

**INTEGRATED SAFEGUARDS DATASHEET  
APPRAISAL STAGE**

Date prepared/updated: July 22, 2014

**I. Basic Information**

**1. Basic Project Data**

Country: MONGOLIA		Project ID: P150842	
		Additional Project ID (if any):	
Project Name: TRANSPARENCY AND ACCOUNTABILITY IN MONGOLIAN EDUCATION (TAME) PROJECT			
Task Team Leader: Kathrin Frauscher			
Estimated Appraisal Date: 05/12/2014		Estimated Board Date: n/a	
Managing Unit: WBIGA		Lending Instrument: Small RETF	
Sector: Education (50%) and Social Development (50%)			
Theme: Social Development/Gender/Inclusion			
IBRD Amount (US\$m.):			
IDA Amount (US\$m.):			
GEF Amount (US\$m.):			
PCF Amount (US\$m.):			
Other financing amounts by source: GPSA Grant US\$650,000			
Environmental Category: C			
Simplified Processing		Simple <input checked="" type="checkbox"/>	Repeater <input type="checkbox"/>
Is this project processed under OP 8.00 (Rapid Response to Crises and Emergencies)		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

**2. Project Objectives:**

The Project's development objective (PDO) is to strengthen civic engagement in the education sector to improve transparency of budgeting and procurement processes for the delivery of better quality education services in western and central Mongolia.

**3. Project Description:**

***Component 1: Organization of Parent Teacher Associations (PTAs)***

This component will focus on strengthening the capacities of students, parents, teachers/school officials to form and manage effective PTAs and engage with district level officials to improve the local education environment. In this context, 28 PTAs will be established or strengthened in 20 targeted soums (provinces). Each PTA will ideally consist of seven representatives (three teachers, three parents and one independent observer). Activities under this component include:

- Train selected PTA representatives on current education legislation, government reform initiatives and social accountability tools (e.g. participatory school environment assessments, public hearings, participatory budgeting, focus group interviews, and community scorecards).
- Design and implement social accountability tools (e.g. community score cards, good governance school assessment) using focus group interviews, public hearings to participate in decision making to monitor availability of school supplies, budget and general school environment. In each soum, PTAs will conduct a governance school assessment to evaluate the local education environment, school performance input and current level of teacher/parent/student participation.
- Prepare and disseminate news programs and articles on the results of the monitoring using community and mainstream radio and newspapers.
- Provide support to selected PTAs to disseminate results of project activities and establish a national PTA network.

### ***Component 2: Monitoring of education budget and procurement***

This component will focus on strengthening the capacity national and regional level CSOs, media organizations and MES and MOF staff to analyze and monitor government budget allocation and procurement in education within the eight aimags (regions) targeted by the project. Activities under this component include:

- Train up to nine CSOs (to be selected) in the project's eight targeted aimags to analyze and monitor the allocation of government education budget and procurement at the regional level.
- Train up to 36 journalists from community and national radio stations, aimag and national mainstream media outlets on relevant education and social accountability issues.
- Generate quarterly project progress reports to be shared and discussed with the Project's Consultative Group comprised of: Globe International Center, AFE, regional level CSOs, selected PTAs, MES, MOF and the Independent Authority against Corruption.
- Conduct advocacy and public-private dialogue activities to influence national level policy making (including parliament) based on the information on education budget and procurement generated by the project.

### ***Component 3: Managing knowledge and learning and coordinating project management***

This component serves as quality assurance mechanism to produce the appropriate knowledge and learning (K&L) tools on the practice of social accountability and results for use by project direct and indirect beneficiaries. Among others, this will include: (a) establishing a Project M&E system; (b) developing case studies, lessons learned and good practices; (c) producing/disseminating various manuals, guidebooks, training modules, others; (d) preparing Project Operating Guidelines; (e) a strong capacity building and K&L sharing/ dissemination program to aid replication to other provinces; and (f) installing of online link to GPSA Knowledge Portal and a web-based dedicated portal as repository of the project's K&L products and platform for disseminating project's K&L with the community of practice, CSOs, MES,

local governments and other stakeholders in education reform in Mongolia and elsewhere. Activities under this component include:

- Prepare project operations manual that will include guidelines for monitoring of the education procurement budget and educational services, framework for constructively engaging between CSOs and the national, provincial and soum authorities; and between citizens and service providers at the soum level and for quality documentation of lessons
- Develop and upload at least eight knowledge and learning products to the GPSA Knowledge portal.
- Develop and disseminate of at least eight case stories/studies, reports, blogs, videos, with other practitioners in the region and on the global level.
- Design and launch a web-based dedicated portal as repository of the project's K&L products.
- Develop and implement a monitoring and evaluation (M&E) mechanisms, including yearly external financial audits.

**4. Project Location and salient physical characteristics relevant to the safeguard analysis:**

The Project will target communities, mainly indigenous people, in 20 soums (i.e. provinces) in eight aimags (i.e. regions) in western and central Mongolia. These aimags include: Uvs, Bayan-Ulgii, Hovd, Khuvsgul, Arkhangai, Bulgan, Uvurhangai and Sukhbaatar where 90 percent of the country's IPs live.

**5. Environmental and Social Safeguards Specialists on the Team:**

Songling Yao (GURDR)

6. Safeguard Policies	Triggered?	Explanation
<b>Environmental Assessment (OP/BP 4.01)</b>	<b>No</b>	The project will not finance civil works, but support capacity building activities for students, parents, teachers/school officials to form and manage effective PTAs. Project activities will strengthen civic engagement in Mongolia's education sector to improve transparency of budgeting and procurement processes. The project therefore will have no environmental impacts. This project is a Category C.
<b>Natural Habitats (OP/BP 4.04)</b>	<b>No</b>	The project does not have the potential to cause significant conversion (loss) or degradation of natural habitats, whether directly (through construction) or indirectly (through human activities induced by the project).

<b>Forests (OP/BP 4.36)</b>	<b>No</b>	The project will not have impacts on the health and quality of forests, nor affect the rights and welfare of people and their level of dependence upon or interaction with forests, nor aim to bring about changes in the management, protection, or utilization of natural forest or plantations.
<b>Pest Management (OP 4.09)</b>	<b>No</b>	The project will not include any procurement of pesticides or pesticide application equipment; nor introduce any new pest management practices, or expand/alter existing pest management practices; nor lead to substantially increased pesticide use and subsequent environmental and health risks.
<b>Physical Cultural Resources (OP/BP 4.11)</b>	<b>No</b>	The project will not have impacts on physical cultural resources, or be designed to support the management or conservation of physical cultural resources.
<b>Indigenous Peoples (OP/BP 4.10)</b>	<b>Yes</b>	This project aims to strengthen civic engagement in Mongolia's education sector to improve transparency of budgeting and procurement processes. In doing so the Project will target communities, mainly indigenous people, in 20 soums (i.e. provinces) in eight aimags (i.e. regions) in western and central Mongolia. These aimags include: Uvs, Bayan-Ulgii, Hovd, Khuvsgul, Arkhangai, Bulgan, Uvurhangai and Sukhbaatar where 90 percent of the country's IPs live. Since the overwhelming majority of the project beneficiaries are IPs, the project is not required to prepare an instrument. However, project design will ensure that elements of OP4.10 are integrated and among others this includes, a social assessment, "free, prior, and informed consultations" with ethnic minority communities and provision project benefits to the ethnic minorities that are culturally appropriate.
<b>Involuntary Resettlement (OP/BP 4.12)</b>	<b>No</b>	The project will not finance civil works but support capacity building activities for students, parents, teachers/school officials to form and manage effective PTAs. Project activities will strengthen civic engagement in Mongolia's education sector to improve transparency of budgeting and procurement processes. Therefore, no involuntary resettlement or land acquisition is expected.
<b>Safety of Dams (OP/BP 4.37)</b>	<b>No</b>	The project will not finance construction or rehabilitation of any dams as defined under this policy.
<b>Projects on International Waterways (OP/BP 7.50)</b>	<b>No</b>	The project is not associated with any international waterway.
<b>Projects in Disputed Areas (OP/BP 7.60)</b>	<b>No</b>	There are no known disputed areas in the project area of influence.

## II. 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 Project will not support any physical investments or civil works and we do not anticipate any environmental impacts. However, due to the nature of the project activities the project team has identified a need to assess and take into account, in an integrated manner, the social aspects of the project, particularly any impacts on IP communities who are present in the project area. It is in this context that OP 4.10 is triggered. Since the overwhelming majority of beneficiaries are IPs, the project is not required to prepare an instrument under OP4.10. The project is classified as Category C.

**2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:**

NA

**3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts:**

N/A

**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:**

It was agreed that GIC Globe International Center (the recipient) will include elements of the Indigenous Peoples Plan (IPP) in overall project design. More specifically, the project will provide for Free, Prior and Informed Consultation, with the resulting recommendations integrated in the project design to ensure broad community support and provision of culturally acceptable benefits to the IPs. Globe International Center has positive track record working with IPs in the areas targeted by the Project.

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

The Project's direct beneficiaries are the same 28 PTAs in the 20 targeted soums (provinces) in western and central Mongolia. GIC will ensure that IP representatives are consulted throughout project preparation and implementation.

<b>B. Disclosure Requirements Date</b>	
<b>Environmental Assessment/Audit/Management Plan/Other:</b>	
Was the document disclosed <i>prior to appraisal</i> ?	N/A
Date of receipt by the Bank	N/A
Date of "in-country" disclosure	N/A
Date of submission to InfoShop	N/A
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
<b>Resettlement Action Plan/Framework/Policy Process:</b>	

Was the document disclosed <i>prior to appraisal</i> ?	N/A
Date of receipt by the Bank	N/A
Date of "in-country" disclosure	N/A
Date of submission to InfoShop	N/A
<b>Indigenous Peoples Plan/Planning Framework:</b>	
Was the document disclosed <i>prior to appraisal</i> ?	N/A
Date of receipt by the Bank	N/A
Date of "in-country" disclosure	N/A
Date of submission to InfoShop	N/A
<b>Pest Management Plan:</b>	
Was the document disclosed <i>prior to appraisal</i> ?	
Date of receipt by the Bank	N/A
Date of "in-country" disclosure	N/A
Date of submission to InfoShop	N/A
<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>	

**C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)**

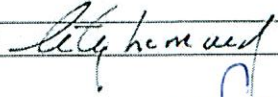
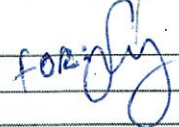
<b>OP/BP 4.01 - Environment Assessment</b>			
Does the project require a stand-alone EA (including EMP) report?	Yes [ ]	No [ ]	N/A [X]
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?			
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?			
<b>OP/BP 4.04 - Natural Habitats</b>			
Would the project result in any significant conversion or degradation of critical natural habitats?	Yes [ ]	No [ ]	N/A [X]
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?			
<b>OP 4.09 - Pest Management</b>			
Does the EA adequately address the pest management issues?	Yes [ ]	No [ ]	N/A [X]
Is a separate PMP required?	Yes [ ]	No [ ]	N/A [X]

If yes, has the PMP been reviewed and approved by a safeguards specialist or Sector Manager? Are PMP requirements included in project design? If yes, does the project team include a Pest Management Specialist?			
<b>OP/BP 4.11 – Physical Cultural Resources</b>			
Does the EA include adequate measures related to cultural property?	Yes [ ]	No [ ]	N/A [X]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on physical cultural resources?			
<b>OP/BP 4.10 - Indigenous Peoples</b>			
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [ ]	No [X]	N/A [ ]
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?			
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit?	Yes		
<b>OP/BP 4.12 - Involuntary Resettlement</b>			
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [ ]	No [ ]	N/A [X ]
If yes, then did the Regional unit responsible for safeguards or Sector Manager review and approve the plan/policy framework/process framework?			
<b>OP/BP 4.36 – Forests</b>			
Has the sector-wide analysis of policy and institutional issues and constraints been carried out?	Yes [ ]	No [ ]	N/A [X ]
Does the project design include satisfactory measures to overcome these constraints?			
Does the project finance commercial harvesting, and if so, does it include provisions for certification system?			
<b>OP/BP 4.37 - Safety of Dams</b>			
Have dam safety plans been prepared?	Yes [ ]	No [ ]	N/A [X ]
Have the TORs as well as composition for the independent Panel of Experts (POE) been reviewed and approved by the Bank?			
Has an Emergency Preparedness Plan (EPP) been prepared and arrangements been made for public awareness and training?			
<b>OP/BP 7.50 - Projects on International Waterways</b>			
Have the other riparians been notified of the project?	Yes [ ]	No [ ]	N/A [X ]

If the project falls under one of the exceptions to the notification requirement, has this been cleared with the Legal Department, and the memo to the RVP prepared and sent?	
What are the reasons for the exception? Please explain:	
Has the RVP approved such an exception?	
<b>OP/BP 7.60 - Projects in Disputed Areas</b>	
Has the memo conveying all pertinent information on the international aspects of the project, including the procedures to be followed, and the recommendations for dealing with the issue, been prepared	Yes [ ]      No [ ]      N/A [X ]
Does the PAD/MOP include the standard disclaimer referred to in the OP?	
<b>The World Bank Policy on Disclosure of Information</b>	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ ]      No [ ]      N/A [X ]
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?	
<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 [ ]      No [ ]      N/A [X ]
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?	



**D. Approvals**

<b><i>Signed and submitted by:</i></b>	<b><i>Name</i></b>	<b><i>Date</i></b>
Task Team Leader:	Kathrin Frauscher	07/22/2014
Environmental Specialist:		
Social Development Specialist	Songling Yao	07/22/2014
Additional Environmental and/or Social Development Specialist(s):		
<b><i>Approved by:</i></b>		
Regional Safeguards Coordinator:	Peter Leonard 	07/22/2014
Comments:		
Sector Manager:	Roby Senderowitsch 	07/22/2014
Comments:		