

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)
ADDITIONAL FINANCING**

Report No.: PIDISDSA19677

Date Prepared/Updated: 03-Aug-2016

I. BASIC INFORMATION

A. Basic Project Data

Country:	Nicaragua	Project ID:	P160057
		Parent Project ID (if any):	P126357
Project Name:	Additional Financing - Second Support to the Education Sector Project (P160057)		
Parent Project Name:	Second Support to the Education Sector Project PASEN 2 (P126357)		
Region:	LATIN AMERICA AND CARIBBEAN		
Estimated Appraisal Date:	08-Aug-2016	Estimated Board Date:	22-Sep-2016
Practice Area (Lead):	Education	Lending Instrument:	Investment Project Financing
Borrower(s):	Government of Nicaragua, Ministry of Finance and Public Credit (MHCP)		
Implementing Agency:	Ministry of Education		
Financing (in USD Million)			
	Financing Source		Amount
	BORROWER/RECIPIENT		0.00
	International Development Association (IDA)		5.00
	Financing Gap		0.00
	Total Project Cost		5.00
Environmental Category:	C - Not Required		
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate		
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

Poverty reduction has accelerated in Nicaragua in the last six years in both urban and rural areas, although challenges remain. Between 2009 and 2014, there was a significant reduction in poverty of nearly 13 percentage points, with the national poverty rate standing at 29.6 percent, while extreme poverty fell from 14.6 percent to 8.3 percent. However, urban-rural disparities remain stark, with urban poverty at 2.4 percent compared to rural poverty at 16.3 percent. Challenges remain in terms of reducing poverty given that most of the poor live in rural areas, and many in remote communities where access to basic services is still constrained by very limited infrastructure. Moreover, social and basic service indicators in the rural Caribbean Coast region are significantly lower than in the rest of the country, disproportionately impacting indigenous and Afro-descendant populations.

Sectoral and institutional Context

Nicaragua has made progress on both access to, and quality of, education, although challenges remain. The Government's Education Sector Strategy 2011-15 includes three key priorities: (i) expanded access to preschool education; (ii) universal completion of six grades of primary education; and (iii) universal access to lower secondary education (grades 7-9). Nicaragua is on track to achieve its objective of universal primary education and the Ministry of Education (MINED) has introduced several educational modalities (distance rural education, alternate courses, etc.) to facilitate universal completion of nine grades of education, including one year of preschool. On both access and quality sides, there has been tangible improvement, but Nicaragua still lags behind other countries in the region. Enrollment rates have improved at all levels and Nicaragua has shown slight improvements in student learning performance in the recent regional standardized student evaluation (Tercer Estudio Regional Comparativo y Explicativo, TERCE). However, the main challenge remains the delivery of quality education for disadvantaged rural households.

C. Proposed Development Objective(s)

Original Project Development Objective(s) - Parent

The objectives of the Project are to: (a) improve the students' retention rate in Primary Education Schools located in Participating Municipalities; and (b) strengthen MINED's education management capacity.

Key Results

The key expected result of the Project is to improve student retention rates in primary education in targeted municipalities. This would be attained by reducing the retention and dropout rates and closely monitoring student learning achievements.

To date, about 280,000 Paquetes Solidarios have been delivered over three years, 1,500 schools have been equipped, and about 98,000 students from Grades 1 and 2 received new textbooks for the new Enhanced Learning Strategy for Grades 1 and 2. In addition, approximately 242,740 individuals benefitted directly from the project, including: 6,200 in-service teachers; 1,540 new multi-grade teachers; and 235,000 primary education students. With respect to performance, Nicaragua participated in the Third Regional Comparative Standardized Student Assessment. Finally, the infrastructure inventory is under way and about 100 pre-investments studies have been completed.

Looking ahead, this additional financing would build on this progress and would support the implementation of a National Standardized Student Assessment, as well as the design of a new computerized and integrated Planning and Monitoring System and the strengthening of the existing Education Statistics System. It would also support the completion of additional pre-investment studies and completion of the infrastructure inventory.

With regards to the Indigenous Populations (IPs) and Afro-descendants, and in addition to the provision of furniture to schools, 38,806 textbooks were produced in six local languages (Tuhka, Panamahka, Miskitu, Kriol, Ulwa, and English) and distributed to all bilingual schools in Project areas, while two hundred teachers have been trained on bilingual teaching methods and on the use of the new textbooks.

D. Project Description

Like the Parent Project, the additional financing targets interventions where primary education efficiency rates (low retention, high dropout and high repetition rates) are the worst and poverty levels are the highest. Also similar to the Parent Project, it would focus on 40 municipalities, in six departments, and the two Caribbean Coast Autonomous Regions (RACCS and RACCN), which are among the poorest in Nicaragua.

Component Name

Component 1: Improving the Schools ➤ (Learning Environment

Comments (optional)

This component has three sub-components: (1) provision of school kits (Paquetes solidarios); (2) refurbishing of beneficiary schools; and (3) provision of learning and teaching materials.

The additional financing will only finance the provision of school furniture under sub-component 2.

Component Name

Component 2: Improving the Quality of Teaching Methods

Comments (optional)

This component has five sub-components: (1) pre-service training for multi-grade primary school teachers; (2) in-service training for primary school teachers; (3) improving multi-grade and bilingual instruction; (4) using learning assessments to improve instruction; and (5) piloting for accelerated primary education for rural over-aged students.

The additional financing will only finance pre-service training for primary teachers (Talleres de Evaluaci3n, Programaci3n y Capacitaci3n Educativa, TEPCES), including the provision of equipment, under Sub-component 2.

Component Name

Component 3: Strengthening MINED ➤ (s Education Management Capacity

Comments (optional)

This component has three subcomponents: (1) improving and integrating MINED ➤ (s planning and statistical information systems; (2) improving planning of school infrastructure to prepare

pre-investment studies; and (3) project management, fiduciary controls and audits.

The additional financing will finance: (i) the development of the planning and statistical information systems at central and department levels and a computerized system for student academic data under the sub-component 1; (ii) the completion of the infrastructure inventory and about 120 pre-investment studies under component 2; and (iii) the operating costs related to Project management, including the financing of technical specialists.

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

The Project will continue to focus on 40 poor municipalities in Nicaragua, in particular in the Caribbean Coast and Caribbean autonomous regions. This includes the following municipalities in the below departments:

- i. Jinotega: El CuÃ¡j, San JosÃ© de Bocay, Santa MarÃ­a de Pantasma, Wiwili de Jinotega;
- ii. Nueva Segovia: Ciudad Antigua, Macuelizo, Santa MarÃ­a, Wiwili de Nueva Segovia;
- iii. Rio San Juan: Morrito, San Carlos;
- iv. Matagalpa: Rancho Grande, San Dionisio, Matiguas, Rio Blanco, El Tuma la Dalia and Muy Muy;
- v. Madriz: San Lucas; Telpaneca, Totogalpa, Yalaguina and Las Sabanas;
- vi. Chontales: Comalapa, Santo Domingo, Cuapa and La Libertad;
- vii. Northern Caribbean Coast Autonomous Region (RACCN): Prinzapolka, Siuna, Waslala, Waspam; and
- viii. Southern Caribbean Coast Autonomous Region (RACCS): El Tortuguero, La Cruz del RÃ­o Grande, Paiwas, El Ayote.

The Departments of Jinotega, Nuevo Segovia and Rio San Juan belong to the North-Central Highlands region. The Central Highlands, located in the north between Lake Nicaragua and the Caribbean, make up Nicaragua's temperate land. With much of this region located between elevations of 2,000 and 5,000 feet (610 -1,524 meters), terrain is challenging. In addition, these areas are significantly less populated and less economically developed. In this context, it would be important for the Project to consider strategies to both retain the students and attract and retain good teachers in this region, minimizing desertion as much as possible.

The Project will not finance construction activities. However, it would finance a substantial number of pre-investment studies, which may indirectly generate potential negative environmental and social impacts. The bulk of physical activities involve refurbishing schools with furniture and school supplies, doing small repairs of MINED offices, and undertaking limited renovations in teacher training institutions. The Project has been strengthening the capacity of the General Directorate of Infrastructure at the central and departmental levels, including the environmental and social teams, to plan and manage school infrastructure. The pre-investment studies include a specific chapter for the environmental and social analysis, in accordance with World Bank policies.

F. Environmental and Social Safeguards Specialists

Marco Antonio Zambrano Chavez (GEN04)

Ricardo Jose Castellon Zamora (GSU10)

II. Implementation

Institutional and Implementation Arrangements

MINED will continue to be responsible for implementing the additional financing through its existing organizational structure and line departments, rather than through separate Project implementation mechanisms at central or regional levels. The Project Coordinator will continue to report to the Executive Directorate, the highest MINED department, to coordinate, facilitate and oversee implementation carried out by technical directorates. The institutional arrangements for the implementation of the Parent Project in the two Caribbean Coast Autonomous Regions has proven effective and would be unchanged under the additional financing. Therefore, the Project Coordinator will continue to liaise with the representatives of the Regional Autonomous Education System (Sistema Educativo Autonomico Regional, SEAR). SEAR, as the main authority responsible for education in indigenous areas under the 2006 Law of Education, will decide on Project activities while the MINED will provide technical, financial and management support through the MINED's delegation in the selected municipalities.

Fiduciary management will be provided through the MINED's Directorate for Financial Administration with technical assistance of Project-financed fiduciary experts who will have important responsibilities for knowledge transfer and training. Project implementation will be carried out by MINED technical directorates, including: the Directorate for Primary Education; the Directorate for Teacher Training; the Directorate for Infrastructure; and the Directorate of Planning (encompassing strategic planning, education statistics, monitoring and evaluation).

Safeguards management will be provided through the environmental and social coordination, located under the General Directorate of Infrastructure. These teams (environmental and social) have received special training on the World Bank's environmental and social safeguards standards and have developed, with the support of the World Bank, some management instrument and tools in order to comply with the World Bank's and national law requirements.

The same Operational Manual prepared for the Parent Project will be used for the additional financing.

III. Safeguard Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	<p>This policy is not triggered, given that only the pre-investment studies, no civil works, are expected at this stage. Once the work will be financed with other resources the potential negative impacts of the civil works are expected to be minor, site-specific and with mitigation measures readily available.</p> <p>In order to assure the compliance of the World Bank's standards during the preparation of the pre-investment studies, some environmental management instruments and tools were developed during the Parent Project and other education Projects supported by the World Bank. The main</p>

		<p>instruments developed were: a) content and scope of the environmental analysis as part of the pre-investment studies; b) methodology to determine the environmental and social risk level of each subproject; c) formats or templates for the supervision and monitoring of the Project and sub-projects; and d) Guidelines of Good Environmental and Social Practices for the construction (draft version), which include health and safety measures; and the vulnerability to natural disasters.</p> <p>The World Bank will continue to provide close and permanent technical assistance to ensure that all pre-investment studies comply with World Bank's environmental standards.</p>
Natural Habitats OP/BP 4.04	No	This policy is not triggered since the sub-projects are not expected to impact natural habitats. The pre-investment studies are in existing schools.
Forests OP/BP 4.36	No	This policy is not triggered since the Project activities are not expected to impact forested areas, forest dependent communities or involve changes in management of forests.
Pest Management OP 4.09	No	This policy is not triggered given that the Project's activities do not include the use of pesticide.
Physical Cultural Resources OP/BP 4.11	No	This policy is not triggered given that the Project's activities do not include construction at this stage.
Indigenous Peoples OP/BP 4.10	Yes	Given that this Project focuses on the Caribbean Coast autonomous regions, and that indigenous populations are inherently potential beneficiaries and affected peoples of the proposed activities under this strategy, the Indigenous Peoples safeguard policy OP/BP 4.10 was triggered in the Parent Project and an Indigenous Peoples Plan was prepared, consulted and disclosed on October 7, 2011.
Involuntary Resettlement OP/BP 4.12	No	This policy is not triggered given that at this stage no people will be affected. The pre-investment studies will identify the potential impact on people during the construction, which could possibly include students that should be temporarily moved to other places (houses, community centers, others) during the construction. In this regard, some pre-investment studies may require a Resettlement Action Plan (RAP) in order to comply with the World Bank's policy.

		<p>The methodology and scope of these complementary studies has been developed by the MINED social team with the support of the World Bank's specialists in order to comply with the World Bank's requirements.</p> <p>The World Bank will also provide close and permanent technical assistance to ensure that all pre-investment studies comply with World Bank's safeguard policy.</p>
Safety of Dams OP/BP 4.37	No	This policy is not triggered given that the Project will not support the construction or rehabilitation of dams.
Projects on International Waterways OP/BP 7.50	No	This policy is not triggered given that the Project will not affect international waterways as defined under the policy.
Projects in Disputed Areas OP/BP 7.60	No	This policy is not triggered given that the Project will not affect disputed areas as defined under the policy.

IV. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>The additional financing will continue to promote inclusive education by taking into consideration some key measures: (i) mainstream inclusive education, focusing on the poorest groups, including the indigenous peoples and women; (ii) improve the quality of teachers through training (including alternatives ways to address bilingual education and how to foster inclusion of indigenous peoples in the education system); (iii) improve the supervision mechanisms to reduce the absenteeism of teachers; (iv) implement mechanisms to enhance inter-institutional coordination.; (v) improve furniture and environment of classrooms and schools; and (vi) develop the capacity for school management through training.</p> <p>The additional financing will finance common activities (provision of school furniture, in-service teacher training and enhancing student assessment system and MINEDs capacity), which will equally benefit all primary students and schools in the Project area.</p> <p>Although the additional financing is not intended to finance works, the pre-investment studies will identify potential negative environmental and social impacts of the execution of construction works. In general, the construction identified to develop the pre-investment studies requires minor works in which the environmental and social negative impacts are expected to be low to moderate. Nonetheless, the pre-investment studies will include this environmental and social analysis and, where necessary, include as part of the study of the environmental and/or social instruments any actions needed to prevent, mitigate, and/or compensate the potential negative impacts (Environmental Management Plan or Resettlement Action Plan). The content and scope of these plans had been developed by the MINED safeguards team in coordination with the World</p>

Bank's specialists for the Education Sector Strategy Support Project (P133557).

With regards to the Indigenous Peoples (BP/OP 4.10), this Policy was triggered because of the presence of indigenous peoples in the Project area. It is expected that the additional financing would continue to have positive impacts on the entire population, including indigenous peoples and women. The additional financing will face the same challenges identified for the Parent Project (PASEN II), namely: (i) inter-institutional coordination between the MINED, the regional and local Governments, indigenous peoples authorities and the communities themselves; (ii) dispersion and isolation of the communities, weak road infrastructure, and the related supervision challenges; (iii) need for bilingual education for indigenous peoples and communities, made even more challenging by local terrain; and (iv) ability to retain students and attract and retain good teachers, also made more challenging by the geography.

An Indigenous Peoples Development Plan (IPDP) was prepared, consulted and disclosed for the Parent Project. During its preparation, a study including quantitative and qualitative analysis, desk studies and consultation was carried out. About 82 people participated in the study through individual interviews, focal groups, surveys and a final workshop to validate the data, information and analysis. For the IPDP consultation, the MINED organized a workshop including social and political community stakeholders, representatives from the indigenous communities, the regional authorities, the MINED and the SEAR. One of the main conclusions of the consultation was the broad consensus to align the IPDP with the MINED's concept of Modelo de Responsabilidad Compartida, which is based on close collaboration and shared responsibility between all local actors to promote education.

The additional financing will use the same implementation strategy designed for the Parent Project: to work with the Government of Nicaragua in implementing specific measures to overcome the identified challenges. Inclusion (i.e. making effective the right to receive education of good quality and taking into consideration the environment and the culture) is one of the greatest challenges of the additional financing. All activities are oriented to target this challenge, seeking to foster a more inclusive and participatory education for the indigenous peoples and the poorer groups of the country.

The additional financing will strengthen the capacity of the General Directorate of Infrastructure at the central and departmental level, including the environmental and the social safeguard teams, to plan and manage school infrastructure and will finance pre-investment studies for planned investments in educational infrastructure outside of the Project.

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

The pre-investment studies may indirectly affect the environment and may require temporarily moving students during constructions. Given the characteristic and physical footprint of the subprojects, there are no expected significant indirect or long-term impacts.

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

The subproject alternatives will be considered in the preparation of the pre-investment studies at implementation stage.

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.

Through the execution of previous World Bank Projects in the education sector (PASEN I and II), MINED has already acquired experience and expertise to work in the Caribbean Coast Region. This additional financing will continue to implement measures to improve the coordination between central and regional offices of the MINED and between these and the Territorial Governments and the indigenous peoples.

In order to ensure that potential environmental and health and safety impacts of future construction from the pre-investment studies are in line with World Bank policies and international standards, MINED has been using the Environmental Management Framework (EMF) for the Parent Project. The pre-investment studies for education infrastructure financed by the additional financing will include two specific chapters for the environmental and the social analysis in order to assure the compliance of the World Bank's safeguard policies and the national and regional environmental law. Additionally the EMF includes some environmental and safety considerations, such as: selection of construction materials in the Caribbean Coast that minimize social and environmental impacts; environmental mitigation and monitoring measures to be taken during implementation; waste disposal measures; construction site management criteria, including proper safety protocols for construction workers, including the use of personal protective equipment; dust and noise control; and institutional arrangement for supervision and oversight of environmental measures. In light of the fact that Central America is a natural disaster-prone area, school construction should be designed so that a school structure can withstand a major earthquake sufficiently to get children and staff out safely. Measures to protect against floods will also be an integral part of the pre-investment studies process. The pre-investment analysis will also continue to take into consideration measures to ensure that students and teachers attending the schools where any construction activities are taking place are not negatively affected.

Additionally, the MINED environmental and social team developed, with the support of the World Bank's specialists, a Guidelines of Good Environmental and Social Practices for the construction of education centers in order to assure good management practices during the execution of sub-projects. This instrument is under preparation.

With regards to the implementation of the IPDP, the Parent Project allowed the MINED to: (i) ensure that the Project intervenes equitably between participating communities and avoid strike or demonstrations; and (ii) respond positively to the indigenous people's territories and communities call for bilingual education. Textbooks have been translated in local languages and about 38,086 new textbooks were provided to all bilingual schools in the RACCN and RACCS; two hundred teachers have been trained for the use of the new textbooks. To increase access to education, about 800 newly graduated multi-grade teachers have been assigned to the two Caribbean Coast Autonomous regions. To support these actions and achievements, the Parent Project is supporting the SEAR (with technical assistance of the MINED) in the preparation of a primary education curriculum for bilingual schools and departmental education offices have been strengthened for a closer and more effective support to school.

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

The main stakeholders in the Caribbean Coast Region, as identified by the social assessment and IPDP, are the indigenous communities, their local organizations (Territorial Governments), community-based organizations and the Regional Government, and the local authorities. The Ministry of Education has departmental education offices in both Caribbean Coast Autonomous regions.

The mechanism of participation, consultation, and disclosure, is included in the EMF and in the Indigenous IPDP developed by the Parent Project.

By law, the two Caribbean Coast Autonomous regions are entitled to determine their own education system. SEAR is the main authority to decide on education in indigenous areas, as well as for Project's interventions, while the MINED provides the financial and technical resources for the implementation and consultation through the Project coordination unit and the departmental education offices. This mechanism is also implemented in other regions with small groups of indigenous peoples, like Jinotega, through the local territory government.

B. Disclosure Requirements

Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	29-Jun-2012
Date of submission to InfoShop	29-Jun-2012
"In country" Disclosure	
Nicaragua	29-Jun-2012
<i>Comments:</i> The IPDP was disclosed under the Parent Project PASEN2 P126357	
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

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 [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
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 [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

measures related to safeguard policies?	
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

V. Contact point

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VII. Approval

Task Team Leader(s):	Name: Enrique O. Alasino Massetti, Patrick Philippe Ramanantoanina	
Approved By		
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Country Director:	Name: Maryanne Sharp (CD)	Date: 03-Aug-2016