

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

**Report No.: ISDSA12419**

**Date ISDS Prepared/Updated:** 27-Mar-2015

**Date ISDS Approved/Disclosed:** 27-Mar-2015

**I. BASIC INFORMATION**

**1. Basic Project Data**

<b>Country:</b>	Belarus	<b>Project ID:</b>	P148181
<b>Project Name:</b>	Belarus Education Modernization Project (P148181)		
<b>Task Team Leader(s):</b>	Igor Kheyfets		
<b>Estimated Appraisal Date:</b>	30-Mar-2015	<b>Estimated Board Date:</b>	15-Sep-2015
<b>Managing Unit:</b>	GEDDR	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Secondary education (50%), Primary education (25%), General education sector (25%)		
<b>Theme(s):</b>	Education for all (50%), Education for the knowledge economy (50%)		
<b>Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?</b>			No
<b>Financing (In USD Million)</b>			
Total Project Cost:	50.00	Total Bank Financing:	50.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Borrower			0.00
International Bank for Reconstruction and Development			50.00
Total			50.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

**2. Project Development Objective(s)**

The objective of the proposed Project is to: (i) improve access to quality learning environment in selected general secondary schools; and (ii) strengthen student assessment and information management systems in education.

**3. Project Description**

The proposed Project is organized into three components: (i) Ensuring a quality learning environment in schools receiving students from closed/reorganized schools; (ii) Modernization of system management in general secondary education; and (iii) Project implementation support.

Component 1: Ensuring a quality learning environment in schools receiving students from closed/reorganized schools.

The objective of this component is to provide a learning environment that is conducive to quality education in selected schools.

Subcomponent 1.1. Strengthening infrastructure of institutions which receive (or plan to receive) students from schools closed or reorganized under the optimization program.

Subcomponent 1.2: Improving access to and use of laboratory equipment and information technologies in the educational process.

Component 2: Modernization of system management in general secondary education.

The objective of this component is to facilitate the use of international best practices in assessing the quality of education and using data analysis for education system management.

Subcomponent 2.1. Improvements to the national student assessment system.

Subcomponent 2.2. Participation in international student assessments.

Subcomponent 2.3. Improvement of the existing Education Management Information System (EMIS) to facilitate the use of data analysis for supporting sector management decisions.

Component 3: Project implementation support.

The objective of this component is to ensure adequate support for the implementation of the proposed Project activities.

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

The Project will be implemented country-wide. A preliminary list of beneficiary educational facilities from every region of the country has been developed on the basis of agreed selection criteria. The final selection of beneficiary facilities will be determined during project implementation.

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

Klavdiya Maksymenko (GSURR)

Robert H. Montgomery (GENDR)

Solvita Klapare (GENDR)

<b>6. Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	Component 1 of the proposed project includes activities to rehabilitate school facilities. The schools where the rehabilitation will take place and exact nature of rehabilitation needs in each school is not defined yet, and may include work on external walls, roofs, windows, floors, basements, laboratories, gymnasiums, and heating

		and sewer systems, among others. Rehabilitation works are expected to have some temporary negative impacts typical for reconstruction/rehabilitation of small to medium size constructions. The potential negative impacts are perceived to be relatively minor and can be readily mitigated with standard procedures. Due to the expected environmental impact of these activities, OP/BP 4.01 Environmental Assessment is triggered. Based on the safeguards policy and given the expected nature of the works, the proposed Project is classified as Category B.
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	All project works are anticipated to occur within the existing school sites and it is unlikely that any of the school buildings selected for the rehabilitation will have a historic value and/or have present physical cultural resources. As such, OP/BP 4.11 Physical Cultural Resources is not triggered. Nevertheless, the EMF includes procedures for addressing physical cultural resources encountered during implementation ('chance finds').
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	All school rehabilitation works under the project are expected to take place within the existing footprint of educational facilities and no land acquisition is expected. The Republic of Belarus enjoys a well-enforced regulatory framework that prohibits squatters and vendors within the territory of the school compound, thus permanent or temporary physical or economic displacement as the result of the project is not expected and OP/BP 4.12 Involuntary Resettlement is not triggered by the project.
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 proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b></p>
<p>The proposed project would support the rehabilitation of school facilities, which are expected to have some temporary negative impacts typical for reconstruction/rehabilitation of small to medium size constructions. The potential negative impacts are perceived to be relatively minor and can be readily mitigated with standard procedures.</p> <p>The project is not expected to have negative impacts on the population residing in the areas of sub-projects or change the situation in environmentally important regions. In most cases, the proposed measures can substantially mitigate the negative impact. No new secondary education institutions will be built as part of the project, and no current facilities are planned to be extended.</p> <p>The expected negative environmental impacts can mainly materialize in the process of construction work and use of laboratory equipment at school classrooms, computer labs, and canteens (i.e. the major environmental impact is associated with creation of construction waste) and possible entry of spent laboratory reagents into wastewater. However, with the proposed measures in the EMF aimed at mitigating the negative impacts properly implemented, the project will have mostly positive effects for the environment and human health owing to the modernization and strengthening of the physical infrastructure of secondary education institutions, introduction of new information technologies to school education.</p> <p>In addition to the mitigation measures in the EMF, additional measures will be developed for each school covered by the project. The Environmental Management Plan that will be prepared for each school will reflect the risks associated with construction work and subsequent operation of facilities, as well as mitigation measures and mechanisms to monitor the mitigation plan implementation.</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>No irreversible long-term impacts are expected as a result of the proposed project activities. Short-term environmental impacts resulting from school rehabilitation activities are expected to be mitigated through the application of site-specific Environmental Management Plans, which will be developed in line with the Environmental Management Framework.</p>
<p><b>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</b></p>
<p>Due to the nature of civil works activities, some minor negative impacts are to be expected during the implementation of construction activities. However, an important principle for selecting buildings for rehabilitation and preparing design documents will be to screen them for revealing any structural damage and instability to address these faults. The screening will include potential environmental issues, such as asbestos-containing materials, lead-based paint and adequate waste water disposal.</p>
<p><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></p>
<p>The Project Implementation Unit (PIU) will appoint one staff member to be in charge of safeguards compliance. Since the proposed PIU has no prior experience with World Bank safeguards policies, its staff will receive guidance and on-the-job training from the Bank's</p>

safeguards specialists in the early stages of project implementation.
<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>
An Environmental Management Framework has been developed. The draft document (in Russian) was disclosed on the website of the Ministry of Education ( <a href="http://edu.gov.by/">http://edu.gov.by/</a> ) on January 9, 2015, and public consultations have been carried out in 89 districts and towns throughout the country. The final version of the EMF in Russian was disclosed on the website of the Ministry of Education on March 4, 2015 and in English in the World Bank's InfoShop on March 27, 2015. During the course of project implementation, citizen engagement mechanisms will assess beneficiaries' satisfaction with the project activities and any grievances arising will be addressed at the project level.

### ***B. Disclosure Requirements***

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	04-Mar-2015
Date of submission to InfoShop	27-Mar-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	00000000
"In country" Disclosure	
Belarus	09-Jan-2015
<i>Comments:</i> The draft EMF was disclosed (in Russian) on the website of the Ministry of Education ( <a href="http://edu.gov.by/">http://edu.gov.by/</a> ) on January 9, 2015, and public consultations have been carried out in 89 districts and towns throughout the country. The final version of the EMF in Russian was disclosed on the website of the Ministry of Education on March 4, 2015.	
<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>	
N/A	

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

<b>OP/BP/GP 4.01 - Environment Assessment</b>	
Does the project require a stand-alone EA (including EMP) report?	Yes [ <input type="checkbox"/> ] No [ <input checked="" 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(s):	Name: Igor Kheyfets	
<i>Approved By</i>		
Practice Manager/ Manager:	Name: Mario Cristian Aedo Inostroza (PMGR)	Date: 27-Mar-2015