

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA1082

Date ISDS Prepared/Updated: 16-Dec-2014

Date ISDS Approved/Disclosed: 17-Dec-2014

I. BASIC INFORMATION

1. Basic Project Data

Country:	Lebanon	Project ID:	P152898
Project Name:	Emergency Education System Stabilization (P152898)		
Task Team Leader:	Noah Bunce Yarrow		
Estimated Appraisal Date:	04-Dec-2014	Estimated Board Date:	30-Jan-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Primary education (100%)		
Theme(s):	Education for all (100%)		
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:	32.00	Total Bank Financing:	0.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
Lebanon Syrian Crisis Trust Fund			32.00
Total			32.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

To support the operational needs of Lebanese public schools and to improve the learning environment in response to the continued influx of Syrian refugee children.

3. Project Description

Following the GOL's Reaching All Children with Education (RACE) strategy, the Project is designed to alleviate short-term financial pressure on MEHE and invest in quality to provide benefits

to the Lebanese public school system. Project components are designed to be rapidly expandable to attract and accommodate additional donor interest. In the context of a humanitarian emergency, this Project is designed to address some of the immediate needs and help sustain the education infrastructure and quality needs in the medium term. The developmental aspects of the project include strengthening MEHE systems, disbursing through government accounts, direct implementation by the MEHE and/or schools, and quality-enhancing components.

The project will finance (i) support to School Funds (students, teachers and administrators), (ii) textbooks, (iii) supplemental school financing in the form of small grants, (iv) school rehabilitation, (v) support to the MEHE department for social support to schools.

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

The project will be implemented in schools all over Lebanon.

5. Environmental and Social Safeguards Specialists

Chaogang Wang (GSURR)

Alaa Ahmed Sarhan (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	It is not expected that the project will have any significant negative environmental impacts. However, an Environmental Management Plan (EMP) was prepared and project activities are consistent with OP 4.01 as well as the national and local environmental legislation.
Natural Habitats OP/BP 4.04	No	N/A
Forests OP/BP 4.36	No	N/A
Pest Management OP 4.09	No	N/A
Physical Cultural Resources OP/ BP 4.11	No	N/A
Indigenous Peoples OP/BP 4.10	No	N/A
Involuntary Resettlement OP/BP 4.12	No	OP 4.12 will not be triggered given that no additional land will be required for the rehabilitation, upgrading, refurbishing, and renovation of the schools and the classrooms that will be targeted by the project.
Safety of Dams OP/BP 4.37	No	N/A
Projects on International Waterways OP/BP 7.50	No	N/A

Projects in Disputed Areas OP/BP 7.60	No	N/A
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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>It is not expected that the project will have any significant negative environmental impacts. Nonetheless, an Environmental Management Plan (EMP) has been prepared with the objective of ensuring that the project activities are consistent with the Bank environmental and social safeguards policies and procedures as well as the national and local environmental legislation. The EMP describes the possible environmental impacts of the typical activities to be carried out by the project, namely school rehabilitation, and the corresponding mitigation measures. These mitigation measures will be adopted as means of addressing any potential negative environmental impacts that may be generated by the project activities. The monitoring and supervision activities are also outlined in the EMP. In addition, the EMP includes the Terms of Reference (TOR) for the supervision engineers in order to ensure that the requirements set forth in the EMP are embedded in their task descriptions. The EMP includes an annex which lists the technical specifications that will be included in the bidding documents/contracts for the contractors selected to carry out the various activities financed by the project.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>N/A</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p> <p>N/A</p>
<p>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.</p> <p>As OP 4.01 Environmental Assessment is triggered, an EMP has been prepared. The Borrower conducted consultations on the EMP and the project on November 12, 2104. A summary of these consultations is included as an annex in the EMP. The EMP has been publicly disclosed and has been submitted to the Bank for clearance. The implementing agency, the Ministry of Education and Higher Education (MEHE) has already developed sufficient capacity for implementing an EMP through the experience acquired during the implementation of the First and Second Education Development Projects (EDP1 and EDP2, on-going).</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p> <p>The rehabilitation and upgrading of the targeted schools and classrooms entails important positive social distributional effects and thus, consultations with the affected groups are crucial. MEHE carried out consultations on the EMP. They engaged with stakeholder groups in the education sector including parents, teachers, school administrators, and interested civil society groups. The consultation process was conducted in a manner that ensured a beneficial exchange of information about the project and the EMP itself. The EMP was disclosed in-country by MEHE and at the targeted schools as well as at the InfoShop. An Executive Summary in Arabic has also been made available.</p>

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	28-Nov-2014
Date of submission to InfoShop	16-Dec-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Lebanon	28-Nov-2014
<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:	

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 type="checkbox"/>] No [<input checked="" 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"/>]
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 type="checkbox"/>] No [<input checked="" 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:	Name: Noah Bunce Yarrow	
<i>Approved By</i>		
Practice Manager/ Manager:	Name: Harry Anthony Patrinos (PMGR)	Date: 17-Dec-2014