

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	<input type="text" value="Mongolia"/>	Project Title:	<input type="text" value="Improving School Dormitory Environment for Primary Students in Western Region"/>
Lending/Financing Modality:	<input type="text" value="Project Grant"/>	Department/Division:	<input type="text" value="East Asia Department/Urban and Social Sectors Division/Mongolia Resident Mission"/>

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

Primary students staying in school dormitories and studying at rural schools are particularly disadvantaged in learning in Mongolia, due to unfavorable school dormitory environment, lack of parental support, and other socioeconomic difficulties. The project will enhance their chances of success at school, and thereby promoting social inclusion of children in rural areas, especially from herder families, by improving school dormitory environment and services. The project will focus its interventions on Western Region of Mongolia, in particular, Gobi-Altai, Uvs, and Zavkhan *aimags* that are poor and have sizable numbers of primary students staying in school dormitories with low net intake rates in grade 1 and primary completion rates.

The project will contribute to the achievement of Millennium Development Goals (MDGs), in particular, universal primary education, which has been identified as one of six priorities in the MDGs-based Comprehensive National Development Strategy of Mongolia, 2008–2021. The project will support specific activities set forth in the Government Platform, 2012–2016, to meet individual student learning needs and leave no child behind, increase school sanitation facilities, and improve overall school and dormitory environment. The project is consistent with the Asian Development Bank (ADB)'s Interim Country Partnership Strategy for Mongolia, 2014–2016 which provides a renewed focus on basic education and emphasizes the need for investments in Western Region of Mongolia with a disproportionately high poverty rate.

B. Poverty Targeting:

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

The project will contribute to the achievement of one of non-income MDGs, M2: universal primary education, by improving school dormitory environment for primary students, especially of six years of age entering the first year of school. Early grade students require special care and support as they tend to encounter difficulties in making a smooth transition from home to school. The dropout rate for the first grade students (2.0% in school year [SY] 2013/2014) as well as the repetition rate (0.14% in SY2013/14) is usually higher than those for other grade students.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries. The primary beneficiaries of the project will be primary students staying in dormitories in Gobi-Altai, Uvs and Zavkhan *aimags* (about 3,800), including 6-year-old students (about 700). These students are particularly disadvantaged in learning, due to unfavorable dormitory environment, lack of parental support, and socioeconomic difficulties faced by their families. Improved dormitory environment is also expected to positively influence parents' decisions to send children to school, especially of six years of age, and thereby reducing late school entries and out-of-school children in rural areas.

2. Impact channels and expected systemic changes. The project will improve access to quality educational resources and learning opportunities for primary students staying in school dormitories in Gobi-Altai, Uvs, and Zavkhan *aimags*. They will be provided comprehensive support, including special care and support from primary and dormitory teachers, improved dormitory meals in terms of nutrition and food safety, study, reading, and extracurricular activities involving parents organized at school dormitories. Parents of primary students staying in dormitories will have opportunities to participate in reading and extracurricular activities with their children as well as educational activities for them. The project will support upgrading of at least 20 school dormitory facilities through rehabilitation and/or construction of sanitation and kitchen facilities, provision of furniture, books, and teaching-learning materials.

3. Focus of (and resources allocated in) the PPTA or due diligence. The project impact and benefits for the poor and vulnerable groups, including ethnic minorities and gender, will be assessed during project design to maximize social benefits for these groups.

II. GENDER AND DEVELOPMENT

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project or program? In SY2014/15, the gender parity index at primary level in Gobi-Altai, Uvs, and Zavkhan *aimags* was on average 0.96, while that for primary students staying in school dormitories in the three *aimags* was on average 0.79, suggesting that school dormitory environment is potentially less favorable for female students than male students. Many dormitories in rural areas are not connected to water supply and sewerage systems and have only rudimentary pit toilets outside school dormitories, which raises safety issues particularly for female students. Due in part to unfavorable school dormitory environment, mothers are often required to move closer to school together with their children separately

from fathers, which has resulted in high divorce rates especially among herder families.

2. Does the proposed project or program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources, assets, and participation in decision making?

Yes No Please explain.

The project will improve school dormitory environment, including sanitation facilities which are safe for female students, and ensure comprehensive support for primary students staying in school dormitories, and thereby enhancing access to quality educational resources and learning opportunities. A gender analysis will be conducted as part of the poverty and social analysis to identify project-related gender gaps and disparities. A social development and gender action plan to be prepared will address gender issues.

3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality?

Yes No Please explain.

No adverse impact on female students and mothers of primary students staying in school dormitories is envisaged. The gender analysis will identify any adverse impacts, if any, and mitigation measures will be incorporated in a social development and gender action plan, if necessary.

4. Indicate the intended gender mainstreaming category:

GEN (gender equity) EGM (effective gender mainstreaming)

SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.

Initial stakeholder analysis has identified the following: primary students staying in school dormitories and their parents, schools with dormitories and their management, primary and school dormitory teachers, and *aimag* education departments in Gobi-Altai, Uvs, and Zavkhan *aimags*, the Ministry of Education, Culture, and Science (MECS), development partners, NGOs, and the private sector active in improving school sanitation facilities and facilitating children's transition from home to school as main stakeholders of the project. MECS and the three *aimag* education departments will review and comment on the project design. As part of the poverty and social analysis, the project beneficiaries will be consulted on the project design. Development partners, NGOs, local communities, and the private sector will also be consulted with a view to forming partnerships in the project design and implementation.

2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded?

The main mechanism for engaging stakeholders and beneficiaries is consultation. Terms of reference for consultants who support the project design specify consultation tasks, stakeholders, and beneficiaries as well as issues to consult.

3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design?

Key civil society organizations include NGOs, local communities, and the private sector active in improving school dormitory environment.

Information generation and sharing (H) Consultation (M) Collaboration Partnership

4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? Yes No

The project beneficiaries will be consulted in the process of preparing drawings and technical specifications for minor civil works of school dormitories and technical specifications for furniture, books, and teaching-learning materials.

IV. SOCIAL SAFEGUARDS

A. Involuntary Resettlement Category A B C FI

1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? Yes No

No land acquisition and resettlement is expected under the project. Minor civil works will be accommodated within the existing premises avoiding land acquisition and/or resettlement. There will be no permanent or temporary impacts on land or other assets.

2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process?

Resettlement plan Resettlement framework Social impact matrix

Environmental and social management system arrangement None

B. Indigenous Peoples Category A B C FI

1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? Yes No

2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? Yes No

The project will support only the existing school dormitory facilities, which is unlikely to affect the territories or natural and cultural resources of ethnic minorities. The project will benefit school dormitory facilities, local government, and education department in Uvs *aimag* where several ethnic minority groups live a nomadic life. The ethnic minority issues as well as those related to herder families will be investigated and measures will be incorporated in the project design to enhance inclusiveness and maximize the project benefits for the ethnic minority groups and herder families.

3. Will the project require broad community support of affected indigenous communities? Yes No

No impacts that require broad community support are envisaged.

4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process?

Indigenous peoples plan Indigenous peoples planning framework Social Impact matrix

Environmental and social management system arrangement None

Measures to address ethnic minority groups' inclusion will be incorporated into a social development and gender action plan for the project.

V. OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the project design?

- Creating decent jobs and employment Adhering to core labor standards (L) Labor retrenchment
 Spread of communicable diseases, including HIV/AIDS Increase in human trafficking Affordability
 Increase in unplanned migration Increase in vulnerability to natural disasters Creating political instability
 Creating internal social conflicts Others, please specify _____

2. How are these additional social issues and risks going to be addressed in the project design?

Local labor standards or FIDIC requirements would be applied and monitored during implementation.

VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT

1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (v) other social risks. Are the relevant specialists identified?

Yes No

2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or due diligence?

National social development consultant will be engaged for 1.5 person-months to conduct focus group discussions with the project beneficiaries. The poverty and social analysis which will also address ethnic minority, herder, and gender issues.