



# Integrated Safeguards Data Sheet Identification / Concept Stage (ISDS)

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Concept Stage | Date ISDS Prepared/Updated: 29-Nov-2017 | Report No: ISDSC23046



**BASIC INFORMATION**

**A. Basic Project Data**

Project ID	Project Name	Environmental Category	Country
P165120	Building Statistical Capacities in the Ministry of Education	C - Not Required	Guatemala
Team Leader(s)	Estimated Date of Approval	Managing Unit	Financing Instrument
Enrique O. Alasino Massetti		GED04	Investment Project Financing

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**Financing (in USD Million)**

**SUMMARY**

<b>Total Project Cost</b>	0.35
<b>Total Financing</b>	0.35
<b>Financing Gap</b>	0.00

**DETAILS**

**B. Project Development Objective(s)**

The development objective of this Project is to strengthen the capacity of MINEDUC to collect, manage, analyze and use high-quality statistical information to design, implement and evaluate evidence-based interventions to address key sector challenges.

**C. Project Description**

**1. Description**

**The proposed Project will be financed through a Recipient Executed Grant from the Trust Fund for Statistical Capacity Building (TFSCB) over a period of eighteen months.** The total Project amount is US\$450,000.

The Project will be divided in three components:

1. Enhancing SIRE;
2. Boosting SIRE to predict students at risk of dropping out;



3. Providing support for Project management.

**Component 1. Enhancing SIRE – Requested amount: US\$291,000.**

The objective of this component is to strengthen SIRE, which is led by MINEDUC's Planning Directorate (*Dirección de Planificación Educativa, DIPLAN*). To this end, under this Component the Project will support:

*Subcomponent 1.1. Detailed diagnosis of current data management and utilization practices*, including a benchmarking analysis with comparable countries. In particular, this component will finance the implementation of the SABER conceptual background and operational tools to assess the Education Management and Information System (henceforth, SABER- EMIS tool);

*Subcomponent 1.2. Training MINEDUC technical staff on methods for processing and analyzing statistical data included in SIRE*. This subcomponent will finance training on processing and analyzing school- and student-level data (including learning assessment results). The training program will be comprised of theoretical and practical modules, including: i) the use of *BusinessObjects* software, ii) statistical software (e.g., SPSS, Stata, Big Data tools, etc.), and iii) econometric methods. The program will also include training on sub-group analysis of particular interest to MINEDUC, including gender, ethnic group, and area of residence. Training will be open to staff within the Directorate of Evaluation and Educational Research (*Dirección General de Evaluación e Investigación Educativa, DIGEDUCA*) and DIPLAN, among others. This subcomponent will also finance technical assistance to DIPLAN on the use of statistical information for strategic planning, budgeting and quality assurance.

*Subcomponent 1.3. Updating MINEDUC's data analysis and management tools*. In particular, this subcomponent will finance: i) desktop computers, laptops and/or tablets for technical staff in charge of data analysis to manage and deliver the information faster and better; and ii) acquiring licenses for statistical data processing software (i.e., Stata). The acquisition of and installing the *BusinessObjects* software updates will be financed by MINEDUC (US\$100,000).

*Subcomponent 1.4. Developing a "Good Practices in Statistical Information Management Manual"* that includes policies, strategies and mechanisms for managing, processing, analyzing and using statistical data, following the Recommendation of the Organization for Economic Cooperation and Development (OECD) Council on Good Statistical Practice (OECD 2015) and the Code of Good Practices in Statistics for Latin America and the Caribbean (Economic Commission for Latin America and the Caribbean 2011).

**Component 2. Boosting SIRE to predict students at risk of dropping out – Requested amount: US\$98,000.**

This Component will finance activities related to strengthening and enriching SIRE to increase its usefulness for informing evidence-based decision-making. In particular, related activities include: (i) designing new questionnaires; (ii) programming new data entry mechanisms; (iii) expanding, disaggregating and fine-tuning information fields; (iv) integrating the system with other systems (within MINEDUC or other sectors); (v) implementing data quality assurance strategies, among others. Ethnic disaggregated data and socio-cultural pertinent questionnaires will be integral parts of these activities to reflect Indigenous Peoples'



situation and inform education public policies. This subcomponent will also finance technical assistance for designing a strategic plan for cost-effective information-based interventions aimed at reducing school dropout based on international experience. Activities under this component will build on the results of the pilot of the Early Warning System.

**Component 3. Providing support for Project management – Requested amount: US\$61,000.**

This Component will finance Project management costs, such as hiring support staff (procurement and financial management), a national consultant to provide technical assistance for overall project management, operating costs such as equipment and office supplies, and will finance the required audit of Grant implementation activities.

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**SAFEGUARDS**

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

The project will be implemented nationwide, providing an opportunity to benefit Indigenous Peoples with more targeted educational public policies, addressing the root causes of high drop-out rates amongst this population. Indigenous Peoples in Guatemala are more likely to have fewer years of schooling than non-indigenous population. Unfortunately, lack of disaggregated data in education may turn their situation invisible and may hinder the implementation of much needed public policies. Guatemala has an impressive cultural, ethnic and linguistic diversity. There are 122 municipalities with more than 80% of the population identifying itself as indigenous. The departments with the highest rate of indigenous populations are located to the West of the country: Totonicapán, Sololá, Quetzaltenango, Quiché, Huehuetenango, Alta Verapaz y Chimaltenango.

**E. Borrower’s Institutional Capacity for Safeguard Policies**

Despite limitations on the collection and use of disaggregated data to feed into the policy-making process, MINEDUC has satisfactory track record of working with the World Bank in education.

**F. Environmental and Social Safeguards Specialists on the Team**

- Gunars H. Platais, Environmental Safeguards Specialist
- Erika Piber, Social Safeguards Specialist
- Dianna M. Pizarro, Social Safeguards Specialist



**G. Policies that might apply**

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Safeguard Policies Triggered by the Project	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	This policy is not triggered given that none of the proposed activities will have a physical footprint with adverse environmental impacts.
Natural Habitats OP/BP 4.04	No	This policy is not triggered given that none of the proposed activities will have a physical footprint with adverse environmental impacts on natural habitats.
Forests OP/BP 4.36	No	This policy is not triggered given that none of the proposed activities will have a physical footprint and will not involve forests.
Pest Management OP 4.09	No	This policy is not triggered given that project activities will not involve the purchase or use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	This policy is not triggered given that none of the proposed activities include a physical footprint or soil removal that may affect physical cultural resources.
Indigenous Peoples OP/BP 4.10	Yes	As required for Bank TA, this grant will ensure the effective inclusion of Indigenous people's concerns and aspirations and processes outlined in OP/BP 4.10 within the ToRs for the support provided (i.e., profiles, activities and products to guide information collection and analysis).  The team will include a specialist in statistics with knowledge and experience in Indigenous Peoples' statistics to ensure educational data disaggregation based on ethnicity and socio-cultural pertinence of new questionnaires. Within Component 1, the specialist will also support the development of training on sub-group analysis focused on Indigenous Peoples.
Involuntary Resettlement OP/BP 4.12	No	This policy is not triggered given that project activities will not involve the involuntary taking of land or the involuntary restriction of access to legally designated parks and protected areas.
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 nor will support other investments which rely on the services of existing dams.
Projects on International Waterways OP/BP 7.50	No	This policy is not triggered as project activities will not be implemented in any international waterways.
Projects in Disputed Areas OP/BP 7.60	No	This policy is not triggered because the proposed project will not affect disputed areas as defined under the policy.

### H. Safeguard Preparation Plan

**Appraisal stage ISDS required?** No

#### APPROVALS

Team Leader(s):	Enrique O. Alasino Massetti
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#### Approved By

Safeguards Advisor:	Noreen Beg	18-Oct-2017
Practice Manager/Manager:	Yves Jantzem	18-Oct-2017

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

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