Integrated Safeguards Data Sheet
Identification / Concept Stage (ISDS)

Concept Stage | Date ISDS Prepared/Updated: 26-Sep-2018 | Report No: ISDSC25025

BASIC INFORMATION

A. Basic Project Data

Project ID	Project Name	Environmental Category	Country
	Strengthening Statistical Capacity in the Ministry of Public Education	B - Partial Assessment (B)	Costa Rica

Team Leader(s)	Estimated Date of Approval	Managing Unit	Financing Instrument
Melissa Ann Adelman, Enrique O. Alasino Massetti		GED04	Investment Project Financing

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

Total Project Cost	0.25
Total Financing	0.25
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	0.25
Trust Fund for Statistical Capacity Building	0.25

B. Project Development Objective(s)

The development objective of this Project is to strengthen the capacity of MEP (i) to collect and manage high-quality, student-level education data, (ii) to produce reliable information on key sector challenges using the data, and (iii) to design and carry out analysis of the data to inform the design of programs and policies.

C. Project 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 18 months. The TFSCB grant will leverage (i) $428,000 in financing from the EU for database development as well as technical assistance to enable the World Bank to provide support on data analysis and planning evidence-based interventions, and to provide supervision of Project activities, and (ii) an investment of approximately $1.07M from the Government. The proposed Project amount financed by the TFSCB grant is US$250,000.

The Project will be divided into three components:

1. Strengthening the education management information system through the design and construction of a student-level records module for MEP's EMIS system *Plataforma Ministerial*
2. Strengthening MEP capacity to analyze data for planning and decision-making
3. Provision of support to MEP for the implementation and supervision of Project activities, including the financing of audits

Component 1: Strengthening the education management information system through the design, development, and implementation of a student-level records module. Amount requested: $158,500.

Subcomponent 1.1: Design and development of the student-level records module, and international experience sharing. Under this subcomponent, MEP will finance the design and development of the student-level records module, based on existing database platforms within MEP. The output of this subcomponent will be a data platform that is based on student-level records generated and primarily populated at the school level that are automatically linked to additional databases within MEP (specifically, the database of scholarships and grants (FONABE), the database of school feeding recipients, and the database of transport subsidy beneficiaries) by each student's unique national identification number (*cédula*). The subcomponent will also be used to ensure the technical and practical interconnections between MEP's data and the key national registry system (SINIRUBE) through workshops with all key technical staff across the government agencies involved.

TFSCB funds will finance a conference and experience sharing activities (videoconferences, study visits, technical assistance) to facilitate south-south knowledge exchange between Ministries of Education across the world that have recent, relevant experiences strengthening their EMIS for greater use in informing planning and policymaking. *Estimated cost: $44,000.*

Subcomponent 1.2: Strengthening MEP capacity for sustainable implementation of the student-level records module at the core of the Plataforma Ministerial. This subcomponent will finance the development of protocols for data inputting, data verification, and database management, delivery of on-the-job technical support and training based on the protocols, and purchase of backup servers for MEP to ensure the sustainable implementation of the student-level records module. Specifically, public school directors and local MEP officials will be trained on how to input and verify data. MEP staff in the Department of Information Systems within the Directorate of Management Information Systems will be trained to manage the module, including quality control, updating, and expanding the database as additional needs are identified. *Estimated cost: $114,500.*

Component 2: Strengthening MEP capacity to analyze data for planning and decision-making. Amount requested: $76,500.

This component will finance the development and delivery of a training program to key staff, as well as the purchase of software licenses, to enable MEP staff in the Department of Statistical Analysis within the Directorate of Planning to analyze data from the student-level records of the *Plataforma Ministerial*. The

training program will be comprised of theoretical and practical modules on processing and analyzing data, including effective use of statistical software. The training program will include specific topics of particular policy interest to MEP, including how to assess the coverage, targeting, and potential impacts of current social programs, and how to carry out sub-group analysis (for questions regarding gender, ethnic, and regional disparities). Software licenses to be purchased could include SPSS, Stata, and/or Big Data tools.

This component will strongly complement the planned World Bank technical assistance financed by the EU to design an Early Warning System (EWS) to reduce secondary school dropout. Specifically, the technical assistance will provide (i) technical support to MEP in the design of predictive analysis on school dropout using student-level data, and (ii) the design of a plan for cost-effective, information-based interventions aimed at reducing school dropout based on international experience. Such analysis, when based on detailed, student-level data, can accurately predict who is most likely to drop out - information which can be used to intervene early and with more accuracy (both of which improve efficiency).

Component 3: **Provision of support to MEP for the implementation and supervision of Project activities, including the financing of audits**. *Amount requested: $15,000.*

This component will finance the required audit of grant implementation activities.

SAFEGUARDS

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

Given the grant's national scope, this grant is highly relevant to help improve data reliability and visibility of education gaps of indigenous peoples and afro populations. Subject to additional funding the activities might also consider the analysis of other vulnerable sub-groups such as students with disabilities.

E. Borrower's Institutional Capacity for Safeguard Policies

This is a Statistical Capacity Building project implemented by MEP. The activities to be funded by the project are limited to technical assistance, capacity building, data production, and dissemination. It will not fund any civil works that could have environmental impacts or lead to involuntary resettlement.

F. Environmental and Social Safeguards Specialists on the Team

Gunars H. Platais, Environmental Safeguards Specialist
Maria Elena Garcia Mora, Social Safeguards Specialist

G. Policies that might apply

Safeguard Policies Triggered by the Project	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	This policy is not triggered as the proposed project activities do not involve physical interventions with foreseeable impacts on the environment or natural, physical or cultural resources.
Natural Habitats OP/BP 4.04	No	This policy is not triggered as project activities will not affect natural habitats
Forests OP/BP 4.36	No	This policy is not triggered as no forests will be affected by project activities.
Pest Management OP 4.09	No	This policy is not triggered given that the project activities will not involve the purchase or use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	This policy is not triggered as no impacts to physical cultural resources are expected.
Indigenous Peoples OP/BP 4.10	Yes	Whereas the indigenous population makes up a relatively small percentage of the overall population in Costa Rica (2.4%), in line with the objectives of the project of producing reliable information on key sector challenges and carrying out analysis to inform the design of programs and policies, the Indigenous Peoples Policy (OP 4.10) is triggered. The Project provides a unique opportunity to provide further information and visibility to existing gaps in education outcomes. Education attainment of rural indigenous peoples in Costa Rica reaches only 29.6% (2000). The attainment of IPs in secondary level (17.6% in urban areas vs. 2.7% in rural areas) and tertiary level (5.6% in urban areas vs. 0.5% in rural areas) is even lower, highlighting the importance of improving disaggregated data collection and analysis. This grant also provides an opportunity to build upon existing initiatives to strengthen education outcomes of Indigenous Peoples and Afro-Costa Ricans such as the Costa Rica Higher Education (P123146).

The grant will finance the design and construction of a student-level database to strengthen education management information system and capacity-building in the use of data for planning and decision-making in the education sector. The diagnostic of current practices at MEP for student and school-level data collection will assess how do these practices incorporate the ethnic variable to assess gaps in education outcomes between indigenous peoples and afro-descendants and the remainder of the population. The design and development of Student-Level Records Module of the Ministerial Platform will take into consideration best practices in disaggregated data collection to include sub-group analysis to incorporate indigenous and Afro-descendant students, and possibly other vulnerable population such as students with disabilities. The diagnostic of current practices at MEP for student and school-level data collection will assess cultural pertinence of the methodology and implementation of data collection practices.

Under Component 2, the training program will include specific topics of policy interest including how to carry out sub-group analysis to assess gender, ethnic and regional disparities. This will be linked to the work on Early Warning System to help assess whether ethnicity and indigeneity are predictive variables for early dropouts in secondary school.

The policy will be applied through a TA approach. The principles and objectives of an Indigenous Peoples Plan will be integrated into the TA outputs in the form of specific analysis and recommendations to promote access and inclusion of IPs. The Development Plan for the Student-Level Records Module of the Ministerial Platform

		will include the requirements for disaggregated data collection to incorporate the ethnic variable and related analysis and a draft plan will be disclosed prior to appraisal. National level indigenous and afro-descendant organizations will be consulted during implementation of the TF as part of the preparation of said Plan. Additionally, the Operations Manual and other consultant TORs will integrate the above-mentioned approach to ensure that training and other activities related with the TA are in line with the principles and objectives of the policy.
Involuntary Resettlement OP/BP 4.12	No	The policy is not triggered given that no involuntary taking of land and no restrictions of access to protected areas are expected under this project.
Safety of Dams OP/BP 4.37	No	The policy is not triggered given that the project will not support the construction and 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	The policy is not triggered as the project will not affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered as the proposed project will not affect disputed areas.

H. Safeguard Preparation Plan

Appraisal stage ISDS required? No

APPROVALS		
Team Leader(s):	Melissa Ann Adelman	

Approved By

Safeguards Advisor:	Noreen Beg	17-Sep-2018
Practice Manager/Manager:	Rita Almeida	19-Sep-2018

[1] 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.