

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC778

Date ISDS Prepared/Updated: 11-Jun-2012

I. BASIC INFORMATION

A. Basic Project Data

Country:	Yemen, Republic of	Project ID:	P130853
Project Name:	Yemen: Second Basic Education Development Project (P130853)		
Task Team Leader:	Kamel Braham		
Estimated Appraisal Date:	10-Sep-2012	Estimated Board Date:	31-Jan-2013
Managing Unit:	MNSHD	Lending Instrument:	Specific Investment Loan
Sector:	Primary education (70%), Central government administration (20%), Sub-national government administration (10%)		
Theme:	Education for all (80%), Gender (20%)		
Financing (In USD Million)			
Financing Source			Amount
BORROWER/RECIPIENT			6.00
IDA Grant			65.00
Education for All - Fast Track Initiative			82.00
Financing Gap			147.00
Total			153.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

B. Project Objectives

The higher level objective is to assist the GOY in providing equitable learning opportunities in basic education for increased student learning achievements. While BEDP II is intended to be a key instrument in achieving these higher level objectives, the Project Development Objectives, specific areas of intervention and key project results will be refined during project preparation, taking into account available funding and in agreement with the GOY.

C. Project Description

The project would have the following components:

Component 1: Providing equitable learning opportunities in basic education to all Yemeni children (US\$190 million). This component will support both supply-side and demand-side interventions aimed at improving enrollment of relevant age-group children, especially girls and disadvantaged groups, in basic education. More specifically, this component will support: (i) the provision of school infrastructure (new school buildings, extensions and rehabilitations) and learning resources, including teachers; (ii) interventions to promote equity and inclusiveness targeting girls, rural and poor communities, and out-of-school children ; and (iii) empowerment of schools and communities through strengthening school-based management capacity and supporting parents councils.

Component 2: Improving the quality of basic education to increase student learning achievement (US \$90 million). This component will support: (i) a comprehensive sets of activities, covering the development of curriculum, teaching and learning materials and teacher training, and aimed at improving the acquisition of key competencies such as reading skills and math by basic education students; (ii) the development of teacher policies aimed at developing standards for teacher certification and qualification, and establishing a system for teachers professional development and supporting school headmasters; and (iii) the development and implementation of a national student assessment system to evaluate the acquisition of key competencies by basic education students, particularly at grades 3 (reading) and 6 (math) (the frequency of such assessments will be discussed during preparation).

Component 3: Improving education management capacity and practice for effective education service delivery (US\$10 million). This component will support: (i) capacity building of the MOE at both the central and decentralized levels and support to the implementation of the MOE restructuring, designed with funding from BEDP; (ii) strengthening the capacity of the MOE in evidence-based policy design, implementation and evaluation; (iii) deployment of the Education Management Information System designed under BEDP; and (iv) project management.

Component 4: Improving ECE services and increasing community participation (US\$10 million). This component will support the design and implementation of suitable ECE model (low-cost, high effectiveness) involving community and private sector participation and aimed at substantially increasing enrollment (currently less than 5 percent). Whether the ECE is treated as a stand-alone component or an activity to be under another component will be determined during the preparation mission.

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

Project location is not known yet and will be agreed during project appraisal.

E. Borrowers Institutional Capacity for Safeguard Policies

PWP (who will be in charge of the civil works activities) has a track record of preparing and implementing the EMP for the Secondary Education Development and Girls' Access Project. PWP will be responsible for preparing the updated Environmental Management Plan (EMP) taking into account lessons learned from the previous experiences (i.e. toilets issue needs to be taken into account). The Environmental Specialist in the Bank team will provide necessary support during the preparation of such EMP. Consultants will be hired to monitor adherence to the EMP.

F. Environmental and Social Safeguards Specialists on the Team

Concepcion Esperanza Del Castillo (MNSWA)

Suiko Yoshijima (MNSSEN)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	School construction/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	Yes	Construction of infrastructure may require land acquisition, although most construction is anticipated on public land. Depending on the level of progress in identifying the locations for school construction, a framework EMP and RFP will be developed by appraisal.
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	

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 04-Sep-2012

B. Time frame for launching and completing the safeguard-related studies that may be needed.

The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The EMP and Resettlement Policy Framework (RPF) will be launched in July 2012 (after project preparation mission) and will be completed prior to the September 4, 2012 Decision Meeting. A Social Assessment is not a safeguards requirement but it is a tool that will improve targeting, particularly of girls and young women and vulnerable segments of the society, and will also assist in the identification of potential risks to the project given the current situation in Yemen. It is expected that if possible this assessment would take place before the end of July 2012.

IV. APPROVALS

Task Team Leader:	Name: Kamel Braham	
Approved By:		
Regional Safeguards Coordinator:	Name: Maged Mahmoud Hamed (RSA)	Date: 11-Jun-2012

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

Sector Manager:	Name: Lianqin Wang (SM)	Date: 11-Jun-2012
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