

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC8033

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I. BASIC INFORMATION

A. Basic Project Data

Country:	Kosovo	Project ID:	P149005
Project Name:	Education System Improvement Project (P149005)		
Task Team Leader:	Flora Kelmendi		
Estimated Appraisal Date:		Estimated Board Date:	15-Dec-2014
Managing Unit:	ECSH2	Lending Instrument:	Investment Project Financing
Sector(s):	General education sector (100%)		
Theme(s):	Other public sector governance (20%), Education for all (80%)		
Financing (In USD Million)			
Total Project Cost:	10.00	Total Bank Financing:	10.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			10.00
Total			10.00
Environmental Category:	C - Not Required		
Is this a Repeater project?	No		

B. Project Objectives

The Project Development Objective is to strengthen the capacity and accountability mechanisms of institutions responsible for pre-university education.

C. Project Description

The proposed Project is organized around three components. All of the proposed interventions are a continuation of work undertaken under a previous project, Institutional Development for Education Project (IDEP-P102174).

Component 1: Strategic and financial planning and monitoring capacity for decentralized education system (Estimated total cost US\$ 3 million)

The objective of this component is to strengthen: (i) the strategic and financial planning, analytical and monitoring capacity for the central and local government to operate in a decentralized education system; (ii) management capacities at school level for increased implementation of school financial autonomy through increasing the capacities of school directors; (iii) school level planning and management through the implementation of school grants program.

Subcomponent 1.1 Strengthening the strategic and financial planning capacities at central, municipal and school level

This subcomponent aims at building and strengthening the institutional capacity at central and municipal level for strategic and financial planning, management, monitoring and accountability in the pre-university education sector. Project activities would be primarily targeted at the Budget and Planning Department and Pre-University Education Department in MEST, and Municipal Education Department in the Ministry of Finance (MoF), and the Municipal Education Directorates (MEDs) – all of which are responsible for planning and managing resource allocation.

At the central level, the activities would include support to: (i) review the adequacy and equity of the national per capita financing formula; (ii) review the adequacy of the municipal-to-school formula; (iii) build the capacities for planning educational budgets using the central-to-municipal and municipal-to-school formula and taking into account enrollment trends and financing needs under to various policy scenarios; (iv) develop key educational indicators to monitor the implementation of the formula; and (v) develop and introduce procedures for regular monitoring and assessment in order to identify issues and risks, and propose solutions. Investments in Education Management and Information System (financed under Component 3) would be closely linked with the development of monitoring indicators, so that duplication of data collection is avoided. The MEST Budget Department would be responsible for analysis and the provision of information related to strategic and financial planning for MEST and other key stakeholders.

At the municipality level, in addition to the revision and simplification of the municipal-to-school formula, the project would support complementary activities related to: (i) developing and introducing clear budgeting and financial management rules (or bylaws) needed to support school financing planning and support school financial autonomy; and (ii) targeted training to apply the formula and monitor its implementation by the school directors.

At the school level, the Project will support the further implementation of school financial autonomy by strengthening the capacities of school directors. The activities would include (i) develop criteria and programs for school director licensing as envisaged in the pre-university education law; and (ii) developing procedures for assessing performance of school directors, including but not limited to budget planning and execution. The Project would build on the work started by the USAID Basic Education Project and the GIZ Basic Education Project. These activities are a continuation of work undertaken under the Institutional Development for Education Project (IDEP).

Subcomponent 1.2 School Development Grants and pilot stipend program

This subcomponent seeks to strengthen school's planning and operational capacity. Building on the

experience of the IDEP project, the subcomponent would: (i) strengthen the school development planning system; (ii) support selected schools to prepare and implement multiple-year school development plans through training on management, planning and self-evaluation; (iii) finance the school development grants (SDG) (US\$ 5,000 to US\$ 15,000).

Schools would be expected to prepare a school development plan with strategies to enhance the quality of teaching and learning activities in their school, which would then serve as the basis to receive financing under the school development grant scheme. This activity aims at: (a) strengthening the capacity of schools to plan and manage resources; and (b) promoting participation of schools boards, teachers, parents and communities in educational planning, implementation and monitoring of school activities. The SDGs would be linked, to the extent possible, with ongoing reform efforts, such as training of teachers to support teacher certification or student assessment results (which are supported under Component 2). The work would be coordinated with the European Commission (EC) Twinning Project on school-based quality assurance.

A second activity under this component would be the establishment of a pilot stipend program to increase female participation in secondary education and female transition rates from lower to higher secondary education. The design of this program will be informed by a gender assessment, to be carried out during project preparation. While more diagnostic work is needed to determine how to address this problem, the team is currently considering options such as: (i) incorporating stipend resources under the School Development Grant so that schools have autonomy over the selection of beneficiaries; or (ii) channeling funds through the Municipal Education Directorate and Municipal Social Assistance and Welfare Department under a pilot scheme.

Component 2: Teacher Certification and Student Assessment Systems (Estimated total cost US\$ 4 million)

The objective of this component is to: (i) improve and strengthen teacher management and certification; and (ii) provide support for the strengthening and improvement of Kosovo's student assessment and examination system.

Subcomponent 2.1. Teacher Certification and Career Advancement

This subcomponent aims at (i) supporting the implementation of the system for teachers' professional development, performance assessment, and promotion (or career advancement) scheme that was developed under IDEP; and (ii) strengthening and systematizing teachers professional development.

In terms of the teacher certification and performance assessment, the project would support the: (i) development of a staggered implementation plan for teacher performance assessment aligned with local capacities; (ii) implementation of teacher promotion scheme by developing/clarifying the competences and responsibilities of promoted teachers and linking this with financial incentives; (iii) identification of teacher professional development trainings that are in accordance with the requirements of the licensing system requirements, and making available a training catalogue to all relevant stakeholders; and (iv) development of criteria and policies for teacher induction programs in order to link pre-service training with teacher licensing requirements.

Additionally, the proposed Project would support the implementation of systematic in-service teacher training and professional development by: (i) developing a framework that identifies the mandatory,

elective and advanced teacher training programs and their funding modality; (ii) preparing a training catalogue that lists the training courses provided by MEST and other training providers in accordance with licensing requirements for teachers; (iii) developing and introducing procedures and models for implementing the teacher professional development as per the requirements in Administrative Instruction 15/2013 on Funding for Teacher Professional Development and 16/2013 on Implementation of Teacher Professional Development; and (iii) making resources available for teacher training through school development grants. These activities are a continuation of work undertaken under the IDEP.

Subcomponent 2.2. Strengthening capacities of key institutions for monitoring educational outcomes and assessment of student learning

The Assessment Unit in MEST is currently responsible for conducting students' assessment and examination activities. The law on Pre-university education envisages the unit should be transformed into a semi-independent Agency for Curriculum, Standards and Assessment. This subcomponent would support activities aimed at strengthening Assessment Unit's and the future assessment part of the Agency's capacity to develop and conduct national and international student assessments and examinations to identify the strengths and weaknesses of the education system and inform policy. This subcomponent would support activities to: (i) establish a sustainable system for a comprehensive and coherent national framework for student assessment; (ii) develop a comprehensive and effective feedback system to ensure that data and qualitative information from examinations and national and international surveys of learner achievement are provided to decision makers, practitioners and other end-users; and (iii) strengthen the infrastructure of the Assessment Division/Agency through refurbishment of accommodation and provision of equipment.

In this regard, the activities would include: (i) development of a framework that defines the purposes, principles and policies for the high-stake examinations (e.g. the Matura and the Grade 9 orientation exam); (ii) definition of the roles and key objectives of surveys of learner achievement such as sample-based national assessments (e.g. Grade 5) and international assessments (e.g. PISA); (iii) development of individualized school reports as a tool for school self-evaluation; (iv) support to a range of communication activities to ensure internal communications (i.e. within MEST, MEDs, etc.) and external (i.e. school Principals, subject teachers, etc.) and the wider public/parents; and (v) support the introduction of technological solutions to improve efficiency and effectiveness, in particular, providing for the development of an integrated examinations processing system and integration with the student level module of the Education Management and Information System (EMIS).

Component 3. Education Monitoring and Evaluation Capacity and Implementation and Communications Support (Estimated total cost US\$ 3 million)

The primary objective of this subcomponent is to: (i) enhance overall education monitoring capacity at the national, municipal and school levels; and (ii) provide project specific implementation and communication support.

Subcomponent 3.1. Enhance Education Monitoring and Evaluation Capacity

Specifically, this component would finance activities to enhance the existing EMIS so that it is highly operational not only by MEST but also at the municipal and school levels. The main objectives of the enhanced EMIS would be to: (i) provide education planners, administrators and

managers with appropriate, reliable and timely data and information required for decision making; (ii) coordinate national efforts in data collection, processing analysis and dissemination with respect to data relevant to education; and (iii) streamline the flow of information used for decision making by reducing, and if possible, eliminating duplication in data collection.

Specifically, EMIS will be enhanced in a phased approach with a student level module for all levels of education, including higher education. Subsequently, EMIS would include a module on financing and would be integrated with the teachers and student assessment database. Specific activities will include: (i) assessment of the current status of the education information system and development of specifications for expanding the system (to be finance during the preparation phase under the WBIF Grant); (ii) development of modules for student level data entry and provision of technical support at central, municipal and school levels; (iii) development of hardware system to allow effective function of the enhanced EMIS as the hub of the system; (iv) provide training to school and municipal managers and central government staff for the EMIS; (v) provide needed hardware for small and remote schools without access to internet. The general approach to EMIS development would comprise phased approach. Initially, under the guidance of an EMIS Working Group established by MOES, the user requirements and a functional specification would be developed forming the basis for module development; after development and testing of the modules are carried on a pilot basis, the major hardware procurement and roll-out of the system to the whole Kosovo would be carried out. These activities are a continuation of work undertaken under the Institutional Development for Education Project (IDEP).

Subcomponent 3.2. Implementation, communication support

The objective of this component would be to support project specific Monitoring & Evaluation (M&E) and communications activities, as well as incremental operating costs for the Project Coordination Unit.

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

This Project would support pre-university institutions nationwide, as well as the Ministry of Education. No Land acquisition or physical displacement of residents is expected. The only infrastructure related activity expected would be the refurbishment if the Assessment Agency building which would involve only interior or minor exterior rehabilitation work, not including any extension of the premises or any new construction.

E. Borrowers Institutional Capacity for Safeguard Policies

The Ministry of Education Infrastructure Department is experienced and has proven capacity to comply with Bank's safeguards requirements. The staff of the Department received training under the previous World Bank project.

F. Environmental and Social Safeguards Specialists on the Team

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	No	

Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/ BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 15-Sep-2014

**B. Time frame for launching and completing the safeguard-related studies that may be needed.
The specific studies and their timing¹ should be specified in the PAD-stage ISDS:**

Not applicable.

IV. APPROVALS

Task Team Leader:	Name: Flora Kelmendi	
<i>Approved By:</i>		
Regional Safeguards Coordinator:	Name: Agnes I. Kiss (RSA)	Date: 31-Mar-2014
Sector Manager:	Name: Andrea C. Guedes (SM)	Date: 31-Mar-2014

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.