

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA12438

Date ISDS Prepared/Updated: 06-May-2015

Date ISDS Approved/Disclosed: 06-May-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Sri Lanka	Project ID:	P151916
Project Name:	Early Childhood Development Project (P151916)		
Task Team Leader(s):	Saurav Dev Bhatta		
Estimated Appraisal Date:	05-May-2015	Estimated Board Date:	25-Jun-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Pre-primary education (90%), Public administration- Education (10%)		
Theme(s):	Education for all (90%), Other human development (10%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	50.00	Total Bank Financing:	50.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			50.00
Total			50.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The proposed Project Development Objective is to enhance equitable access to and improve the quality of ECD services.

3. Project Description

Introduction

The Government of Sri Lanka has an embryonic ECD program (framework) encapsulated in

different policy and plan documents, including the National Plan of Action for Children of Sri Lanka 2013-17 and the Sri Lanka National Budget which includes a three-year plan. Drawing upon these policy and plan documents, GoSL is currently in the process of finalizing a National Plan for Early Childhood Care and Development (NPECCD), 2015-2020 .

The draft NPECCD provides a situation analysis of the sector, identifies key issues and challenges, outlines strategic areas of focus, and presents planned interventions aimed at addressing the challenges faced by the sector. It identifies equitable access to and quality of ECD programs as the most important key issues in the sector. In order to address these issues, it proposes interventions in the following strategic areas: (1) policies, systems and structure of early childhood development; (2) access to ECD; (3) quality improvement of ECD; (4) health, nutrition and safety; and (5) monitoring/regulation of ECD. NPECCD provides the foundation for the proposed IDA-financed operation.

The ECD Project supports some of the key interventions outlined in the five strategic areas of NPECCD with the objective of enhancing equitable access to and improving the quality of ECD services for 3-5 year old children. The Project supported interventions are structured around two components: (1) expanding and strengthening the delivery of ECD services, and (2) project management, and monitoring and evaluation (M&E).

Description of Project components

Component 1: Expanding and strengthening the delivery of ECD services (estimated cost US\$ 45.0 million)

This component aims to improve the provision of ECD services in Sri Lanka by: (i) improving the quality of ECD provision across the country, (ii) expanding equitable access to ECD services across the country, and (iii) improving the quality of ECD in the Plantation sector.

Subcomponent 1.1: Improving the quality of ECD provision (estimated cost US\$ 28.0 million)

In order to improve the quality of ECD provision in Sri Lanka, the Project will support quality management, improvement of ECD facilities, provision of teaching-learning materials, and the training of ECD teachers, teacher assistants, and trainers.

Quality management

The Project will finance the revision of the government's curriculum framework and child development standards that are meant to guide the teaching-learning processes in ECD centers throughout the country. It will also support the development of age-appropriate teaching-learning materials for 3-5 year old children and teachers in the Sinhalese, Tamil and English languages, and the acquisition of these materials by ECD centers. The development of these materials will be guided by the above curriculum framework and development standards endorsed by the government. To measure the improvements made towards meeting development standards, all project-supported centers will be required to conduct annual child development assessments.

The Project will also support the development of a compact set of prioritized minimum quality standards for ECD centers based on the government's existing quality standards. Project support for ECD facility improvement discussed below will put special emphasis on helping centers meet these prioritized standards. In addition, the Project will support the establishment and consolidation of a provincial ECD center registration system in each province. It will coordinate with the PCs to ensure

some degree of consistency in the registration systems across Provinces. These systems will be based on national quality standards, and will have the ability to grade ECD centers according to their service quality.

The Project will also support the development of ECD resource centers (that would include library and other resources to support ECD practitioners) at the provincial level by upgrading or extending existing facilities. These resource centers may also include facilities for conducting small workshops and training programs, and will be linked with specific ECD centers which can be used as model centers for good ECD practices.

Facility improvement grants to existing ECD centers

The quality of physical infrastructure and equipment in ECD centers is among the key determinants of the quality of ECD services. Most ECD centers are resource constrained, and are inadequate in terms of basic infrastructure, play equipment, and teaching learning materials. Government support for the improvement of center facilities is currently very limited. In order to help improve the physical quality of center facilities, around 6,000 eligible state- and non-state-run ECD centers across the country will receive support in the form of grants for minor works and for upgrading equipment and furniture. Beneficiary centers that do not meet the government's prioritized minimum quality standards will be required to focus the support on meeting these standards. It should be noted, however, that even with the assistance provided under the Project, enabling most of the centers to meet the prioritized minimum quality standards will be a challenge due to the limited availability of resources.

Support for minor civil works will focus on construction of toilets, water connections for sanitation, and refurbishment of facilities. Facility refurbishment can involve, inter alia, enhancement of disability access; repairs of roofs, doors and windows; installation of water tanks; construction of fences; cleaning up play areas; and construction of room partitions. Centers located in rented private premises will not be eligible for refurbishment support, but will be eligible to receive learning materials, consumables and play equipment. The broad categories of equipment, consumables and furniture that can be provided to centers by the Project include play area equipment, toys, water filters, safety equipment, equipment for children with special needs, equipment for administrative support, consumable classroom materials, and basic furniture for students and teachers.

The Project will target ECD centers serving poorer families and locations by allowing only centers charging monthly tuition fees below a pre-specified maximum amount to apply for support. The eligible centers would need to have been in operation for at least two years, and should meet pre-specified minimum requirements for building space and staffing. Details on the eligibility criteria for ECD centers will be provided in the OM. Project funds for facility improvement must give particular attention to the requirements of children with special needs.

Interested eligible centers will submit proposals to the SMCA ECCD divisional office requesting support for a set of activities/equipment/materials that fit within the broad categories of works and equipment discussed above. The total estimated cost in the proposals must be equal to or less than a pre-determined maximum amount. The application must also include detailed data on the state of their facilities. In order to make the application process efficient, each proposal will be required to follow a simple, pre-defined format which will help the applicant to easily document the center's status and key needs, estimate itemized costs, and present their activities timeline. As part of the proposal evaluation process, each applicant will be visited by an ECCD officer to ensure that the

requests made in the proposal are consistent with the needs of the center and are prioritized to help the center in meeting the government's quality standards. While the support will cover centers across the country over the Project period, priority will be given to centers in poor, remote and/or underserved areas during the initial years. Activities/items under this sub-component will follow community driven development (CDD) based procurement.

In order to enhance transparency and accountability, each beneficiary center will be required to publicly display information on the amount and the results of the support received. All participating centers will be also be required to have a functioning parent committee which will assist the ECD teacher(s) in developing the grant proposal and implementing the approved work plan. Grants under this sub-component will be distributed by the PMU.

Provision of teaching-learning materials.

The Project will support the provision of age-appropriate, high-quality teaching-learning materials to both state- and non-state-run centers across the country . SMCA has already identified a list of essential educational materials for ECD centers, which are on display in the ministry. These materials include durable wooden toys, blocks and shapes, different types of puzzles, shapes, and measuring devices such as scales and clocks. Using this list as the basis, the Project will prepare a standard package of play-oriented educational materials for distribution. In addition, the Project will also identify a list of around 100 age-appropriate picture books, storybooks and other reading materials in Sinhalese, Tamil and English that will be distributed to these centers as a package. This reading package, which can include board books, cloth books, and ordinary paper books, will be made available in Sinhalese, Tamil, English, or in a mix of languages. Interested ECD centers must submit a request for the packages to the SMCA ECCD officers. SMCA will procure the packages centrally and make arrangements for their distribution to the centers.

Training of ECD teachers, ECD teacher assistants, and trainers

The Project will support the development and delivery of training programs for ECD teachers, teacher assistants, and teacher trainers. As an initial essential step in the development of these training programs, SMCA will prepare a comprehensive capacity development plan for these stakeholders, which will guide the plans for the different types of training.

Training of ECD teachers and ECD teacher assistants: The Project will support the following categories of training for ECD teachers and teacher assistants: (i) one to two-year long ECD certificate and diploma programs; and (ii) short-term training. Both types of training programs will be targeted mainly towards in-service as well as freshly recruited incoming teachers and teacher assistants. The Project will prioritize training for ECD teachers from geographical areas which lag behind others in terms of teacher training and qualifications .

Full tuition scholarships will be provided to qualified and financially needy teachers and teacher assistants on a competitive basis to pursue certificate and diploma programs offered by selected government universities and institutions . Interested candidates must submit their applications for scholarships to SMCA. The beneficiaries will be selected by a scholarship committee that will include government officials as well as independent experts. The Project will pay the selected beneficiaries' tuition fees directly to the educational institutions in which they are admitted and enrolled. In order to ensure that the scholarship candidates have access to programs relatively close to where they reside, the institutions selected to participate in the scholarship scheme will, as a

group, have a physical presence in each of the nine provinces. Information on the available scholarships will be disseminated widely to the target groups by both SMCA and the participating institutions. Around 500 ECD teachers and teacher assistants will be supported during the Project period.

Short-term training will be organized and delivered at the divisional level by ECCD officers with the support of resource persons and other key stakeholders, including non-governmental and private organizations working on ECD in Sri Lanka. As there are currently no clear guidelines for the length and content of short-term training, there is a wide variation in the quality and quantity of training across locations and time. Hence, before the commencement of short-term training, a standardized, week-long, certified short-term training module will be developed centrally by the Open University of Sri Lanka (OUSL), through a Memorandum of Understanding (MoU) with SMCA. The development of this module will also involve the preparation of a trainer's manual and a training package for trainees consisting of a workbook and resource materials for future reference.

While the short-term training program will focus primarily on enhancing ECD domain knowledge and developing pedagogical skills grounded in child development principles, it will also cover issues related to child rights, child protection, health, nutrition, simple screening for developmental problems, and approaches to facilitating the learning of children with special needs. Approximately 5,000 ECD teachers and teacher assistants will benefit from short-term training during the Project period.

Training of trainers: Currently, Sri Lanka does not have any program for training trainers for delivering short-term training in ECD. As a result, there is a near absence of properly trained resource persons who can be engaged to support the delivery of short-term training. The training of trainers (TOT) program supported by the Project will prepare the necessary pool of trainers to deliver short-term training across the nation. Around 500 trainers will be trained through Project support during the Project period.

The TOT module will be a 2-week training program that focuses on developing skills in planning, designing and conducting training for ECD teachers and teacher assistants according to the week-long short-term training package. In addition, it will include sessions on conducting parental awareness and parenting education programs. The eligibility criteria for applicants to the TOT program will include, inter alia, minimum educational qualifications (bachelor's degree) and sector experience. The selection of candidates will be done on a competitive basis. Details on the eligibility and selection criteria for TOT trainees will be provided in the Operations Manual (OM). The TOT module will be developed by OUSL in consultation with the government's National Institute of Education (NIE). Both OUSL and NIE will be responsible for delivering the TOT program. During the development and implementation of the training module for trainers, OUSL and NIE will also closely interact with and obtain inputs from organizations with practical experience and expertise in specialized areas such as care for children with special needs, health and nutrition, and child protection. Apart from a general TOT for ECD teacher trainers, the Project will also support specialized TOTs that focus on children with special needs.

Other related activities: To reinforce the skills emphasized in the short-term training program through peer-to-peer learning, the Project will provide support to Divisional Secretary's Office for organizing periodic interaction programs among teachers. Given that children's smooth transition from pre- to primary school depends partly on the primary school teachers' understanding of child development principles, the Project will also support short orientation programs on holistic child

development for primary school teachers and head teachers. These programs will be organized and conducted by ECCD officers in coordination with the Ministry of Education at the Provincial level.

Center-based health and nutrition support

The Project will also support efforts to improve knowledge of early childhood health and care practices among both teachers and parents. For teachers, the Project will support the development and implementation of health sub-modules as part of ECD teacher training programs. Parental awareness programs supported by the Project will also include modules aimed at increasing parental awareness of best practices in the health and care of young children.

Subcomponent 1.2: Expanding equitable access to ECD services (estimated cost US\$ 7.0 million)

Both demand side and supply side interventions will be used to make ECD more accessible to all, and to increase the enrollment of children in the 3-5 year old age group.

Demand side interventions

Parental awareness and interaction programs: Parental awareness programs are one group of activities currently being carried out each year by SMCA. However, the scale of these activities is small, program manuals do not exist, and program content is not well defined. As a result, the quality and intensity of these programs vary widely across time and locations. The Project will support the development of standardized program modules as well as the regular delivery of these programs across the country. Targeted towards parents of children in the 0-5 year age group, these programs will include awareness campaigns for enhancing parents' understanding of holistic childhood development and making them familiar with available opportunities for enrolling their children in ECD centers, interaction programs for guided parental experience, and parent education programs to enhance parenting practices and behaviors.

The awareness campaigns will include the use of local print media, radio and television to reach out to families and communities in their homes, as well as the use of workshops and group meetings to bring families together for presentations and discussions on early childhood development. Interaction programs for guided parental experience will include modeling sessions conducted by trained agents where parents and children participate in a sequence of activities selected depending on the age of the child and his or her development needs and are highly recommended for those children with some developmental delay. Those sessions could be held at home or in group settings of same age children using a learning-by-doing teaching approach. Parent education programs will be provided mainly in group settings through workshops conducted by trained agents based on peer-learning strategies, combining delivery of basic content and dialogue with parental experience sharing.

Standardized modules and relevant teaching-learning material, including resource materials for parents, for these programs will be developed centrally by expert agencies or organizations contracted by SMCA. The programs will be organized and delivered at the divisional level by ECCD officers with the support of resource persons and other key stakeholders, including non-governmental and private organizations working on ECD. To enhance the effectiveness of these programs, the ECCD officers will also coordinate program delivery with local health and nutrition campaigns targeting mothers and children.

Special support for poor students channeled through ECD centers: The Project will give grants to

fee-levying state- and non-state-run ECD centers for providing fee waivers to 3-5 year old children from poor households. Beneficiaries will be selected by individual ECD centers and parents' committees, with concurrence from the ECCD officer, primarily on the basis of their household economic status. Priority will be given to poor children with special needs. Around 25,000 children are expected to benefit from this scholarship scheme.

The tuition fee support will be channeled to the students through participating ECD centers. Each of these centers will receive a total of Rs. 3000/month from the PMU to support poor students. Full tuition fee waivers equivalent in amount to the funds received must be provided to the children selected for scholarships. As in the case of facility improvement grants, centers charging tuition fees above a pre-specified maximum amount will not be eligible to apply for scholarship support. Similarly, eligible centers must have a track record of having been in operation for at least two years at the time of application. Other eligibility criteria for ECD centers, and guidelines for the selection of scholarship recipients and funds utilization, will be detailed in the OM.

Scholarship funds will be provided to each participating ECD center by the PMU in four installments spread out over the academic year, and will be conditional on the centers' submitting evidence of regular attendance of the selected scholarship students. Each participating center will be required to submit to the ECD officer basic profiles of individual scholarship recipients at the beginning of the academic year and attendance records of these children at the end of each trimester.

The Project will also support the provision of transportation to ECD centers for orphanage children who would like to attend a pre-school near the orphanages. The ECD officer in charge of that particular pre-school will coordinate with the orphanage to arrange for transport facilities. Details will be documented in the OM.

Supply side interventions

Establishment and extension of facilities in unserved and underserved areas: The Project will support the establishment of new ECD facilities in unserved areas to enhance equitable access to ECD services. Unserved and underserved areas, and gaps in ECD provision, will be identified through a comprehensive mapping of ECD facilities and distribution of the 3-5 year old population. This information, along with poverty mapping data, will be used to prioritize poor, unserved areas for the construction of new facilities.

It is expected that the mapping exercise will be completed by SMCA by April 2016. The exact locations for new Project supported centers will be determined on the basis of the mapping data and requests from the different districts. Government-owned land for the construction of these facilities will be identified and provided by PCs and local government authorities. Project support can also be used to convert existing government-owned structures to ECD centers. In such cases, the Project will provide funds to renovate these structures in accordance with SMCA's minimum standards for new ECD facilities. The responsibility for managing all newly constructed ECD centers, including financing teacher salaries, will lie with the PCs or the local government authorities. The teachers in these centers will be eligible for teacher training support under the Project.

In underserved areas identified through the mapping exercise, the Project will support the extension of existing state-run ECD centers to expand enrollment. The selection of beneficiary centers in these areas will be done jointly by the SMCA district and divisional officers, PCs and local government authorities.

All activities related to facility extension, new construction, and teacher recruitment for new centers will be undertaken by the PCs and local government authorities. Basic furnishing, equipment and teaching-learning materials for new Project supported centers will be provided by SMCA through the DSOs. In total, the project will support the construction or extension of around 45 ECD centers across the country, excluding centers in the Plantation sector.

Subcomponent 1.3: Improving the quality of ECD in the Plantation sector (estimated cost US\$ 10 million)

The Plantation sector, with its distinct, historically marginalized, resident worker population needs special support to enhance the quality of ECD services. Unlike in the rest of the country where SMCA plays the lead role in overseeing ECD related activities, social development programs—including those targeted towards young children—in the Plantation sector are implemented by the Plantation Human Development Trust (PHDT), a tripartite organization consisting of GoSL, Regional Plantation Companies and Plantation Trade Unions. Furthermore, as many of the mothers of young children in the Plantation community are engaged as Plantation workers, the centers in the Plantations serve as both childcare facilities and ECD centers. Hence, project support for the Plantation sector through PHDT is categorized as a separate subcomponent of the Project. Funds will be provided to PHDT by SMCA via an Implementation Agreement to implement Project supported interventions in this sector.

The Project's focus within the Plantation sector is on improving the quality of ECD services provided by the ECD centers. More specifically, the activities supported include: (i) upgrading of old, poor quality ECD centers; (ii) refurbishment of existing ECD center facilities; (iii) training of ECD teachers ; and (iv) parental awareness/parenting education programs. All Project supported activities will be managed by PHDT.

Given the difficult terrain of the Plantations, the construction and locations of many of the old centers pose health hazards to the children. Furthermore, despite the need for daycare, some of these centers do not have the required infrastructure to adequately serve this purpose. Hence, according to the estimates made by PHDT, there is a need for the reconstruction or extension of around 140 centers in the Plantations. The Project will support PHDT to meet this need. The salaries of staff in these centers will be paid by the plantation estates, and center services will be provided free of charge to plantation families. As the land for these prospective centers has already been identified, most of the Project supported new center construction work in Plantations will be carried out during the first two years of the project.

Both short-term training and certificate/diploma programs for ECD teachers will be organized and delivered by PHDT with the assistance of resource persons. The Project will provide scholarship support to around 50 ECD teachers to participate in the nationally recognized Diploma program offered by PHDT. Similarly, it will support the short-term training of around 1000 ECD teachers, and the delivery of parental awareness/parenting education programs to Plantation community members.

Component 2: Project Management, and Monitoring and Evaluation (M &E) (estimated cost US\$ 5 million)

This component finances different inputs, including technical assistance in specific areas, to support

the project management team in achieving the Project targets. It also supports the Project's monitoring and evaluation activities.

Project management: The Project will finance incremental costs associated with project management, salaries of PMU staff, consulting services, transportation, equipment, training of ECD administrators, and other administrative expenses incurred during program implementation. As the Project will entail a significant increase in the responsibilities of SMCA, the capacity building of staff at all levels of the ministry's administrative structure is essential for effective Project implementation. The Project will support the development and implementation of a comprehensive capacity development plan for government units and staff, including relevant staff from the PCs, engaged in implementing ECD activities.

Within the framework of this plan, the Project will support the development of a short-term training module for field level staff (e.g., district and divisional level officers) as well as specialized modules for staff working at the Provincial and Central levels. These modules will cover a broad range of topics including administration, planning, budgeting, procurement, financial management, ECD domain knowledge and computer literacy. In the case of the module for field staff, the content will also include training on organizing and managing ECD teachers training programs and parental awareness/parenting education programs. Around 350 government staff will receive this type of training during the Project period. The training will be designed and delivered by an agency with experience in delivering training to government staff. In addition, around 100 officers working on ECD will be supported to pursue further studies leading to ECD diplomas and higher degrees. The capacity development of government units will also involve the provision of necessary equipment, transportation facilities, and technical support in different areas at the central, provincial, district and divisional levels.

The Project will provide support for technical assistance to the project management team in a number of areas including, inter alia, institutional analysis, preparation of guidelines, development of information systems, monitoring and evaluation, planning, communication, procurement, financial management and social and environmental safeguards, as necessary. It will finance the design and implementation of a comprehensive mapping exercise to identify the locations of existing ECD centers and areas that are unserved or underserved. The Project can also support other technical assistance necessary for the smooth implementation of the Project such as assessment studies, surveys, independent audits of grant expenditures and evaluations.

M&E and results framework: The Project will support the development and implementation of a robust and comprehensive ECD monitoring and evaluation system for ensuring compliance with quality assurance standards and providing constructive feedback to ECD centers. The Project will develop and systematically utilize a comprehensive electronic management information system (MIS) as an integral part of the M & E system. The MIS will allow decentralized entry of data on ECD centers, teachers and children, and regular updating of monitoring information. Project progress will be tracked through a set of key performance and intermediate results indicators reflecting the PDO. A results framework with annual targets for these indicators is included in Annex 1.

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

The project will be implemented in all 9 provinces of Sri Lanka. Physical activities are proposed to be undertaken on state owned or community land identified for development. No natural habitats or forest areas will be opened up for physical interventions.

5. Environmental and Social Safeguards Specialists

Darshani De Silva (GENDR)

Mohamed Ghani Razaak (GSURR)

Mokshana Nerandika Wijeyeratne (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The Bank will provide financing for the development of the GOSL's ECD program. Under the identified supply side interventions of Component 1, the construction of new and rehabilitation and up gradation of existing ECD infrastructure facilities in unserved areas will be financed. It is expected that potential environmental impacts from the proposed physical intervention will not pose major, irreversible environmental impacts due to their nature and scale. In order to mitigate potential impacts that may be caused predominantly during the construction phase as well as to ensure that all such activities undertaken are conducted in an environmentally sound manner, an Environmental Management Framework (EMF) has been prepared by the GOSL.</p> <p>The EMF includes environmental assessment and preliminary analysis guidelines, environmental codes of practice, has identified preliminary impacts and outlines a generic Environmental Management Plan (EMP) which will be used as guidance to prepare site specific EMP for all subprojects, environmental safety guidelines, monitoring mechanisms etc. that are in line with bank safeguard requirements whilst maximizing the use of country systems.</p>
Natural Habitats OP/BP 4.04	No	The construction of new facilities will be on either state owned land or community owned land as set forth in the project design. The rehabilitation and upgrading activities will focus on existing ECD centers operating in government/community owned structures. Thus there are no foreseen impacts to sensitive natural areas or designated natural areas due to project interventions.
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	No	Project interventions are not envisioned to be conducted in areas close to sites of cultural importance. Renovation, rehabilitation and improvements will be made to buildings built over the last few decades and not deemed socially or

		culturally important. Measures to safeguard chance finds will be included as part of the measures taken under Environmental Assessment OP/BP 4.01
Indigenous Peoples OP/BP 4.10	No	The national population census does not show presence of any identifiable IP population in project locations. The services offered through project interventions are equally accessible to all citizens of the country regardless of their ethnic, religious or IP backgrounds.
Involuntary Resettlement OP/BP 4.12	Yes	Although, it is expected that construction of ECD facilities will be confined to existing premises, new constructions of training centers are proposed to build at district and provincial levels in Government owned lands. Therefore, the policy is triggered as a precautionary measure in case there are temporary occupations of land by squatters and to ensure free form any encumbrances. Social Impact Management Framework will be prepared to guide the project in managing potential social issues related to land and assets.
Safety of Dams OP/BP 4.37	No	Not applicable as the project does not involve new construction/rehabilitation of any Dams
Projects on International Waterways OP/BP 7.50	No	Not Applicable
Projects in Disputed Areas OP/BP 7.60	No	Not Applicable

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>Environmental Safeguards</p> <p>As per the planned supply side interventions of Component 1, which aims on expanding equitable access to ECD service the establishment and up gradation of ECD facilities in unserved and underserved areas is identified as a key physical intervention? The Project will support the establishment of new ECD facilities in unserved areas to enhance equitable access to ECD services. The exact locations of the centers to be supported will be identified post the district wise mapping of island wide ECD centers. Space for the construction of these facilities will be identified and provided by the Provincial Councils or local government authorities (state owned land) or through the beneficiary communities. In unserved areas where existing building space is made available by communities for use as ECD centers. The Project will also support the extension of existing state- and community-run ECD centers.</p> <p>Under Component 1 the project will also provide funds for minor works at ECD centers that do not meet the government's prioritized minimum quality standards. This includes support for minor civil works such as the construction of latrines, water connections for sanitation, and refurbishment of existing infrastructure facilities. Facility refurbishment can involve, inter alia, enhancement of disability access; repairs of roofs, doors and windows; installation of water tanks;</p>

construction of fences; cleaning up play areas; and construction of room partitions.

Under Sub-Component 1.3, where the focus is on the Plantation Sector, physical interventions will include the replacement or extension of centers to upgrade their quality and the refurbishment of existing ECD infrastructure. Given the difficult terrain of the Plantations, the construction and locations of many of the old centers pose health hazards to the children. Furthermore, despite the need for daycare, some of these centers do not have the required infrastructure to adequately serve this purpose. Hence, according to the estimates made by PHDT, there is a need for the replacement or extension of a number of centers in the Plantations. The Project will support PHDT to meet this need. As the land for these prospective centers has already been identified, all Project supported new center construction work in plantations will be carried out during the first two years of the project.

The planned physical interventions under both Components are not anticipated to cause major, irreversible environmental impacts due to their nature and scale. The works associated with these activities will generate site-specific and temporary impacts associated with construction work and impacts due to use of construction material such as sand, gravel and metal. With appropriate mitigation measures and due diligence these impacts can be minimized as well.

For new constructions as well as expansion work under Sub-Component 1., due to the natural hilly landslide prone terrain of the plantation areas, there may be need for the construction of landslide prevention structures which will help to reduce potential landslide in a given site to ensure the long term safety of the ECD center, due diligence will be necessary to ensure the surrounding areas will not reduce their stability due to the landslide mitigation measures that will be put in. This will in turn have a positive environmental impact as it will also mitigate landside risk. There are no large scales or irreversible environmental impacts that will be caused due to the project interventions.

Social Safeguards

There are no adverse social impacts or risks due to the project interventions. All new constructions and /or expansion of ECD facilities will be confined to the government lands. No private land acquisitions planned under the project. The services offered through project interventions are equally accessible to all citizens of the country regardless of their ethnic, religious or IP backgrounds.

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

None Anticipated

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

No alternatives have been considered

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 Management Framework (EMF) which will serve as the guiding document for undertaking safeguards analysis for all physical interventions funded under the ECD project. While the potential nature of the project activities are known at the preparatory stage, their exact scope is not known as designing the required infrastructure as well as identifying exact locations where the physical interventions will be made will require more time. Thus the EMF has been prepared in order to ensure proper due diligence

on environmental aspects is 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 recommended in the EMF 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. In addition new constructions as well as expansion work under Sub-Component 1.3, due to the natural hilly landslide prone terrain of the plantation areas, there may be need for the construction of landslide prevention structures which will help to reduce potential landslide in a given site to ensure the long term safety of the ECD center, specific due diligence has been outlined in the EMF, where consultation with the National Building Research Organization (NBRO) will be required to identify appropriate measures to mitigate such site specific issues that may come up during initial sub-project feasibility screening. In addition the EMF outlines both national and World Bank standards to be adhered to during the implementation of physical interventions.

The lead implementing agency, the SMCA has no prior experience with Bank funded projects and is therefore new to Bank safeguard procedures, guidelines and requirements even though they are familiar with National Environmental requirements and standards. However the PHDT who will be implementing the envisioned physical interventions in the plantation areas has prior experience in working with safeguards and conducting environmental management activities and therefore can confidently implement the EMF in the field. The EMF also includes a capacity building program, which will commence prior to project implementation, in order to build better understanding among the main implementation agencies, predominantly the SMCA, on the processes of field level environmental safeguards implementation as set forth in the EMF to facilitate good execution.

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

The EMF was disclosed by the State Ministry of Children's Affairs (SMCA) and in the Bank's InfoShop as at 4/16/2015

The Social Impact Management Framework (SIMF) was disclosed by SMCA on 4/6/2015 and in the Bank's InfoShop on 4/16/2015.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	31-Mar-2015
Date of submission to InfoShop	16-Apr-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	00000000
"In country" Disclosure	
Sri Lanka	06-Apr-2015
<i>Comments:</i>	
Resettlement Action Plan/Framework/Policy Process	
Date of receipt by the Bank	06-Apr-2015
Date of submission to InfoShop	07-Apr-2015

"In country" Disclosure	
Sri Lanka	06-Apr-2015
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	
N/A	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment	
Does the project require a stand-alone EA (including EMP) report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
OP/BP 4.12 - Involuntary Resettlement	
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
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 [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

III. APPROVALS

Task Team Leader(s):	Name: Saurav Dev Bhatta
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<i>Approved By</i>		
Practice Manager/ Manager:	Name: Halil Dundar (PMGR)	Date: 06-May-2015