



# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 22-Nov-2018 | Report No: PIDISDSA25507



**BASIC INFORMATION**

**A. Basic Project Data**

Country Belarus	Project ID P166719	Project Name Belarus Education Modernization Project - Additional Financing	Parent Project ID (if any) P148181
Parent Project Name Belarus Education Modernization Project	Region EUROPE AND CENTRAL ASIA	Estimated Appraisal Date 05-Nov-2018	Estimated Board Date 28-Mar-2019
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Republic of Belarus	Implementing Agency Ministry of Education

Proposed Development Objective(s) Parent

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

Components

Ensuring a quality learning environment in schools receiving students from closed/reorganized schools  
Modernization of system management in general secondary education  
Project implementation support

**PROJECT FINANCING DATA (US\$, Millions)**

**SUMMARY**

<b>Total Project Cost</b>	102.35
<b>Total Financing</b>	102.35
<b>of which IBRD/IDA</b>	102.35
<b>Financing Gap</b>	0.00

**DETAILS**

**World Bank Group Financing**

International Bank for Reconstruction and Development (IBRD)	102.35
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Environmental Assessment Category

B-Partial Assessment

Decision

The review did authorize the team to appraise and negotiate

## **B. Introduction and Context**

### Country Context

1. As the World Bank's Country Partnership Framework (CPF) for Belarus for FY18-22 highlights, Belarus has achieved inclusive growth over the last 25 years with an impressive reduction in poverty, but more changes are needed for its development to be sustainable and fast enough to meet society's expectations. The country's growth has been driven by capital investment and has been dependent on foreign borrowing, imports of subsidized fuel, and economic developments in Russia. Investment decisions have not always been driven by competitiveness criteria, and until recently, public expenditure and wages have periodically grown faster than productivity.
2. The Program of Activities of the Government of the Republic of Belarus for 2016-20 (Program 2016-20) aims to improve living standards by enhancing competitiveness and innovation and increasing the volume and efficiency of overall investment. There are four main program areas: (i) unleashing entrepreneurship and enhancing macroeconomic management; (ii) promoting innovation-based growth; (ii) developing human potential and improving quality of life; and (iv) promoting the green economy. Accordingly, the Bank's Systematic Country Diagnostic for Belarus (SCD, 2018) identifies maintaining Belarus' human capital edge as one of the key tasks that lie ahead. However, maintaining and enhancing productivity will require substantial reforms, including in general secondary education, particularly in a time of demographic shifts.

### Sectoral and Institutional Context

1. Belarus has a well-developed system of education, and the educational level of the population is high. In 2018 Belarus participated in the Program for International Student Assessment (PISA) for the first time, which will enable policymakers to look at the country's education system from an international perspective. Until recently, the only measures of the education quality of general education in Belarus were structural indicators such as the level of teachers' education, class sizes, the student-to-teacher ratio, and students' results from participating in international Olympiads for schools. The participation of Belarus's students in PISA 2018 was supported by the Belarus Education Modernization Project (BEMP). The results will become available in 2019 and will enable the country to participate in several studies, including the World Bank's Human Capital Project.



2. Belarus has maintained an educational system with a strong reputation for literacy, numeracy, technology, and engineering. However, input-based management approaches and a lack of diversity in education methods are jeopardizing its ability to produce graduates with market-relevant skills. Belarus has universal school enrollment and equitable access to tertiary education, but the content of education and training needs to be adapted to the job market. Belarus's public expenditure on education (4.9 percent of GDP) is in line with the ECA and Organization for Economic Co-operation and Development (OECD) averages. Belarus is working on reducing the number of underused general secondary education institutions and upgrading the remaining facilities. It is also rolling out a per student approach to school funding and increasing the use of information technology (IT) in education as a management tool and as preparation for participating in standardized international tests. The education system of Belarus needs to move from passive to active learning, improve the learning environment, increase literacy in information and communication technology (ICT), and eliminate regional differences in quality.
3. The country performs strongly on a range of social indicators and overall ranks 53rd out of 189 countries on the United Nations 2018 Human Development Index. Belarus's demographic structure is shifting, which will have important implications for demand in the education and health sectors. The population dependency ratio (the number of old age people for every 100 working people) is projected to double from 57 in 2008 to 115 in 2050. The number of citizens over the age of 60 will increase by 14 percent in the next decade alone. The education system will need to adapt to the sharp decline in the student population. There is also a strong trend of internal migration from rural areas to cities and larger settlements in Belarus.
4. In response to these demographic and migration trends, the government has already begun implementing a school network optimization program, but the student-teacher ratio remains low. Under the National Development Program for General Secondary Education (GSE) for 2007-2016, 949 GSE schools were closed and 1,222 reorganized across all six oblasts of Belarus and the city of Minsk, reducing by nearly one-third the number of institutions in rural areas. At 15 students per teacher, the student-teacher ratio in Belarus is lower than in high HDI countries or in Russia, although it is comparable to the value for "very high" HDI countries. Nevertheless, the success of the consolidation program has not yet been fully realized, partly because low expenditures on salaries, utilities, and school meals do not leave much room for making quality improvements.
5. The government is also exploring alternative approaches to school financing. In the 2014 Budget Law, local authorities were allowed to use the savings from optimization to give more autonomy for schools to redistribute these savings within the existing budget envelope. On January 1, 2015, a pilot project of per student financing (PSF) was launched in 34 general secondary schools throughout the country. In 2017, the government started piloting PSF for preschools (90 of them are currently covered). The average class size in participating schools increased by 0.5 students. Despite an increase of 3,600 in the number of students in urban schools, only 33 new classes had been opened by 2016. The student-teacher ratio in general secondary schools participating in the pilot project was 9.2 in 2015, and in 2017 this ratio was 9.47. Recently, the Government of Belarus has announced the implementation of the PSF in all general secondary schools starting from 2019.
6. To support and advance its human capital agenda, in 2015 Belarus scaled up its cooperation with the World Bank and launched the Belarus Education Modernization Project (BEMP). The project has been effective since February 2016 and is focused on creating better learning environments for school students in rural hub schools as well as on improving the quality and management of education in Belarus.



7. The Government of Belarus is strongly focused on developing the country's human capital as it aspires to be an innovative economy at a 21<sup>st</sup> century level of technological development. The World Bank's Country Partnership Framework (CPF) for Belarus for FY2018-2022 emphasizes the need for a "human capital edge" to align with this goal. Education is the crucial factor in human capital development because building human capital starts in kindergarten, continues in school, and is fostered at the tertiary education level. In order to develop 21<sup>st</sup> century knowledge and creative thinking, cognitive and socio-emotional skills must be given the same importance in teaching and learning at all levels of the education system. In this context, the hub schools supported by the BEMP have become crucial centers of inclusive human capital growth, providing the best opportunities for the children of Belarus. The government's decision to roll out per student financing nationwide in all general secondary schools of Belarus increases the urgency of investing in the hub schools as well as of creating financial leverage for the BEMP going forward.
  
8. The proposed Additional Financing Project features several transformative activities in both hard and soft components. Component 1 of the project will make it possible to improve the learning environments in identified hub schools. At the same time, the government will scale up the implementation of the innovative learning designs in the Mogilev oblast. In this part of the project, the government will build on the experience of one school in Vyazye village during the implementation of the parent project and will use similar approaches to the design of learning spaces in all of the project schools in this oblast. The government is taking a gradual approach to make sure that the education system is able to accommodate these changes. In the Vitebsk oblast, the hub schools will receive additional support to use the school infrastructure to host social and cultural activities for the community. This activity will increase coordination among public human development services at the community level, enhance community participation in education, and possibly create inclusive practices for local businesses, volunteers, and social entrepreneurs. Lastly, Component 1 will conduct a school user survey<sup>1</sup> that will gather data on the perceptions of different kinds of school users about the rehabilitated schools.
  
9. Furthermore, Component 2 will scale up the reforms of the education quality assurance system, ensure the participation of Belarus in PISA 2021 and 2024,<sup>2</sup> ensure that there are further analyses and impact evaluations of the project's outcomes, expand the reach of the EMIS to all levels of the Belarus education system, and deliver training on the project's thematic areas to all executive education authorities and all school principals in Belarus.
  
10. The Government of Belarus has a growing interest in ensuring the collection and analysis of data for use in policymaking. The World Bank has supported the government by carrying out a public expenditure review in 2011 and is currently carrying out another for 2018. In order to prepare the strong analysis, the Bank needed the data on National assessment results. Therefore, the information on the learning outcomes of Belarus's students is currently not represented in the national statistics. The BEMP has stimulated the government's interest in having more information about student learning outcomes. Through the BEMP, Belarus's students

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<sup>1</sup> <http://oecdeducationtoday.blogspot.com/2018/06/school-user-survey-improving-learning-spaces.html>

<sup>2</sup> The participation of Belarus in PISA 2024 referenced here and throughout this document will be subject to a decision by the Ministry of Education. The commitment is a remote goal, and the MoE does not yet have any information from the OECD about the design and focus of the 2024 study.



participated in PISA 2018, and the government is already committed to Belarus participating in future PISA rounds. This participation will also allow Belarus joining the World Bank's Human Capital Project since each country on the Human Capital Index (HCI) has to have at least one internationally recognized measure of student learning outcomes. The government will need additional resources in order to participate in PISA 2021 as well as to analyze the results of both rounds.

11. The proposed Additional Financing Project builds on the work done to date. This is the continuation and extension of the cooperation between the Bank and the government on the parent project and an important foundation for their long-term cooperation in the sector. Possible areas for future partnership include higher education and innovation, vocational education and skills, inclusive education policies, and the deinstitutionalization of children.

### **C. Proposed Development Objective(s)**

#### Original PDO

The objectives of the parent project are to: (i) increase access to quality learning environment in selected general secondary schools and (ii) strengthen the student assessment and education management information systems of the Republic of Belarus.

#### Key Results

The key results of the project include: (i) an increased in the number of students that benefit from the learning environments and the laboratory equipment; (ii) the implementation of two pilot projects aimed at increasing the role played of the schools in community development and in innovative teaching and learning; (iii) the participation of Belarus in PISA 2018, 2021, and 2024 and the in-depth analyses of the PISA results; (iv) the system-wide implementation of the EMIS; and (v) the introduction of training for education managers in Belarus, including all school principals.

### **D. Project Description**

The proposed Additional Financing Project is organized into three components:

*Component 1: Ensuring the quality of the learning environment in general secondary schools that are receiving students from closed/reorganized general secondary schools and in general secondary schools in small towns and rural areas based on regional development needs*

The objective of this component is to increase access to quality learning environments that are conducive to learning as well as to pilot the new approaches to innovative teaching and learning and to increase community participation in education.

*Subcomponent 1.1. Strengthening the infrastructure of institutions that receive (or plan to receive) students from schools that are or will be closed or reorganized under the optimization program*



The objective of this subcomponent is to ensure that there is an adequate learning environment in the schools that are receiving students from schools to be closed and reorganized under the optimization program. This subcomponent will support activities at the local authority and school levels.

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

The objective of this subcomponent is to ensure that the schools rehabilitated in subcomponent 1.1 are equipped with the necessary scientific materials and information technology to provide students with an adequate learning environment.

*Subcomponent 1.3: Piloting the concept of using schools as community centers for providing social and cultural services in Vitebsk oblast of Belarus*

The objectives of this subcomponent are: (i) to provide social and cultural services to local communities in each district of the Vitebsk oblast in selected general secondary schools (for example, using school libraries, gyms, or sports equipment to organize social, recreational, educational, or psychological counseling services for the local community) and (ii) to fund the reconstruction or capital repairs of the buildings and premises of these general secondary schools in each district of the oblast to ensure that students have access to a quality learning environment and to provide educational equipment, if needed.

*Subcomponent 1.4: Piloting innovative teaching and learning laboratory clusters promoting STEM in schools in the Mogilev oblast of Belarus*

The objective of this subcomponent is to introduce and pilot innovations in teaching and learning practices in Belarus's general secondary schools by creating specialized scientific laboratory clusters in schools that will allow for the multifunctional use of these laboratories, for team teaching, and for experimentation on school premises.

*Subcomponent 1.5: Evaluating the quality of the learning environment in general secondary schools before and after rehabilitation or capital repairs*

The objective of this subcomponent is to evaluate the quality of the learning environments in the schools of Belarus and to assess the impact of the project's activities on school users' perceptions of this quality.

*Component 2: Modernizing system management in education*

The objective of this component is to facilitate the use of international best practices in assessing and evaluating the quality of education and the use of data analysis in education system management and to provide training to education managers on all products and initiatives deriving from the project.

*Subcomponent 2.1. Strengthening the national student assessment system at the general secondary school level*

The objectives of this subcomponent are to: (i) develop a set of assessment instruments for various dimensions of the quality of general secondary education, including teaching aids and methodological materials; (ii) pilot new modalities of



quality assessment in education; (iii) acquire the necessary hardware, software, and maintenance services; (iv) build the capacity of national experts and institutions to assess the quality of education (through, for example, expert training, qualification upgrading, workshops, and conferences); (v) pilot a new attestation model (school graduation exams) at the pre-tertiary level of education; and (vi) study international good practices in quality assessment in general secondary education and in the use of assessment results for decision-making.

*Subcomponent 2.2. Supporting the Borrower's participation in the Programme for International Student Assessment (PISA) 2021 and 2024 rounds, including related studies in 2021 to assess students' computer and financial literacy*

The objective of this subcomponent is to facilitate and scale up Belarus's continued participation in an internationally comparable system of student learning assessment. This will be achieved by further building the capacity of national institutions to prepare for, implement, analyze, and compare the results of three PISA rounds in 2018, 2021, and 2024. The subcomponent will also support building the capacity of Belarus institutions in designing and conducting impact evaluations of the project based on the national and international results of Belarus's students.

*Subcomponent 2.3. Conducting analytical work on the results of PISA in Belarus, developing recommendations to improve education quality in the context of the World Bank's Human Capital Project, and training experts to analyze and interpret the results of international comparative studies in education*

The objective of this subcomponent is to build the capacity of Belarus research and assessment institutions to conduct in-depth secondary analysis of international student assessments as well as inform human capital development by researching the impact of the government's education policies.

*Subcomponent 2.4. Strengthening the Borrower's education management information system (EMIS) and expanding it to all levels of education*

The objective of this subcomponent is to modernize the systems and practices of data collection and analysis in the education sector through the development of an integrated EMIS for all levels of education.

*Subcomponent 2.5. Providing training for and upgrading the qualifications of the managers of the Belarusian education system*

The objective of this subcomponent is to provide training for and to upgrade the qualifications of the managers of Belarus's education system, including all principals of general secondary schools.

*Component 3: Support for the implementation, monitoring, and evaluation of the project*

The objective of this component is to ensure adequate support for the implementation, monitoring, and evaluation of the proposed activities under the Additional Financing Project. The proposed project will finance consultant services, training directly related to the project's implementation, financial audits, remuneration for the staff of the project implementation unit, and funding for selected operating expenses.

## **E. Implementation**





## Institutional and Implementation Arrangements

The implementation arrangements for the Additional Financing Project will remain the same as for the parent project, the BEMP. The additional financing will be implemented by the Ministry of Education of the Republic of Belarus. The ministry will have the overall responsibility for project coordination and for monitoring the progress of its implementation. The ministry will delegate the responsibility for managing the day-to-day preparation and implementation of the additional financing, including overall fiduciary responsibilities, to the National Institute of Education (NIE). The project implementation unit (PIU) that was created within the NIE to implement the parent project will be extended to implement the additional financing, and the necessary extra staff will be hired. The PIU may also be supported by outside specialists on an as-needed basis.

As in the parent project, the technical expertise and responsibility for the project's implementation will be delegated to the NIE and to three other organizations subordinate to the Ministry of Education. The Republican Institute for Knowledge Control (RIKC) will oversee the technical implementation of subcomponents 2.2 and 2.3, the Main Information Analytical Center (GIAC) will oversee the technical implementation of subcomponent 2.4, and the Academy of Professional Education (ANE) will be in charge of the technical implementation of subcomponent 2.5. The NIE will liaise with these organizations to ensure a smooth and unified approach to procurement and financial management under the project. The Ministry of Education will retain the responsibility for strategic guidance and overall project oversight.

### **F. 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 schools from every region of the country has been developed on the basis of selection criteria agreed between the Bank and the Borrower. The final selection of beneficiary schools will be determined during project implementation. A draft list of proposed renovations to the facilities includes thermal insulation of exterior walls, replacement/repairs to roofs, replacement of windows, interior repairs, and setting up a barrier-free environment (with ramps and elevators). These buildings are located in populated areas where the physical environment has already been altered due to human influence and where natural habitats won't be affected by the project activities.

### **G. Environmental and Social Safeguards Specialists on the Team**

Ruxandra Maria Floroiu, Environmental Specialist

Aimonchok Tashieva, Social Specialist

Oksana Rakovych, Environmental Specialist



**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project entails reconstruction/rehabilitation activities. These activities are expected to have some temporary negative impacts typical for the reconstruction/rehabilitation of small to medium size construction. The potential negative impacts are perceived to be relatively minor and can be easily 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, and any high risk and/or Category A-type subprojects will be screened out.
Performance Standards for Private Sector Activities OP/BP 4.03	No	The project involves the facilities of state-owned institutions only.
Natural Habitats OP/BP 4.04	No	The project will be implemented in schools located in urban areas where the physical environment is already altered due to human influence and where natural flora and fauna are not present.
Forests OP/BP 4.36	No	The project will be implemented in schools located in urban areas where the physical environment is already altered due to human influence and where natural flora and fauna are not present.
Pest Management OP 4.09	No	The project does not finance any interventions that may involve the use of pesticides.
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 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	There are no indigenous people with any claims to the schools involved in the project.
Involuntary Resettlement OP/BP 4.12	No	Works under the project may include the construction of school building extensions and annexes with the provision that: (i) these works are conducted on the existing land plot of the school and no land acquisition is required, and (ii) the



expansion of the building along with its increased capacity and related facilities (such as utilities and roads) will leave a sufficient share of the existing land plot for a playground area to make it possible to meet all necessary outdoor education and sports needs of children as defined in Belarus regulations (sanitary and fire safety). The Republic of Belarus has a well-enforced regulatory framework that prohibits squatters and vendors within the territory of the school compound, thus no permanent or temporary physical or economic displacement as the result of the project is expected, and OP/BP 4.12 Involuntary Resettlement is not triggered by the project.

Safety of Dams OP/BP 4.37	No	The project does not involve the construction of a new dam or association with any existing dam.
Projects on International Waterways OP/BP 7.50	No	The project does not include any activities in international waters.
Projects in Disputed Areas OP/BP 7.60	No	The project's facilities are not located in disputed areas.

## KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

### A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The proposed project will support the rehabilitation of school facilities (which may also include the construction of building extensions and annexes), which are expected to have some temporary negative impacts typical for civil works and reconstruction/rehabilitation of small to medium size constructions. The potential negative impacts are perceived to be relatively minor and can be easily mitigated with standard procedures.

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 impacts. No new secondary education institutions will be built as part of the project.

The expected negative environmental impacts are mainly likely to materialize in the process of construction work (the major environmental impact is associated with creation of construction waste) and in the use of laboratory equipment in school classrooms, computer labs, and canteens and the possible entry of spent laboratory reagents into wastewater. However, if the proposed measures in the Environmental and Social Management Framework (ESMF) aimed at mitigating the negative impacts are 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 schools and the introduction of new information technologies to school education.

In addition to the mitigation measures in the ESMF, site-specific measures will be developed for each school covered by the project. The Environmental and Social Management Plan (or ESMP-Checklist for smaller sub-projects) that will be prepared for each school will reflect the risks associated with construction work and the subsequent operation of facilities, as well as mitigation measures and mechanisms to monitor the implementation of the mitigation plan.



2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area: 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 and Social Management Plans, which will be developed in line with the Environmental and Social Management Framework.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts. Due to the nature of the civil works activities, some minor negative impacts are to be expected during construction. However, an important principle that will be used when selecting buildings for rehabilitation and preparing design documents will be to screen them for any structural damage and instability. The screening will include potential environmental issues, such as asbestos-containing materials, lead-based paint, and adequate waste water disposal.

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 project implementation unit (PIU) has appointed one staff member to be in charge of safeguards compliance. The PIU also employs an environmental consultant. In the early stages of the implementation of the parent project, the PIU staff received guidance and on-the-job training on the subject of the World Bank safeguards policies. The PIU is making good progress in fulfilling its supporting and supervising role towards sub-project implementers. This PIU has a track record of preparing and implementing the Environmental and Social Management Framework for the ongoing education project, as well as conducting capacity building activities for the sub-project implementers. It is expected that the same PIU will work on the Belarus Tertiary Education Project. Therefore, a clear performance structure for the PIU should be defined, and sufficient resources assigned to cover safeguards requirements (including hiring a safeguards specialist as permanent staff).

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

An Environmental and Social Management Framework has been updated to reflect recent changes in, for example the project description, document templates, and monitoring requirements. The draft document (in Russian) was disclosed on the website of the Ministry of Education (<http://edu.gov.by/>) on November 21, 2017, and public consultations have been carried out in 84 districts throughout the country. The final version of the ESMF in Russian was disclosed on the website of the Ministry of Education on April 27, 2018 and in English in the World Bank's InfoShop on April 27, 2018. Individual sub-project ESMPs/Checklists will be disclosed and consulted on locally. During the course of project implementation, citizen engagement mechanisms will assess beneficiaries' satisfaction with the project activities, and any grievances that may arise will be addressed at the project level.

**B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

**Environmental Assessment/Audit/Management Plan/Other**

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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13-Apr-2018

25-Apr-2018

**"In country" Disclosure**

Belarus

26-Apr-2018

Comments

**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 (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

**OP/BP/GP 4.01 - Environment Assessment**

Does the project require a stand-alone EA (including EMP) report?

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

**The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

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?



### All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Have costs related to safeguard policy measures been included in the project cost?

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

### CONTACT POINT

#### World Bank

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Senior Education Specialist

#### Borrower/Client/Recipient

Republic of Belarus

#### Implementing Agencies

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**APPROVAL**

Task Team Leader(s):	Tigran Shmis
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**Approved By**

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Country Director:	Satu Kristiina Kahkonen	23-Nov-2018