



Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 09-Dec-2016 | Report No: PIDISDSC19615



BASIC INFORMATION

A. Basic Project Data

Country Nicaragua	Project ID P161029	Parent Project ID (if any)	Project Name Second Education Sector Strategy Support Project (P161029)
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date Jan 30, 2017	Estimated Board Date Apr 14, 2017	Practice Area (Lead) Education
Lending Instrument Investment Project Financing	Borrower(s) Ministry of Finance and Public Credit (MHCP)	Implementing Agency Ministry of Education (MINED)	

Proposed Development Objective(s)

The objective of the Project is to (i) improve the teaching practices in preschool, primary and lower secondary education nationwide, (ii) improve the physical learning conditions in targeted schools, and (iii) to strengthen the management, evaluation and monitoring capacities of the basic education sub-system in Nicaragua.

Financing (in USD Million)

Financing Source	Amount
International Development Association (IDA)	55.00
Total Project Cost	55.00

Environmental Assessment Category B-Partial Assessment	Concept Review Decision Track II-The review did authorize the preparation to continue
---	--

Note to Task Teams: End of system generated content, document is editable from here.

Other Decision (as needed)



B. Introduction and Context

Country Context

Since 2001, Nicaragua has experienced moderate, albeit low, economic growth, contributing to important reductions in poverty and producing gains in social indicators. Between 2001 and 2015, the growth of Nicaragua's gross domestic product (GDP) averaged 3.6 percent, which was slightly below the Central American average of 3.9 percent for the same period. Nonetheless, during the period following the crisis (2010 to 2015), GDP growth averaged 4.7 percent, slightly surpassing the Latin American and Caribbean (LAC) regional average of 4.2 percent. Additionally, growth combined with an increase in expenditures in Government priority areas led to an overwhelming reduction in poverty (defined as people living under U\$d 1.6 per day), where urban poverty halved from 31 to 15 percent; rural poverty declined from 68.5 to 50 percent and overall poverty dropped from 48 to 30 percent (EMNV 2007 – 2014).

Despite these improvements, unemployment and inequality remain core policy challenges and the Government is committed to implement reforms to support continued improvements in human development. While Nicaragua has made noteworthy progress in reducing poverty, inequality has increased (Gini coefficient grew from 45.7 in 2009 to 47.1 in 2014). Unemployment also slightly rose from 6.2 to 6.5 percent over the same period. In addition, the current deterioration of fiscal accounts may lead to cuts in public social spending to achieve fiscal sustainability in the coming years, potentially slowing progress made toward key human development indicators. To respond to these challenges and mitigate their impact on the poorest, the Government of Nicaragua (GoN) committed to implement important reforms to raise productivity and boost growth in the medium term. Particularly, The National Human Development Plan (NHDP) 2012-2016 laid out a strategy for reducing poverty and improving shared prosperity with education, employment and innovation at the core. One of its key pillars focuses on fostering well-being and equity through the expansion of education services and social programs by supporting income earning opportunities for the poor and implementing a more coordinated multi-sector Human Development (HD) approach in the areas of early childhood development, youth employment and teenage pregnancy.¹

Sectoral and Institutional Context

Nicaragua has seen modest improvements in educational attainment in pre-school and basic education, both in access and learning outcomes in recent years but the country continues to face important education challenges.² Since 2005, the country has improved access and retention in preschool and basic education (grades 1 to 9) and increased attainment for the population as a whole. For example, in the 20-24 year old age group, 52 percent of individuals had completed primary education by 2005, while this number reached 73% by 2014. Similarly, 24 percent of individuals had completed secondary education (grades 7 to 9) by 2005, as compared to 39

¹ This coordination takes place, for instance, with the implementation of the Early Childhood National Strategy, the National Strategy to prevent teen pregnancy and the National Strategy for Youth employment.

² The Nicaraguan education system is structured as follows: three grades of preschool, six grades of primary school, three grades of lower secondary, and two grades of upper secondary. According to the Ley General de Educación (2006), primary and lower secondary education are normally classified as basic education (grades 1-9), while preschool is considered separately.



percent by 2014. But, there are still many educational challenges. For instance, 1 out of 4 individuals currently aged 20-24 years old did not complete six grades of primary education; and 6 out of 10 did not complete secondary education. In addition, enrollment in Nicaragua falls quickly starting around age 11, the appropriate age for completing primary school, with the decline particularly steep around age 14, the appropriate age for beginning upper secondary school. Moreover, while Nicaragua's learning results have shown an improvement between SERCE and TERCE (between years 2006 to 2013), they are still below those of students in other countries in Central America.

Furthermore, *within* the country, stark differences remain in access to quality preschool and secondary education and to quality of education across different groups (geographic/indigenous areas, gender and income groups). In rural areas, entrance into the education system takes place later in life and access to secondary education is lower than in urban areas. In 2014, only 66 percent of 5 year olds were enrolled in pre-school in rural areas compared to 82 percent in urban areas. Furthermore, enrollment decreases at the age of 12 to just above 80 percent in rural areas, compared to 95 percent in urban areas. There are also large gaps in completion of primary and access to secondary education across geographical areas (notably at disadvantage of the Caribbean Coast region) and income groups. For instance, only 61 percent of individuals aged 15-19 years old from the first quintile have completed primary education compared to nearly 95 percent in the fifth quintile. Furthermore, net enrollment at the time of entering lower secondary among the fifth quintile is 23 percent above the first quintile. There are also some gender differences that tend to benefit the performance of girls vs boys.³ For instance, by 2014, 45.9 percent of girls who start secondary education complete it versus 32.1 percent with boys. This difference seems to be driven by a better academic performance of girls versus boys throughout primary school, as there are not significant differences in dropouts or enrollment in basic education across gender.⁴

These challenges are well recognized by the government and society both in the country's current Education Strategy 2011-2015 and in the new education strategy 2017-2021. In particular, the new strategy lays out 3 main objectives (i) quality of basic education (through improved learning outcomes); (ii) Access with equity in basic education (through increased access and attainment especially for poorest in rural areas) and (iii) Institutional strengthening (through improved MINED's human resources and planning, monitoring and evaluation systems. The proposed objectives of the new project are in line with these priorities and will focus in critical addressing bottlenecks in pre-school, basic education and in MINED's institutional strengthening. An extensive analysis of these and other challenges have been recently discussed in the WB PA-Nicaragua Social Sector and Institutional Expenditure Review (P146907).

³ World Bank (2016) shows that primary overage rates as of 2014 was 59% for girls and 67% for boys.

⁴ It is important to note that the reasons to drop out of school tend to be different across boys and girls: boys report lack of relevance, finances, illness and family problems as the main reasons for dropping out of school while girls cite pregnancy, family problems, and lack of relevance as the top reasons for dropping from school. For boys, 26 percent drop out of lower secondary school due to lack of interest, compared to 12.5 percent of girls. Boys and girls cite family problems as a reason for dropping out of school, 16 and 17 percent respectively. Nearly 14 percent of boys drop out of school due to illness, compared to 8.5 percent of girls, and 11 percent of boys drop out of school due to finances compared to 6.5 percent of girls. Finally, 2.5 percent of girls cited pregnancy as the reason for dropping out of school. Furthermore, Nicaragua is one of the countries in the sub region with highest rate of teenage pregnancies, reaching around 25% (Encuesta de Demografia Salud, ENDESA 2011-2012).



A first challenge relates to the lack of quality service provision at the preschool level; this has been a constraint to improving education outcomes nationwide and also in closing the educational outcomes across income groups. There is well established evidence that the early childhood period is critical in the development of cognitive skills (Heckman, 2012). This stage marks the first step of skill-building, and it can be particularly critical for closing the gap between children from poorer and better-off households. In fact, there are strong indications that the most critical moment for cognitive skill-building is before a child turns 5. Access to preschool in Nicaragua has increased during recent years: net enrollment went from 45% by 2008 to 51% in 2013. However, moving forward, a key priority of the Education Sector Plan 2017-2021 is to promote the universalization of preschool education, close the access gaps within the country and improve the quality of early education service delivery nationwide but especially in rural areas.⁵ As of today, ongoing WBG lending (P133557 and P126357) have heavily supported this critical first years through: i) development of a new Early Childhood Development (ECD) curriculum and of a new preschool quality framework⁶; ii) development of a new pre-service and in-service teacher training system (so far inexistent) and (iii) the design of an ECD monitoring and evaluation system including development and learning assessments for preschool children as well as preschool classroom observations for a nationally representative sample of 149 preschools. Current operations (P126357 and P160057), have supported the design of new quality standards for preschool infrastructure and have fostered its adoption by MINED. To date, more than 90 preschool classrooms in rural areas have been rehabilitated (P133557) and around 75 pre- investment studies for works that include preschools will be completed before July 2017 and ready to be implemented.

A second challenge relates to the quality of the basic education system where learning environments especially in rural areas are lagging significantly behind; this is heavily related to the quality of teachers and directors, adequacy of the curricula and monitoring of learning outcomes. It is well known that the lack of quality of the basic education system structurally affects the success and quality of a student's trajectory and readiness for completion of upper secondary education as well as transitions to higher education or to the labor market. Evidence from Nicaragua suggests this to be case; outdated and overcrowded curricula covering different subjects and without a competency focus, low quality of teachers/directors (including inadequate profiles and reduced quality of "in-service" / on the job training)⁷ currently plague its basic education system (World Bank,

⁵ Preschool in Nicaragua is currently provided by either the state or the community. These two different modalities function very differently: state schools are staffed by paid professionals, operate in school-designated facilities and in general, tend to adhere to a state-standardized curriculum; whereas, community schools are staffed by teachers catalogued as "volunteers" (or educadoras comunitarias), with reduced pedagogical training, who receive a small payment from the state, are less able to follow the the curriculum, function with few or no materials, and are often located in community spaces, religious properties or homes instead of school buildings. In 2009, 53 percent of students attending preschool were attending community schools, with the majority in rural or semi-rural areas. See Heckman, James. 2012. "Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy." The Heckman Equation. Chicago, Illinois.

⁶ The new quality framework reorganizes the provision of preschool services with a model that emphasizes quality as well as a holistic, science-based approach based on seven key components: : 1) girls and boys at the center of learning, 2) the teacher as pedagogical mediator, 3) the curriculum, 4) the classroom and learning environment 5) the family, 6) the community 7) educational management

⁷ While teacher policy remains a top priority for the Government of Nicaragua, there is still quite a high level of both preschool (70 percent) and secondary school teachers (42 percent) that have not formally graduated from any higher education course (the



2015). The WBG ongoing operations (P126357 and P133557) have supported many of these challenges including: (i) the development of a revised and updated curricula for the first two years of primary education (grades 1 and 2); (ii) pre-service and in service teacher training for primary and secondary teachers; and (iii) the development and implementation of national learning assessments in basic and upper-secondary education (in 2010 and 2015 assessments were implemented in grades 4, 6, 9 and 11). In addition, a national diagnostic of the teacher training system has also started under TA ([TF019054](#)). In an effort to reduce the gap in the access to quality learning environments, ongoing projects (P133557, P126357 and P160057) have also supported the rehabilitation of rural secondary classrooms, which have been characterized by lower performance.

A third challenge remains the institutional capacity at MINED and the availability of data inputs and outputs for planning and carrying out day-to-day management of the education sector. The existence of a nationwide sector strategy together with the production and dissemination of reliable education statistics are critical inputs to any effective education sector management and for monitoring progress towards educational targets (WBG, HD Network)⁸. The new 2017-2021 Education Sector Strategy, including a detailed results framework and a multiannual implementation plan, is currently being developed and is expected to be completed with WBG support at the end of 2016 (TF019054). However, MINED's management information system for consistent monitoring and evaluation of education indicators and policies still faces some challenges. While MINED currently gathers basic data on education in a systematic way, there are notable gaps in the quality and frequency of the data collected. In addition, relevant information on learning outcomes is being collected in an ad hoc manner, and its use for policy making is still rare and insipient. Finally, monitoring of financial and human resources data is still irregular and the system for monitoring school infrastructure (repairs, maintenance, rehabilitation or new buildings) is being developed. All of this has contributed to MINED's still rather fragmented approach to planning, managing and evaluating education policies and programs. Ongoing operations (P133557 and P160057) have been tackling these issues by supporting: i) the conceptualization, informatization and early implementation at central level of a new planning and monitoring system, including a school infrastructure system; ii) the periodic implementation on international (TERCE, 2014) and national (2015) standardized tests and the processing of relevant information about learning outcomes.

Ongoing lending and analytical work on service delivery in the education sector, position the World Bank well to continue supporting the Government with the new Project. As discussed above, the WBG current analytical and lending engagement has supported the design of the new education strategy (Nicaragua SSEIR, P146907) and supported several reforms in improving Nicaragua's educational quality and access and strengthening its institutional capacity. Annex 1 summarizes this lending support. The new Project will continue deepen the support of previous WBG lending in pre-school and basic education. In preschool, it will support MINED to (i) implement the new ECD curriculum and quality framework nationwide; (ii) evaluate and, possibly, institutionalize a mandatory preschool teacher training system; and (iii) implement a validated ECD monitoring and

number is much lower for primary school teachers, with only 17 percent not having graduated from any higher education course). Moreover, 58 percent of secondary school teachers lack a degree in education, though many are university graduates in other disciplines. Pre-service training for secondary teachers remains low due to the costs and lack of incentives to actually graduate, and in-service training for basic education is long, fragmented and not well articulated.

⁸ Country Policy and Institutional Assessment guidance. HD Network, 2013.



evaluation system that provides information not only on how preschool children are doing in a variety of development domains but also on the quality of their preschool learning environments. On basic education, the new Project will support a more comprehensive reform of the basic education curricula; it will also move delivering teacher trainings to a more comprehensive and regular teacher training systems, where there is an increased focus in classroom management techniques; the use of the of the teacher and student learning assessment results will be promoted to improve policy design and decision making at different levels of the system. Also importantly the nationwide diagnostic of the teacher training system will also continue to be supported and will be used to regular improve teacher trainings and support. Finally, the strengthening of rural school infrastructure will continue by fostering better quality of learning environments (including rehabilitating classrooms, recreational areas and sports campus). In particular, this can be jump started by the more than 120 pre-investment studies that were already completed and are ready to be supported. Finally, on the institutional side, the new Project will continue supporting MINED's institutional strengthening aiming at the full integration of MINED's subsystems, especially integrating areas such as infrastructure, finance, procurement and human resources; in particular, it will promote the use of school infrastructure inventory system to design plans for school rehabilitation and or maintenance. Finally, it will aim at fostering the use of the results of the monitoring and evaluation system to better inform policy design and management of the educational system.

The new Project builds on several important lessons from past engagement in the education sector and proposes a new hybrid lending instrument with a results-based approach for key activities. First, to ensure client ownership and Project sustainability, Project components are strategically aligned with the priorities and activities defined in the new National Education Sector Strategy. This is possible given the strong consensus between the Bank and the client on the priorities and on *how* they can be achieved. In addition, to ensure a successful project implementation and monitoring, activities will be fully aligned with MINED's multi-annual operational plan. This will ensure that project activities and intermediate results are linked to MINED's operational plans and responsibilities. Second, the new Project will have a nationwide focus, with specific activities and interventions to better reach the more disadvantaged and indigenous communities. In particular, the envisioned quality-oriented "soft" interventions in the sector (including the curriculum reform, teacher training and institutional capacity development) will have a nationwide focus but will be combined with targeted interventions for improving school infrastructure in selected areas. In addition, some of the soft activities will be explicitly adjusted in their design and implementation to better reach the most disadvantaged groups. Third, to support gradual shift from an input- to a results-based approach in MINED institutional management system, project will include Disbursement-Linked indicators in some key components. Given the recent advances in the sector – partly supported by WBG technical and lending engagement - and familiarity with WBG IPF processes and procedures, there is a clear strategic opportunity. The use of a Results-Based lending will also foster a more integral approach to achieving results through strengthened coordination across the different teams and institutional bodies within MINED.

Relationship to CPF

The project will contribute to WBG's twin goals of reducing poverty and boosting shared prosperity in



Nicaragua. To this end, the project aims to improve skills to help people increase their incomes. In particular, the project focus on the rural areas of the country, where 50% of the population is poor and 16% is affected by extreme poverty (EMNV 2014). Also, the project will be focused on the expansion and strengthening of education quality of public schools, where students from lowest income families attend.

The higher order objective of the project is to improve quality of education through an improved access to pre-school and secondary schools, and improved learning environments in basic education nationwide (including improved quality of teachers/directors; more regular learning assessments and improved curricula). In particular, project objective is aligned with the Nicaragua Country Partnership Framework 2013-2017. Its first strategic area is to raise the national social welfare by improving the overall access to the quality of basic services, especially the access of the poorest rural households. In particular, the project is in line with the objective to accelerate the progress towards the MDGs in the country through the strengthening of preschool education and increasing access and improving quality primary education (par. 70 to 72).

C. Proposed Development Objective(s)

Note to Task Teams: The PDO has been pre-populated from the datasheet for the first time for your convenience. Please keep it up to date whenever it is changed in the datasheet.

The objective of the Project is to (i) Increase access to preschool and lower secondary; (ii) Improve learning conditions of preschool and basic education; (iii) Strengthen Ministry of Education’s capacities for education management.

Key Results (From PCN)

The main outcomes and intermediate results are:

- a. Increased enrollment rates in preschool and lower secondary education nationwide;
- b. Number of children in pre-school and basic education (grades 4-9) with improved learning conditions nationwide. This includes: (i) teachers and/or directors trained in new programs; (ii) new curricula implemented; and (iii) new learning materials provided;
- c. Improved nationwide use of educational results / indicators for management, evaluation and policymaking in pre-school and basic education by selected MINED personnel including Director Generals, Directors, and those in charge of Departments (“*Delegados Departamentales*”); and Number of children in preschool and basic education from the most disadvantaged areas of the country with new and/or improved school infrastructure. The most disadvantaged areas will be defined on the basis of poverty levels and 3 educational indicators (enrollment, retention and survival rates).

D. Concept Description

The Project is divided into two Components:

Component 1. Fostering Quality of School Services in Pre-School and Basic education



(US\$48 Million). The objective of this component is to increase access to *quality* preschool and basic education (up to grade 9). This will be achieved through: (1.1) Implementation of the new curricula for preschool, revision of the educational curricula for basic education for grades 4-6 and 7-9, including adaptations to rural areas- and the provision of teaching and learning materials for preschool and basic education; in particular, for basic education level, the reform will support a more modern and competency based curricula including mandatory field of English as a second language, gender-sensitive issues (e.g., leadership, work-life issues and teenage pregnancy) and a new adapted curricula for the Intercultural Bilingual Education in ethnic and indigenous communities; (1.2) Strengthening the quality and relevance of pre-service and in-service teacher/directors trainings across all educational levels (from pre-school to upper secondary) and provision of training materials; (1.3) the rehabilitation and expansion of preschool, primary and secondary classrooms in the poorest rural areas coupled with the provision of furniture and new equipment, including new information and communication technologies (ICTs); (1.4) Strengthen the country's learning assessment system for pre-school and basic education; selected activities will include: (i) implementing a valid and reliable Early Childhood Development and learning assessment *system* covering all the three preschool grades (ages 3 to 5) that will regularly provide information to support decision-making on how preschool children are doing in a variety of development domains, the quality of the school environments in which they learn, as well as organizational and regional differences (baseline data collection scheduled for early 2018); (ii) enhancing the existing program of national basic education student assessments, which currently tests students in 3rd, 6th, 9th and 11th grades, by improving the technical properties of the assessments and increasing their frequency; (iii) ensuring the continued participation in international learning assessments, such as UNESCO's LLECE; and (iv) developing and implementing a plan for use of assessment results at different levels of the system to improve design and implementation of policies and programs.

Component 2 – Strengthening the Institutional Capacity of MINED (US\$7 Million). The objective of this component is to strengthen MINEDs capacity to plan, manage and evaluate their policies, programs and strategy and improve the use and access to relevant educational information. In particular, the component will: (2.1) Support the implementation nationwide of the new planning and monitoring system and the integration of the existing different M&E subsystems (e.g., planning, statistics, financial management, human resources); (2.2) Support the regular computation/publication of educational indicators/statistics and their use for by directors and regional coordinator policy purposes; (2.3) Support the implementation of a School infrastructure inventory system that is *de facto* utilized to guide and monitor infrastructure repairs and rehabilitation; (2.4) Support development of MINEDs fiduciary management system (including finance & procurement); and (2.5) Conduct selected assessments and monitoring / evaluation of specific policies / studies that help clients assess cost effectiveness of interventions (e.g., through impact evaluation studies) and help meet critical indicators;

Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

SAFEGUARDS



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

The Project is nationwide but includes a component aimed at strengthening school infrastructure in certain targeted schools located in the same municipalities from projects: PASEN II and ESSSP. The civil works include the rehabilitation and expansion on schools and will use the preinvestment studies (PIS) developed under PASEN II. Thus, the schools to be intervened are located in the same municipalities. However, making use of lessons learned during the precedent interventions the current project will make reference to selected schools instead of selected municipalities. The Project will finance construction activities based on PIS that potentially will generate potential negative environmental and social impacts. Most of the infrastructure will be executed in owned areas that had been affected by human activities. Some of the specific works that will be financed are: Construction and rehabilitation of existing schools; drainage infrastructure; water supply; sewerage facilities; fences; sport areas. The main potential negative impacts are: final disposal of the solid waste; noise, dust; management of water waste; erosion and stability of slopes; affectation of soil in the working areas; trees that should be cut. The environmental and social negative impacts are not significant because the magnitude of the works and the location in intervened areas currently used for the educational center. The prevention and mitigation measures are easy to implement but will be necessary some specific measures to assure the environmental and social quality of the works. Construction of new schools is not envisioned in the core of protected areas and on existing education facilities will be carried out in accordance with the guidelines and criteria of the management plans of the protected areas, which do not restrict these types of works related to the education sector. In order to assure this environmental and social quality of the investment, MINED with support of WBG team, developed a Guidelines of Good Environmental and Social Practice for education infrastructure projects. This instrument will be applied and when the project will be classified as "B" applying the environmental assessment methodology of the ESMF, the subproject will require a specific Environmental Management Plan. Finally, the ESMF and relevant safeguard document will include the reference of Art 9-763 Law "Derechos de las Personas Discapacitadas" - all new schools constructions will be universally accessible.

B. Borrower's Institutional Capacity for Safeguard Policies

Previous projects financed by the Bank have strengthened the technical capacity of the MINED General Directorate of Infrastructure, including the environmental and the social team. The safeguard teams with the WBG support, have developed a series of environmental and social instruments to ensure proper management during subprojects implementation. Additionally the PreInvestment Studies include as part of the analysis an environmental and social assessment in order to comply with the national law and the WBG safeguards policies. MINED safeguard teams have received special training on WBG environmental and social safeguards during ESSSP. This Project will continue supporting MINED, specifically safeguard teams, on environmental and social management. As part of the environmental and social strengthening, during the Project preparation, the environmental and social frameworks developed for the ESSSP will be updated in order to include lessons learned and the environmental, social tools and methodologies agreed with MINED in the other Bank projects. The instruments that will be updated are: Environmental and Social Management Framework (ESMF) and Involuntary Resettlement Framework (IRF), to reflect lessons learned during the ESSSP project regarding the resettlement process. Also, a new Indigenous People Policy Framework will be developed on the basis of the previous Indigenous People Plan developed for ESSSP Project. The Frameworks will include updated information about the scope of the new Project activities; new/revised curricula for grades 3-9 and new adapted curricula for Intercultural Bilingual Education. MINED is implementing several measures to institutionalize procedures to manage and mitigate social and environmental impacts of infrastructure projects. This includes the establishment of the Mitigation Unit for Social and Environmental Impacts, which will be coordinated by line staff and strengthened by a technical consultant team in order to ensure compliance with the Safeguards commitments in the execution of the works. Finally, the update ESMF will take



into account the WBG Environmental Health and Safety Guidelines, specially in regards of the following, during all phases: identification and safe removal and disposal of asbestos; adoption of provisions for life and fire safety; increasing energy efficiency, reducing water consumption and supporting recycling and measures to ensure universal accessibility for person with disabilities.

C. Environmental and Social Safeguards Specialists on the Team

Marco Antonio Zambrano Chavez, Ricardo Jose Castellon Zamora

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>This policy is triggered given the construction activities expected in the Project. The Bank’s specialist recommends to update the ESMF developed in the previous project (ESSSP), in order to include lesson learned and the environmental management tools developed in the previous Bank’s projects.</p> <p>The consultation process of the ESMF will be held prior to appraisal and the document will be disclosed in the MINED web page and the World Bank’s external website. Also, hard copies will be available for regional, local and school level authorities.</p>
Natural Habitats OP/BP 4.04	Yes	<p>This policy is triggered given the sub-projects potentially will be located in or close to sensitive or critical areas (National parks, forest areas, wetlands, others).</p> <p>Construction of new schools is not envisioned in the core of protected areas; and on existing education facilities will be carried out in accordance with the guidelines and criteria of the management plans of the corresponding protected areas.</p> <p>The ESMF includes measures to exclude any construction in critical natural areas.</p>
Forests OP/BP 4.36	No	<p>It is not expecting negative impacts on natural forests, due the location of the sub-projects. It is expecting to cut few trees located inside the escolar plot that according with the national law should be replaced (1/10). The ESMF clarify that any tree cutting should be carefully managed to limit habitat destruction for sloths and other tree-dwelling mammals.</p>



Pest Management OP 4.09	Yes	<p>This policy is triggered due the potential use of pesticide during construction. This issue should be addressed in the ESMF. There is no need for preparation of a separate PMP, given the small scale of the project activities</p> <p>The Guidelines of Good Environmental and Social Practices (GGESP) for construction, developed by MINED with the Bank's support, include some specific measures in regards of the pesticide management.</p>
Physical Cultural Resources OP/BP 4.11	Yes	<p>This policy is triggered given the construction activities potentially include movement of land or materials that potentially will affect archeological, cultural or historic sites, during the project implementation. The update ESMF should include "chance find procedures".</p>
Indigenous Peoples OP/BP 4.10	Yes	<p>This policy is triggered given that i) some of the infrastructure investments will be located in recognized areas of indigenous people ii) educational materials will be distributed to schools nationwide, including indigenous territories iii) secondary education textbooks and methodological guidelines in native languages (Miskitu, Tuahka, Criol, Panamahka, Ulwa) for intercultural bilingual education will be distributed in indigenous territories.</p> <p>In addition, there is a small risk of potential unwanted acculturation and loss of culture as most of the educational materials distributed nationwide (such as cuadernos de trabajo, guias didacticas, cuadernos de planificacion) are in Spanish. However the intercultural bilingual education strategy, which includes creation and distribution of learning materials in native languages was implemented with previous projects to mitigate this risk for primary school, will continue with this project.</p> <p>ESSSP's (P133557) IPADP will be used as a basis for an IPPF for the new project, since the location of the intervention is not yet known. MINED will conduct a national consultation to include the participation of the IPs.</p> <p>The consultation process will include the IPs of the intervention municipalities in the RAAS, RAAN (Miskitu, Creol and Garifuna) and other departments of the Pacific, Central and North of the country (with population Chorotega, Matagalpa) and Garifuna. The representativeness of individual IPs will be ensured by</p>



	<p>including authorities of the Indigenous Territorial Governments in the organization of the consultations workshops.</p> <p>The consultation plan includes workshops for oral participation, the availability of printed copies of the IPPF in MINED offices in the participating municipalities.</p> <p>The final IPPF will be disclosed through the MINED website for consultation in local mother tongue and/or indigenous language versions, which will also be delivered in hard copies to the authorities of the Indigenous Territorial Governments.</p>
Involuntary Resettlement OP/BP 4.12	Yes <p>This policy is triggered given the potential temporary resettlement of students during the construction of schools.</p> <p>From the experience of ESSSP I, the Resettlement Policy Framework (RPF) is applied because the temporary resettlement of students and teachers has occurred in the following scenarios: a) homeowners' houses; b) community centers; c) churches; and d) in the smallest of cases, temporary transfer to another school, when the classes allow.</p> <p>No other impacts related to involuntary land grab for school construction and / or rehabilitation are expected, one of the school selection criteria for infrastructure works is that the land is registered in the Land Registry on behalf of the MINED. However, in the case of construction of land in the lands of the Indigenous Territorial Governments, as in ESSSP I, the mechanism for voluntary land donations has been contemplated.</p> <p>Voluntary donations will be allowed for works in non-specific sites, i.e. when the works can be placed in an alternative site. The extension of the land donation should not be more than 10 percent of the owner's land, and should not involve physical displacement or significant adverse impacts on income. A screening mechanism will be in place to ensure that all land donations are actually voluntary and to ensure that the decision to donate was taken in circumstances of</p>



		informed consent or power of choice. The Resettlement Policy Framework (RPF) developed for the ESSSP will be reviewed in order to include lessons learned during implementation such as models for the roles of the community and for the construction company collaborating in the resettlement process.
Safety of Dams OP/BP 4.37	No	The Project will not support the construction or rehabilitation of dams nor will support other investments, which rely on the performance of existing dams.
Projects on International Waterways OP/BP 7.50	No	The policy is not triggered because no International Waterways exist in the project's target.
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered because no Dispute Areas exist in the project's target.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Jan 13, 2017

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

- 1) MINED will send the update safeguard instruments (ESMF, IRF, and IPPF) - Jan 9, 2017
- 2) MINED Consultation and Socialization process of the safeguard instruments - Jan 17, 2017
- 3) MINED and WB disclosure of the safeguard instruments - Jan 20, 2017

CONTACT POINT

World Bank

Enrique O. Alasino Massetti, Rita Kullberg Almeida
Senior Education Specialist

Borrower/Client/Recipient

Ministry of Finance and Public Credit (MHCP)
Ivan Acosta
Ministry of Finance



ivan.acosta@mhcp.gob.ni

Implementing Agencies

Ministry of Education (MINED)

Miriam Raudez

Minister

raudezm@mined.gob.ni

FOR MORE INFORMATION CONTACT

The World Bank

1818 H Street, NW

Washington, D.C. 20433

Telephone: (202) 473-1000

Web: <http://www.worldbank.org/projects>

APPROVAL

Task Team Leader(s):	Enrique O. Alasino Massetti, Rita Kullberg Almeida
----------------------	--

Approved By

Safeguards Advisor:	Noreen Beg	09-Dec-2016
Practice Manager/Manager:	Yves Jantzem	09-Dec-2016
Country Director:	Maryanne Sharp	14-Dec-2016

Note to Task Teams: End of system generated content, document is editable from here.