

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

Report No.: ISDSA1272

Date ISDS Prepared/Updated: 31-Oct-2012

**I. BASIC INFORMATION**

**1. Basic Project Data**

<b>Country:</b>	Yemen, Republic of	<b>Project ID:</b>	P130853
<b>Project Name:</b>	Yemen: Second Basic Education Development Project (P130853)		
<b>Task Team Leader:</b>	Kamel Braham		
<b>Estimated Appraisal Date:</b>	21-Sep-2012	<b>Estimated Board Date:</b>	14-Feb-2013
<b>Managing Unit:</b>	MNSHE	<b>Lending Instrument:</b>	Specific Investment Loan
<b>Sector:</b>	Primary education (80%), Public administration- Education (20%)		
<b>Theme:</b>	Education for all (80%), Gender (20%)		
<b>Financing (In USD Million)</b>			
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			6.00
IDA Grant			66.00
Total			72.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

**2. Project Objectives**

The Project Development Objective is to assist the Government of Yemen in improving student learning and equitable access to basic education in selected governorates and schools.

**3. Project Description**

The project would consist of the four following components:

Component 1. Improving the Quality of Basic Education and Enhancing Student Performance (Total cost: USD26 million, including contingencies). The objective of this component is to assist the MOE in improving the quality of basic education, mainly through a stronger focus on reading skills, the building block for future students learning. The MOE has initiated a comprehensive curriculum reform aiming at improving student learning in Languages, Mathematics and Sciences. The project will support the MOE in addressing the gaps in reading skills which is identified as the first priority.

This component will finance a comprehensive set of activities, covering the development of curriculum and teaching and learning materials as well as training of teachers, headmasters and supervisors, and students' assessment with a goal to improve the acquisition of key reading competencies at Grades 1-3. .

Component 2: Promoting Equitable Access to Quality Education (Total cost: USD36.3 million, including contingencies) The objective of this component is to promote equitable access to quality education in targeted areas and schools through interventions addressing both supply and demand factors. The project will finance: (i) civil works and necessary furniture and equipment to reduce overcrowding in selected urban and suburban schools (about 500 additional classrooms) and improve physical learning environment for children through rehabilitation of about 150 cluster schools; (ii) interventions to promote equity through the recruitment and training of about 700 rural female teachers, expansion of the BEDP Conditional Cash Transfer (CCT) program and distribution of learning materials; and (iii) support to the fathers and mothers councils to strengthen school-based capacity and community participation.

Component 3: Developing Sector Institutional Capacity (Total cost: USD4.9 million, including contingencies). The purpose of this component is to support the development of the MOE capacity to effectively and efficiently manage resources to deliver quality education services. This component will support, in particular, the restructuring of the MOE and the deployment of the EMIS developed under BEDP as well as the development of policy frameworks for teachers and for ECD.

Component 4: Project Management (Total cost: USD3.8 million; IDA financing: USD3.5 million, including contingencies) The purpose of this component is to the support and strengthening of the PAU to carry out the fiduciary responsibility and report the project progress in a timely and effective fashion as required by the legal and binding agreement entered into between the Bank and Government of Yemen.

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

The location of project interventions will target the following governorates: Ibb, Taiz, Lahj, Aden, Sanaa, Al Hodeidah. A list of schools which will benefit from new classrooms in each selected governorate has been provided by the government and is attached as an Annex to the appraisal mission aide-memoire. It was reconfirmed, during appraisal mission, that no major impact would be anticipated during project implementation as it only represents extension or rehabilitation of existing schools in existing land property. The Public Works Project (PWP) will complete the site-specific assessment by filling out an environmental screening sheet prepared as part of the EMP and submit it for the Bank no objection before initiating the actual physical intervention. The RPF is not necessary since this activity is only focusing on the extension or rehabilitation of existing schools which do not require any land acquisition.

#### **5. Environmental and Social Safeguards Specialists**

Abdoul-Wahab Seyni (MNSSD)

Suiko Yoshijima (MNSSEN)

<b>6. Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
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Environmental Assessment OP/ BP 4.01	Yes	School extension/rehabilitation and the design/ use of toilets may have an impact on the environment.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/ BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	The project does not present at this time any issues related to OP4.12, and the Resettlement Policy Framework (RPF) formulated in 2009 for the first BEDP is comprehensive . It was confirmed, during appraisal, that rehabilitation/ extension of classrooms is expected to be carried- out on public land. The RPF is not necessary since this activity is only focusing on the extension or rehabilitation of existing schools which do not require any land acquisition.
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

## II. Key Safeguard Policy Issues and Their Management

### A. Summary of Key Safeguard Issues

<p><b>1. Describe any safeguard issues and impacts associated with the Restructured project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b></p> <p>The project will not result in any potential large scale, significant, or irreversible impacts. However, school extension/rehabilitation may have an impact on the environment. The three main environment issues relevant to this Project are: (i) site selection for school extension/rehabilitation; (ii) water availability for hygiene purposes; and (iii) operations and maintenance of schools, including sanitation facilities.</p>
<p><b>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</b></p> <p>Not applicable.</p>
<p><b>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</b></p>

Not applicable.
<b>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.</b>
The Public Works Project (PWP) has a track record of preparing and implementing the Environment Management Plan (EMP) for the ongoing education projects (Secondary Education Development and Girls' Access Project (SEDGAP) and Fast Track Initiative (FTI) III). During the preparation mission, the existing EMPs were reviewed and suggestions were made to update them for BEDP II, and to strengthen the section on mitigation measures regarding potential sanitation issues. The PWP completed and disclosed the EMP, taking into account lessons learned from the previous experiences, which was acceptable to the Bank. The risk on environmental impacts will be managed during the implementation phase by following the mitigation measures (including environmental screening sheet for each sub-project) and monitoring plan described in the EMP. The main elements of the EMP will be incorporated in the project Operations Manual.
<b>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</b>
On August 13, 2012, the MOE and PWP carried out a public consultation with stakeholders at the MOE to present and get feedback on the EMP. The group of stakeholder includes about 30 participants: three environment experts from Ministry of Environment and two from Academia, two NGOs working in Girl Education, one NGO working in the field Environment protection, members of parent councils, environment activists, and concerning employees from education sectors of Ministry of Education from central and governorates levels. In accordance with World Bank disclosure policy and guidelines, the executive summary of the EMP were translated into Arabic and both versions were disclosed at the World Bank's Infoshop on September 6, 2012. They were also disclosed on the website of the MoE and PWP on September 5, 2012.

### **B. Disclosure Requirements**

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	27-Aug-2012
Date of submission to InfoShop	06-Sep-2012
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Yemen, Republic of	05-Sep-2012
<i>Comments:</i>	
<b>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.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

### **C. Compliance Monitoring Indicators at the Corporate Level**

<b>OP/BP/GP 4.01 - Environment Assessment</b>	
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"/> ]
<b>The World Bank Policy on Disclosure of Information</b>	

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"/> ]
<b>All Safeguard Policies</b>	
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:	Kamel Braham	
<b><i>Approved By</i></b>		
Sector Manager:	Name: Mourad Ezzine (SM)	Date: 21-Sep-2012