), including a Social Impact Management Framework (SIMF), has been prepared to strengthen GoSL's overall capacity for safeguards management. The SIMF and the ESMF includes guidelines to support the identification of risks, prepare and implement appropriate risk mitigation measures, implementation arrangements for safeguards



		management, and mechanisms for monitoring during implementation of the Program.
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.

**KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT**

**A. Summary of Key Safeguard Issues**

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The Project is expected to contribute to GoSL’s general education project through government budget. The Project will primarily involve activities relating to institutional strengthening and technical support to the education sector and hence is not expected to lead to adverse social and environmental impacts. However, the scope of the government's program may finance the construction of new school buildings, renovations of existing school buildings or extensions to existing school buildings, etc., that have the potential for social and environmental impacts during the construction phase and during the operational phase as highlighted below. It is expected that these activities will take place on existing school lands and the nature of these interventions will be small to medium scale.

Due to the scattered nature of construction anticipated under the project, it is not expected that there will be significant accumulated environmental damage due to project activities. However site specific environmental and social impacts will occur such as clearing sites of vegetation/ soil or debris, resource extraction such as sand, soil and timber, waste generation, noise and dust. While the program activities are not expected to lead to large-scale involuntary resettlement since most of the construction and rehabilitation works will take place in the existing premises of the school, there may be a need for additional land-taking in some instances, including through land donation and private acquisition. In addition, there will be impacts related to transport of construction material, labour camps, health and safety risks. Once buildings are completed, operational impacts such as waste generation, disposal of hazardous chemicals from science laboratories if not properly managed can cause harm to waterways and surrounding built and natural environment.

As due diligence measures, site-specific impacts that will require mitigation measures include screening for risks and impacts in cases of land acquisition and designing appropriate measures to mitigate the risks to ensure that need to obtain resources such as sand, soil and timber for construction from authorized locations that are licensed by relevant GOSL authorities. Proper disposal of waste from construction and labour camps, management of traffic during school hours, ensure safety and risk plans are in place, and minimize noise and dust generation during school hours. Other on site mitigation impacts that need to be followed include, locating sanitation facilities away from ground water sources to minimize contamination and ensuring that dug wells for drinking water meet National standards. Schools that require science laboratories will need to follow guidelines in design to ensure that all safety precautions are taken to provide secure storage for hazardous chemicals and develop a safety and procedure manual. Schools will need to



ensure that chemicals are not washed down drain pipes and that a plan for proper disposal of laboratory waste is developed. Building construction and renovation will adhere to the existing building and other applicable codes of practice in Sri Lanka. Construction that needs to be decommissioned needs to be done in a manner that minimizes the contamination of waterways, spread of dust and hazardous materials, and does not pose a risk to students and in line with decommissioning guidelines acceptable to the World Bank. Thus, filling of de-commissioned latrine pits or water wells that are not being used, proper disposal of waste, landscaping and turfing will be required.

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

Most construction work will be done on existing school premises in urban and semi-urban settings with only a few instances where new sites may be considered. Construction activities are not anticipated to cause major environmental and social impacts considering that these will not be permitted in environmentally sensitive areas such as wetlands or marshes and any activities that may affect the nearby communities. Further, physical displacement as a result of land acquisition, if any, is not envisaged either. Thus, no long-term environmental and social impacts are anticipated due to project activities. For any large scale sub-projects, EIAs/IEEs will be mandatory in accordance with the National Environmental Act and associated regulations, hence the impacts will be addressed through the EIA/IEEs studies in the future. Once project sites are known, based on the type of construction work to be carried out, a screening checklist to identify possible impacts will be administered and an Environmental and Social Analysis will be done, if required. therefore, indirect and/or long term impacts, if any, will be addressed at this stage. Environmental Management Plans will be developed based on the type of construction work to be conducted, in order to ensure that impacts to the environment are minimized and any indirect social impacts are avoided.

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

Largely on-site mitigable environmental impacts are anticipated from the project activities/ Consideration of alternative options on the basis of environmental and social concerns will be done on a case by case basis once site locations are known for construction activities.

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

The GoSL has prepared a comprehensive Environmental and Social Management Framework (ESMF) and a stand-alone Social Impact Management Framework (SIMF) which will serve as the guiding document for undertaking safeguards analysis for all physical interventions funded under the government's program. While the location, scope and nature of the rehabilitation/construction activities are not known at the preparatory stage the ESMF has been prepared to ensure proper due diligence on environmental and social aspects are undertaken. It will act as a guide to be used during implementation at the point the scope and designs of all physical interventions will be known.

The safeguards management process under environmental and social safeguards, recommended in the ESMF and SIMF, primarily includes the preparation of a site specific Environmental Management Plan (EMP) for all physical intervention subprojects identified, post the design stage, including guidelines for the construction of other planned interventions such as sanitary facilities. The ESMF and SIMF outlines both national and World Bank standards to be adhered to during the implementation of physical interventions, drawing experience and lessons learned from the implementation of safeguards within the TSEP. It outlines due diligence mechanisms from environmental and social screening to safeguard instrument preparation to management and monitoring of subprojects that may be financed under the governments program. Additionally, the SMIF also includes specific guidelines on social impact management planning that will be followed if the screening checklists points to any adverse social impacts.

The project PMU will include an Environmental Specialist and a Social Specialist to guide the Implementing Agencies (IAs) on the ESMF and SIMF and facilitate the implementation of safeguard procedures with in the program. The ESMF



and SIMF will include guidance on conducting environmental and social screening, preparation of environmental and social assessments and management plans as well as on monitoring, which will be key elements in ensuring sound social and environmental practices during the implementation of physical interventions in schools. The ESMF and SIMF has been disclosed by the GoSL on January 29, 2017 and by the World Bank on January 29, 2017.

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

Key stakeholders will include a) local population in surrounding area, b) school teachers, students, school development committees (SDCs) involved in identifying school requirements, c) administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals, d) any other national level agency under whose jurisdiction project activities may fall (E.g. Urban Development Authority, Coast Conservation Department, National Water Supply and Drainage Board, Local Authorities such as Municipal, Urban Councils and Pradeshiya Sabhas etc.).

**B. Disclosure Requirements**

**Environmental Assessment/Audit/Management Plan/Other**

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
26-Jan-2018	29-Jan-2018	

**"In country" Disclosure**

Sri Lanka  
29-Jan-2018

Comments

**Resettlement Action Plan/Framework/Policy Process**

Date of receipt by the Bank	Date of submission for disclosure
-----------------------------	-----------------------------------

**"In country" Disclosure**

**C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)**



**OP/BP/GP 4.01 - Environment Assessment**

Does the project require a stand-alone EA (including EMP) report?

No

**OP/BP 4.04 - Natural Habitats**

Would the project result in any significant conversion or degradation of critical natural habitats?

No

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?

NA

**OP/BP 4.11 - Physical Cultural Resources**

Does the EA include adequate measures related to cultural property?

Yes

Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?

Yes

**OP/BP 4.12 - Involuntary Resettlement**

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

**The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes





### All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

### CONTACT POINT

#### World Bank

Harsha Aturupane  
Lead Economist

Mari Shojo  
Senior Education Specialist

#### Borrower/Client/Recipient

The Democratic Socialist Republic of Sri Lanka  
Priyantha Ratnayake  
Director General External Resources Department  
priyantha@erd.gov.lk

#### Implementing Agencies

Ministry of Education  
Jayantha Balasuriya  
Director Planning  
balasooriya.jayantha@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
----------------------	--------------------------------

**Approved By**

Safeguards Advisor:		
Practice Manager/Manager:	Keiko Miwa	29-Jan-2018
Country Director:	Idah Z. Pswarayi-Riddihough	29-Jan-2018