

INTEGRATED SAFEGUARDS DATASHEET

Date prepared/updated: May 29, 2014

I. Basic Information**1. Basic Project Data**

Country: Morocco Organization: CARE International Maroc		Project ID: P150875	
		Additional Project ID (if any): n/a	
Project Name: Lead Project Linking Education and Accountability for Development			
Task Team Leader: Luis Esquivel			
Appraisal Date: 5/12/2014		Estimated Board Date: n/a	
Managing Unit: WBIGA		Lending Instrument: Small RETF	
Sector: Education, 100%			
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\$720,000			
Environmental Category: C			
Is this a transferred project		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Simplified Processing		Simple <input 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 overarching objectives are to develop a transparent and accountable resource management model for primary education, while strengthening Parents Associations capacity, representation and voice at local, regional and national levels in the education sector.

3. Project Description:

The approach that followed by this project is two-fold and sequential. First, the project will equip the recipient, its partners, and PAs from the two selected regions with tools to gather and process information regarding specific topics in the education sector such as student/teacher ratio, teacher attendance, procurement of education materials, and maintenance of schools. The project will also entail the monitoring resource flows to schools in their delegations. This will enable them to generate feedback regarding performance in the education sector and recommendations for improvements. In order to do so, the project will develop and deploy a Participatory

Assessment and Monitoring Tool (PAMT) in the selected delegations. Focusing in those topics and others that might emerge, the recipient, its partners and PAs will identify which of those areas can be addressed at the school/delegation level, which at the AREF level and which at the national level. With this information, stakeholders' engagement with education authorities at these levels will be strategic, approaching each level of authority only with suggestions for improvements that fall under their mandate.

Second, the project will strengthen the capacity of demand side stakeholders to engage constructively with education authorities at the delegation, AREF and national levels, regarding their recommendations. In parallel, the project will build the capacity of delegation and AREF level authorities to incorporate feedback. Finally, the project will capitalize on existing mechanisms for dialogue such as the AREF Boards to facilitate constructive collaboration. Thus, the project will generate information regarding performance in the education sector and feedback from PAs, while ensuring that such information is used by public authorities to enhance decision making and service delivery in the education sector.

In addition to deploying the PAMT in 50 primary schools and fostering collaboration between PAs and education authorities at the delegation, AREF and national level on issues corresponding to each level, this project also entails engagement with stakeholders at the national level from both the supply and demand side, such as the National Federation of PAs and the Ministry of Education to mainstream the PAMT in other regions. Through this engagement, the recipient, partners and other stakeholders will showcase results and lessons from the project in order to elaborate the mainstreaming plan for the PAMT and the interaction between PAs and education authorities in other delegations and regions. The documented experiences will also be disseminated widely in Morocco and beyond to contribute to expand the knowledge base on social accountability.

The project is structured around four components as follows:

Component 1: Monitoring and Feedback

This component includes the development and deployment of the Participatory Assessment and Monitoring Tool (PAMT) in 50 schools targeted by the project. The PAMT comprises of: (1) gathering of information on resource flows, school materials, etc.; and (2) generating user feedback. Through the PAMT, stakeholders will identify rights and resources recognized by law for primary education and will track the use and allocation of resources from the national level downwards. Furthermore, this information will be disseminated to PAs from schools targeted by the project. In parallel through the use of accountability tools such as community score cards (CSCs) or citizen report cards, the recipient and partners will guide PAs to provide feedback on key performance indicators from their schools.

Activities under this component will include:

1. Design of Participatory Assessment and Monitoring and Tool (PAMT), taking into consideration the local context.
2. Deployment of PAMT in 50 primary schools targeted by the project.

3. Independent budget analysis by the recipient and partners on resource flows to delegations and schools.
4. Social audits by the recipient and partners on materials and resources purchased by schools.
5. Mobilization of PAs to increase membership and involvement in the project.
4. Social Accountability training for PAs on using information regarding resources allocated to the primary schools.
5. Public awareness, dissemination of results of independent budget analysis and social audits to PAs.
6. Develop participatory recommendation notes based on the PAMT for education authorities to integrate in their action plans.

Component 2: Government Responsiveness

The information emerging from Component 1 will be shared with national/local government agencies responsible for improvements in the selected areas—student/teacher ratio, teachers’ attendance, procurement, maintenance, and other emerging ones. In this context, this component will include capacity building activities for: (1) PAs on how to use this information to engage constructively with AREFs and Delegations; (2) officials from AREFs and delegations to incorporate information from PAs into their policy making process, and strategic policy dialogues, through already existing mechanisms such as the AREFs boards. Furthermore, as part of the PAMT, PAs will monitor the impact of the recommendations from the action plans and community score cards in policy making in the education sector.

Activities under this component will include:

1. Strategic networking between PAs and authorities in the Education sector to increase the voice and representation of Parents Associations.
2. Training AREF staff on monitoring and using social accountability information emerging from the PAMT.
3. Round tables between PAs and local and regional education authorities to create spaces of dialogue around data collected through the PAMT and integrating of recommendations.

Component 3: Scaling up and Knowledge

Feedback and data on the Government Responsiveness component will constitute evidence to showcase at the national level the results and impact of this kind of initiatives and work together with the Ministry of Education to develop the required steps to mainstream the use of the PAMT across the country. This will require that the experiences are documented, and disseminated among key stakeholders as well as strategic partnerships with the National Association of PAs.

In addition, the project puts emphasis in the generation and dissemination of knowledge. The recipient and partners will document these experiences with PAs and AREFs during all the stages of this process. This will contribute to expand the knowledge base around social accountability in the education sector. These experiences will also be disseminated through the media, the GPSA Knowledge Platform and the Affiliated Network for Social Accountability.

Activities under this component will include:

1. Documentation and dissemination of case studies and lessons learnt, including through GPSA's Knowledge Learning platform and presentations to additional AREFs, the Ministry of Education at the national level, and other strategic actors.
2. Preparation of a roadmap for potential national scaling-up by the Ministry of Education, in collaboration with education authorities.
3. Strengthening of CARE's, NEF's and PA's Monitoring and Evaluation capacities
4. Facilitate effective coordination of Federations of Parents Associations (local, regional and national)

Component 4: Evaluation and Audit

This component includes the final evaluation and audit of the project at the end of the four years. At the end of the project the recipient will evaluate the whole project, taking into consideration information and documents generated throughout implementation. Documents prepared for showcasing results and impact at the national level during component 3 will inform this evaluation. In addition there will be a financial audit to ensure proper use of resources.

Activities under this component will include:

1. Final evaluation of the project
2. Final audit of the project

5. Safeguard Policies Triggered (please explain why)	Yes	No
Environmental Assessment (OP/BP 4.01)		X
Natural Habitats (OP/BP 4.04)		X
Forests (OP/BP 4.36)		X
Pest Management (OP 4.09)		X
Physical Cultural Resources (OP/BP 4.11)		X
Indigenous Peoples (OP/BP 4.10)		X
Involuntary Resettlement (OP/BP 4.12)		X
Safety of Dams (OP/BP 4.37)		X
Projects on International Waterways (OP/BP 7.50)		X
Projects in Disputed Areas (OP/BP 7.60)		X

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 finance any physical activities, no risks related to environmental or social safeguards policies are anticipated during implementation of project activities.

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

N/A

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:

This project is not expected to trigger any safeguards policies as the project screening identified minimal environmental or social risks related to project activities. The project does not anticipate any civil works to be financed under this Grant. The project is assigned the Environmental Category C, requiring no further environmental and social assessment.

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

Direct beneficiaries include: at least 5,000 students from 50 primary schools and their families in the regions of Grand Casablanca and Marrakech-Tensift-Al Hauz. In addition, the project will directly benefit 1,000 members of Parent Associations (Pas); 20 pedagogical and administrative staff from the Ministry of Education (provincial and regional levels). The regions targeted by the project present high vulnerability rates (13% and 30% in targeted areas of Grand Casablanca and Marrakech-Tensift-Al Hauz) and the highest concentrations of population in Morocco (12.1% of national population in Grand Casablanca and 10.3% in Marrakech-Tensift-Al Hauz).

Demand side stakeholders such as the PAs will benefit from capacity building to obtain and use information through a new social accountability tool, the Participatory Assessment and Monitoring Tool (PAMT). This will enable them to issue informed recommendations and to amplify their voices and oversight. Furthermore, supply side stakeholders will benefit directly by improving collaboration with PAs and other key stakeholders. This in turn will lead to better informed policy decisions, responsible management and leadership, more efficient investment decisions and more inclusive and responsive services.

Indirect beneficiaries include: students and PAs across Morocco that will benefit from enhanced policy making at the national level. Furthermore, by identifying areas for improvement at the national level, the Ministry of Education and the National Federation of Pas will also benefit from project outcomes. The documentation and dissemination of lessons learned from this project will ultimately benefit stakeholders in Morocco and beyond working on similar issues.

B. Disclosure Requirements Date	
Environmental Assessment/Audit/Management Plan/Other:	
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	
Resettlement Action Plan/Framework/Policy Process:	

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
Indigenous Peoples Plan/Planning Framework:	
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
Pest Management Plan:	
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
* 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:	

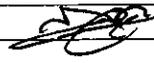
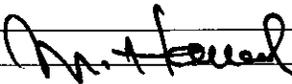
C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP 4.01 - Environment Assessment			
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?			
OP/BP 4.04 - Natural Habitats			
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?			
OP 4.09 - Pest Management			
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?			
OP/BP 4.11 – Physical Cultural Resources			
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?			
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 []	N/A [X]
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?			
OP/BP 4.12 - Involuntary Resettlement			
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?			
OP/BP 4.36 – Forests			
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?			
OP/BP 4.37 - Safety of Dams			
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?			
OP/BP 7.50 - Projects on International Waterways			
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?	
OP/BP 7.60 - Projects in Disputed Areas	
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?	
The World Bank Policy on Disclosure of Information	
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?	
All Safeguard Policies	
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

Signed and submitted by:	Name	Date
Task Team Leader:	Luis F. Esquivel 	5/29/2014
Environmental Specialist:		
Social Development Specialist		
Additional Environmental and/or Social Development Specialist(s):		
Approved by:		
Regional Safeguards Coordinator:	Maged Hamed 	5/29/2014
Comments:		
Sector Manager:	Roby Senderowitsch	5/29/2014
Comments: 		

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