COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED SAFEGUARDS DATA SHEET (PID/ISDS)
APPRAISAL STAGE

Report No.: PIDISDSA15305

Date Prepared/Updated: 24-Sep-2015

I.   BASIC INFORMATION

A. Basic Project Data

Country:	India	**Project ID:**	P156363
		Parent Project ID (if any):	
Project Name:	Nai Manzil - Education and Skills Training for Minorities (P156363)		
Region:	SOUTH ASIA		
Estimated Appraisal Date:	22-Sep-2015	**Estimated Board Date:**	29-Apr-2016
Practice Area (Lead):	Education	**Lending Instrument:**	Investment Project Financing
Sector(s):	Vocational training (60%), Other social services (30%), Central government administration (10%)		
Theme(s):	Education for the knowledge economy (60%), Improving labor markets (40%)		
Borrower(s):	Government of India		
Implementing Agency:	Ministry of Minority Affairs		
Financing (in USD Million)			
Financing Source			**Amount**
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			50.00
Total Project Cost			50.00
Environmental Category:	C - Not Required		
Appraisal Review Decision (from Decision Note):			
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

1.   India has experienced impressive growth in recent years. India's GDP has averaged 7.3% growth during 2007-2012. With growth, India has made remarkable progress in reducing poverty particularly in the last decade. As a result of expansion in social services, India has exceeded the first MDG to halve poverty. Between 2005 and 2012, nearly 138 million people were lifted out of poverty. (This data refers to the national poverty line). Life expectancy in India more than doubled from 31 years in 1947 to 66.5 years in 2013 and adult literacy more than quadrupled, from 18% in 1951 to 74% in 2011. (World Development Indicators; The World Bank). These successes in human development, however, have not benefited all sections of the Indian population equitably. Many of India's marginalized citizens have not yet benefitted from economic growth and some groups have continued to lag behind other groups in their access to a range of opportunities, despite focused government attention to promote inclusion.

2.   The Government of India classifies six religious communities, viz. Muslims, Christians, Sikhs, Buddhists, Jains, and Zoroastrians (Parsis) as Minorities. Together Minorities comprise almost 18% of India's population, or about 225 million people. Muslims comprise the largest Minority group at 13.8% of India's population, followed by Christians at 2.1%, Sikhs 1.7%, Buddhists 0.6% and Parsis comprising of 0.004%. The development indicators of Minorities are lower than the national average. Muslims, constituting more than 75% of all Minorities, have lower labor market participation, earnings, and educational attainment compared to the other Minorities. The incidence of poverty among Muslims is 6% higher than national averages in rural areas and 4% in urban areas while their Infant and Under Five Mortality rates are slightly below the national average, with 52 and 70 per 1000 live births against a national average of 57 and 74. (Tanweer Fazal; Millennium Development Goals and Muslims of India; Oxfam India (Jan 2013)) The incidence of female malnutrition and children suffering from anemia and stunting is above the national average among Muslims. (India Human Development Report 2011; Institute of Applied Manpower Research, Planning Commission). Indicators for other Minority categories are relatively better, but there are important regional disparities.

3.   The Government of India (GoI) has initiated several policy and programmatic reforms to support equitable development of Minority communities. The Prime Minister's New 15 Point Programme for the Welfare of Minorities, launched in June 2006, identified specific program interventions towards ensuring that benefits of government schemes for the underprivileged reached the disadvantaged section of Minority communities. In the same year, a Prime Minister's high level committee chaired by Justice Rajender Sachar published a report on the social, economic and educational status of the Muslim community of India highlighting the lack of equity and equality of opportunities for Indian Muslims. The report identified various types of support required by the Minority community, including enhancing their participation in governance, enhancing access to credit and government programs, encouraging community initiatives, bringing a sharper focus on school education opportunities, and expanding technical education and training for non-matriculates. To take forward the required reforms the Ministry of Minority Affairs (MoMA) in 2006, carved out of the Ministry of Social Justice and Empowerment was established.

Sectoral and institutional Context

4.   The following analysis draws heavily from the Sachar Committee Report and 15 Point Programme. In addition, the sector context draws from the World Bank analysis of short-term

skill training programs (training duration of less than 6 months) in 5 States of India. The study was undertaken in close collaboration with the Ministry of Skill Development & Entrepreneurship. The report provides an in-depth analysis of employment outcomes of 5 flagship skill development programs of Government of India (GoI), earning premium of their beneficiaries, cost-benefit analysis of the programs, administrative aspects affecting delivery, and recommendations on improving their performance.

5.   Minority groups tend to have lower labor market outcomes than the national average. Muslims have the lowest labor market outcomes amongst all groups. They earn 25-30% lower wages, are 50% less likely to be engaged in formal sector, and have higher rates of unemployment (figure 1). (National Sample Survey 68th Round (July 2011 - June 2012); Ministry of Statistics and Programme Implementation). Muslims also have the lowest percentage of salaried employment (Figure 2). Indicators for other Minority categories are relatively better, but there are important regional disparities. The National Commission for Religious and Linguistic Minorities (Ranganath Misra Commission) tabled a report at the Indian Parliament in December 2009 highlighting such disparities. The report stated that, amongst Buddhists, there are two distinct classes – those living in the Northern States from Leh to Arunachal Pradesh and those in the rest of the country that are largely comprising of converts after independence. The latter class of Buddhists faces acute problems of low quality employment, with 42% of 17-59 year olds engaged in casual labor, landlessness and access to capital. The Standing Committee on Social Justice and Empowerment noted in February 2105 that the percentage of Minorities in public sector jobs have decreased overtime going from 11% in 2011 to approximately 7% in 2014. (The Education system in India comprises of elementary education (including primary schools consisting of Grades 1-5, middle schools consisting of Grades 6-8), secondary education (Grades 9-10), and senior secondary education (Grades 11-12). A small portion of education delivery in India is through the open schooling system that provides education through an open and distance-learning mode.

6.   Education outcomes of Minority groups is almost at par with the national average due to concerted efforts made by the Government of India. Only 9.9% of 15-59 year old Muslims in India have completed secondary education. However, among Minority groups, transition rates at secondary level are especially poor for Muslims and Buddhist, which put them at a disadvantage in the labor market. (Presentation on report of the Standing Committee of the National Monitoring Committee for Minorities' Education (NMCME) (May 2013). Only 50% of Muslims who complete upper primary are likely to complete secondary education, compared to 62% at the national level (Figure 3).

7.   Open school education and skills training programs provide a promising avenue for improving labour outcomes of individuals that have missed opportunities for early education and training. On the training side, participation in skills development programs can improve employment rates and provide a positive earnings premium for beneficiaries. As per the World Bank study, employment rates of beneficiaries of such programs increase by 7% overall, with a stronger effect for women than for men (12% vs. 4.5%). Further, beneficiaries who are working earn on average about 21% more than non-beneficiaries (with same age, education, marital status, state of residence) and even higher when the training content is directly relevant to the job held. However, as the recent study found, although skills training programs are a useful instrument to facilitate insertion in the labor market, the amount of human capital that can be provided only through these programs remain modest. Educational attainment continues to shape employment

outcomes and long term productivity of the youth. For those who obtained an education certificate, the study found that those with primary education or lower receive 12% lower wages than those with secondary education. Therefore, to yield better productivity improvements in the labor market, it is necessary to undertake a diversified package of human capital investments which includes education and training programs.

8. Access to skills development programs and second chance education programs in India has significantly expanded over the last decade. The net enrollment in the National Institute of Open Schooling (NIOS) across various education and vocational training courses increased by more than 20%, from 0.47 million candidates in 2009-10 to 0.57 million candidates in 2013-14. (National Institute of Open Schooling; NIOS: A Profile 2014; retrieved from http://www.nios.ac. in/media/documents/Profile_2014_Website.pdf). Coaching centers that provide students additional support to pass the open school exams have also improved the success rates of students taking the open school exams. However, the cost of these courses are substantial and the geographic location range can act as deterrents for disadvantaged population. On the training side, in addition to training programs led by Central Ministries and States, a large private sector supply of training providers has been created, using a public-private partnership vehicle for funding. This vehicle has led to the establishment of more than 200 private-sector training providers that have trained 2 million people in the past 4 years.

9.   Not all these interventions have been equally effective. Historically, skills training programs have relied on supply-driven financing focused on inputs at the individual beneficiary level. Such a design leads to a lack of accountability on part of providers for training outcomes such as number of trainees placed, improvements in retention and completion, and services delivered to targeted population groups and industrial sectors. Hence, to deepen the labour market responsive of programs, the GoI has taken cognizance of the need to shift the financing for service provision from supply-driven financing to results-based financing. (A.V. Adams, S.J. de Silva, and S. Razmara; Improving Skills Development in the Informal Sector; The World Bank (2013). Linking the financing of programs to education and training targets can incentivize private sector implementing agencies to design and implement high quality education and training programs that actually cater to the needs of the communities. There is now substantial experience with performance based financing of service providers, and these are more efficient and effective service delivery modalities compared to input based financing.

Nai Manzil Scheme

10.   The Government of India has undertaken several programs for Minority development such as the Multi-Sectoral Development Program, an area development initiative to address the development deficits of Minority concentration areas by creating new socio-economic infrastructure and providing basic amenities; the learn and earn scheme, a skill development initiative for Minorities; and a scholarships schemes for Minorities.

11.   Based on lessons learned from these initiatives, the GoI identified the need for a flexible integrated education and training program that provided youth from Minority groups a greater set of skills needed to learn and adapt to different tasks in a rapidly changing world. Thus the GoI launched the "Nai Manzil" Scheme ("New Horizons" Scheme), a comprehensive education and skill development program on August 8, 2015. The program design was envisaged to support basic education certification to make the youths eligible for most entry-level jobs and provide

skills that could help them perform better in the labor market. Nai Manzil is aimed at improving the labor market outcomes of Minority youths by offering an integrated program for education and market relevant skill training. The Nai Manzil Scheme will be complimented by the Maulana Azad National Fellowship for Minority Students Scheme and the Maulana Azad National Scholarships for meritorious girl students program of MoMA that helps in demand side financing for educational attainment of Minority youths. The Scheme will also have linkages with the National Minorities Development and Finance Corporation (NMDFC) of MoMA that provides loans to the Minority youths. The Scheme will cover 1,228 Community Development Blocks where Minority population is at least 25% and minority concentrated pockets in India

C. Proposed Development Objective(s)

Development Objective(s)
The Project Development Objective is to improve completion of secondary education and market-driven skills training for targeted youth from Minority communities

Key Results
The following results indicators will be used to measure progress towards achievement of the PDO:

• Share of enrolled targeted beneficiaries who receive a secondary education certificate through open schooling

• Share of enrolled targeted beneficiaries who receive a nationally recognized skills certificate

• Share of enrolled targeted beneficiaries who obtain employment within 6 months after completing the integrated program

• Share of enrolled targeted beneficiaries who go for further professional qualification in education or skills training within 6 months after completing the integrated program.

D. Project Description

The Nai Manzil Scheme reflects the government's commitment to provide education and skilling opportunities for economically disadvantaged/underserved Minorities. The Project will have two components that are strategically designed to assist the implementation of Scheme. Component 1 will support improved access to education and enhanced market relevance of skills training. Component 2 will focus on system strengthening, policy design, as well as support the implementation of Component 1 through program coordination, technical assistance, capacity building, results monitoring and evaluation, and research and communication.

Component Name
Component 1: Results Based Financing for Increased Education Attainment and Market-Driven Training
Comments (optional)

Component Name

Component 2: Technical Assistance for Implementation of the Nai Manzil Scheme

Comments (optional)

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

The proposed project is a country-wide program and shall be implemented by MoMA through PIAs. The proposed program has been categorized as category "C" since there is no infrastructure planned or to be implemented and hence there is no adverse environmental impacts envisaged under the program.

Under the program, the PIA's shall impart integrated education and skills training. The education component will be delivered as per the guidelines of the National Institute of Open Schooling (NIOS) or equivalent systems in India. The skill component will be delivered as per the curriculum on Modular Employable Skills (MES) as prescribed by Directorate General of Training (DGoT), Ministry of Skill Development and Entrepreneurship (MoSDE), or as per the Qualification Packs (QPs) developed by Sector Skill Councils (SSCs). The MES curriculum (List of Trades in MES - http://dget.nic.in/content/innerpage/list-of-trades-in-mes.php) includes short term courses currently catering to 12 sectors including (i) automobile; (ii) beauty and wellness; (iii) construction, construction material and real estate; (iv) electronics and hardware; (v) fabrication; (vi) bamboo fabrication; (vii) food processing and preservation; (viii) IT and ITES; (ix) power generation, transmission, distribution, wiring and electrical equipment; (x) production and manufacturing; (xi) textiles and apparel; and (xii) travel, tourism and hospitality. Industry led Sector Skill Councils (SSCs) in India have also developed Qualification Packs (or performance standards for specific job roles) aligned to the National Occupational Standards in at least 15 sectors. (Sector Skill Council Approved Curriculum - http://www.nsdcindia.org/standards-and-quality-assurance)

Environmental due diligence and screening of MES curriculum and SSC programs indicate some deficiencies in education on health, safety and environment (HSE), and there is a need to impart education on labor welfare legislations. DGoT recognizes the importance of imparting education on HSE and Labor Welfare Legislations and has defined curriculum on the subjects under its soft skills program. DGoT's Soft and Entrepreneurship Skills program (Soft and Entrepreneurship Skills - http://dget.nic.in/upload/539e73888beebSoftEntrpreneurshipSkills.pdf) includes curriculum for occupational safety, health and environment, and Employability Skills program (Employability Skills - http://dget.nic.in/upload/539e732425075EmployabilitySkillsFinal.pdf) includes curriculum on labor welfare legislations. The QPs developed by SSCs include National Occupational Standards on Health and Safety across sectors.

The Project is socially inclusive and gender sensitive with its explicit focus on vulnerable socio-religious groups from the Minority communities. The Project will support no civil works and will involve no land acquisition or land taking. Therefore, OP 4.12 (Involuntary Resettlement) is not triggered. Nai Manzil is a nation-wide scheme, and will cover Scheduled Tribe (ST) groups amongst the Minority communities such as nomadic Muslim tribal groups in the North-Western parts, tribal Christians in the North-East and in other parts such as Jharkhand, Chhattisgarh, and

Odisha, and tribal Buddhists in the Western parts. Therefore OP 4.10 (Indigenous People) has been triggered.

A Social Assessment has been carried out and a Social Management Framework including an Indigenous Peoples' Policy Framework (IPPF) has been prepared identifying and addressing key social inclusion and gender issues. The Social Assessment is based on findings of important Studies and Reports carried out by the Ministry of Minority Affairs (MoMA) such as the Justice Sachar Committee Report and the Justice Ranganath Misra Commission Report. The SA summarizes legal-institutional settings, socio-economic status of Minorities, barriers affecting their access to employment opportunities, welfare and empowerment schemes for Minorities, gender equality and social inclusion issues including those relating to the tribal socio-religious and other vulnerable groups amongst the Minorities. A free, prior and informed Consultation was conducted by MoMA at Delhi on September 16, 2015 with the key stakeholders including Minority community leaders and development organizations working in the field in order to enlist their views and inputs. The Social Management Framework (SMF) includes Indigenous People's Policy Framework (IPPF) and Gender Equality and Social Inclusion (GESI) Guidelines, and Implementation Arrangements covering areas such as Grievance Redress Mechanism, Disclosure and Consultation, and Monitoring and Evaluation.

F. Environmental and Social Safeguards Specialists

Pyush Dogra (GENDR)
Satya N. Mishra (GSURR)

II. Implementation

Institutional and Implementation Arrangements

Under the program, the PIAs will be required to introduce at least 3 hour mandatory training on HSE and labor welfare legislations. These trainings will be based on the curriculum provided in the above mentioned DGoT programs on developing soft skills. Developing course material including curricula on HSE and labour welfare legislation based on HSE module of MoMA & QP, and . Iimparting education on HSE and labor welfare legislations will be included in the scope of work of PIAs. The PMU will monitor the delivery of this training by the PIAs as part of its monitoring and evaluation arrangements. The PIAs shall be required to develop these courses within 3 months signing of their Performance Agreements with MoMA. No training shall be deemed complete unless training on HSE and Labor Welfare Legislations, with required number of hours, is imparted by the PIAs.

The key GESI actions in the SMF emphasize the following: (i) at least 30 percent earmarked for women in the training program beneficiaries and 5 percent earmarked for the people living with disabilities from Minority communities; (ii) special consideration towards Scheduled Tribe and Caste groups within the 15 percent seats earmarked for poor non-Minority youth to be covered by the scheme; (iii) measures to ensure access and outreach for most vulnerable amongst Minority youth in rural and urban areas; (iv) establishing a Technical Advisory Committee representing the socio-religious Minorities to guide the implementation process; (v) consultation framework including community mobilization, student orientation, and awareness raising amongst Minority groups using culturally appropriate media; (vi) grievance redress mechanism and helpline to address needs and concerns of the target groups; (vii) disclosure strategy to implement the scheme in a transparent manner; and (viii) student orientation on gender sensitivity, labor laws, and financial literacy as a part of the curriculum.

In order to ensure smooth implementation of the program with adequate attention to social aspects, the PMU will designate an officer responsible for the implementation of the social management framework. The PMU shall establish a Technical Advisory Committee to guide the Nai Manzil scheme with need-based advice on curriculum, outreach, social inclusion and gender equality, IEC, and networking and collaboration with Civil Society Organizations (CSOs) and community leaders.

III. Safeguard Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	Environmental due diligence and screening of prescribed curriculum indicate need to include HSE for individual sectors. No infrastructure component included in the program.
Natural Habitats OP/BP 4.04	No	No interventions are envisaged in natural habitats. The program primarily focuses on imparting education and skill development trainings.
Forests OP/BP 4.36	No	No interventions are envisaged in forest areas. The program primarily focuses on imparting education and skill development trainings.
Pest Management OP 4.09	No	Biological/ environmental control methods or reliance on synthetic chemical pesticides is not envisaged. The program primarily focuses on imparting education and skill development trainings.
Physical Cultural Resources OP/BP 4.11	No	The implementation of the program is not likely to affect religious structures of local significance or other physical cultural resources. The program primarily focuses on imparting education and skill development trainings.
Indigenous Peoples OP/BP 4.10	Yes	Nai Manzil is a nation-wide scheme, and will cover Schedule Tribe (ST) groups amongst the minority communities and therefore OP 4.10 has been triggered.
Involuntary Resettlement OP/ BP 4.12	No	The Project will support no civil works and will involve no land acquisition or land taking. Therefore, OP 4.12 (Involuntary Resettlement) is not triggered.
Safety of Dams OP/BP 4.37	No	There is no construction of new dams or activities that are concerned with safe functioning of existing dams.
Projects on International Waterways OP/BP 7.50	No	No interventions are envisaged in international waterways. The program primarily focuses on imparting education and skill development trainings.
Projects in Disputed Areas OP/ BP 7.60	No	

IV. 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:
Environmental due diligence and screening of MES curriculum and SSC programs indicate some deficiencies in education on health, safety and environment (HSE), and there is a need to impart education on labor welfare legislations. No potential large scale, significant and/or irreversible impacts are envisaged under the project.   The Project is socially inclusive and gender sensitive with its explicit focus on vulnerable socio-religious groups from the Minority communities.
2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:
Inadequate systems to impart education on HSE and Labor Welfare Legislations compromises the health and safety of students at their future work place. Incomplete knowledge on these subjects risks governments, companies and their workers, thereby impacting sustainable economic development.   The Project will support no civil works and will involve no land acquisition or land taking. Therefore, OP 4.12 (Involuntary Resettlement) is not triggered. Nai Manzil is a nation-wide scheme, and will cover Scheduled Tribe (ST) groups amongst the Minority communities such as nomadic Muslim tribal groups in the North-Western parts, tribal Christians in the North-East and in other parts such as Jharkhand, Chhattisgarh, and Odisha, and tribal Buddhists in the Western parts. Therefore OP 4.10 (Indigenous People) has been triggered.
3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.
DGoT recognizes the importance of imparting education on HSE and Labor Welfare Legislations and has defined curriculum on the subjects under its soft skills program. DGoT's Soft and Entrepreneurship Skills program includes curriculum for occupational safety, health and environment, and Employability Skills program includes curriculum on labor welfare legislations. The QPs developed by SSCs include National Occupational Standards on Health and Safety across sectors. Under the program, the PIAs will be required to introduce at least 3 hour mandatory training on HSE and labor welfare legislations. These trainings will be based on the curriculum provided in the above mentioned DGoT programs on developing soft skills. Developing course material including curricula on HSE and labour welfare legislation based on HSE module of MoMA & QP, and imparting education on HSE and labor welfare legislations will be included in the scope of work of PIAs. No training shall be deemed complete unless training on HSE and Labor Welfare Legislations, with required number of hours, is imparted by the PIAs.
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 PMU will monitor the delivery of training on HSE and Labor Welfare Legislations by the PIAs as part of its monitoring and evaluation arrangements. MoMA shall be required to include information on developing detailed courses and imparting education on HSE and Labor Welfare Legislations in the scope of work of PIAs. The PIAs shall be required to develop these courses within 3 months signing of their Performance Agreements with MoMA. No training shall be deemed complete unless training on HSE and Labor Welfare Legislations, with required number of hours, is imparted by the PIAs.

A free, prior and informed Consultation was conducted by MoMA at Delhi on September 16, 2015 with the key stakeholders including Minority community leaders and development organizations working in the field in order to enlist their views and inputs on a Social Management Framework for the program. Though Nai Manzil is a new scheme that MoMA will implement with the World Bank assistance, the Ministry has considerable experience in implementing a range of welfare schemes targeted at the Minority groups. In order to ensure smooth implementation of the program with adequate attention to social aspects, the PMU will designate an officer responsible for the implementation of the social management framework. The PMU shall establish a Technical Advisory Committee to guide the Nai Manzil scheme with need-based advice on curriculum, outreach, social inclusion and gender equality, IEC, and networking and collaboration with Civil Society Organizations (CSOs) and community leaders.

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

No environmental safeguards policy is triggered since the project entails training and capacity building of minorities between the age of 15 and 24. Detailed minimum 3-hour courses on HSE and Labor Welfare Legislations shall be developed, based on the soft skillsmodules of MoMA & QP, and imparted by the PIAs. These will be mandatory courses and the PIAs shall impart education on these subjects for all modules.

A Social Assessment has been carried out and a Social Management Framework including an Indigenous Peoples' Policy Framework (IPPF) has been prepared identifying and addressing key social inclusion and gender issues. The SA summarizes legal-institutional settings, socio-economic status of Minorities, barriers affecting their access to employment opportunities, welfare and empowerment schemes for Minorities, gender equality and social inclusion issues including those relating to the tribal socio-religious and other vulnerable groups amongst the Minorities. The Social Management Framework (SMF) includes Indigenous People's Policy Framework (IPPF) and Gender Equality and Social Inclusion (GESI) Guidelines, and Implementation Arrangements covering areas such as Grievance Redress Mechanism, Disclosure and Consultation, and Monitoring and Evaluation.

B. Disclosure Requirements

Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	23-Sep-2015
Date of submission to InfoShop	24-Sep-2015
"In country" Disclosure	
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:	
N/A	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP 4.10 - Indigenous Peoples			
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [ ]	No [ ]	NA [ ]
The World Bank Policy on Disclosure of Information			
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ ]	No [ ]	NA [ ]
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 [ ]	No [ ]	NA [ ]
All Safeguard Policies			
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ ]	No [ ]	NA [ ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ ]	No [ ]	NA [ ]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ ]	No [ ]	NA [ ]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ ]	No [ ]	NA [ ]

V. Contact point

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VII. Approval

Task Team Leader(s):	Name: Muna Salih Meky,John D. Blomquist	
Approved By		
Practice Manager/ Manager:	Name: Keiko Miwa (PMGR)	Date: 24-Sep-2015
Country Director:	Name: Onno Ruhl (CD)	Date: 24-Sep-2015