

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC4318

Date ISDS Prepared/Updated: 07-Nov-2013

Date ISDS Approved/Disclosed: 13-Dec-2013

I. BASIC INFORMATION

A. Basic Project Data

Country:	Colombia	Project ID:	P145353
Project Name:	Improving Access & Quality of Upper Secondary Education (P145353)		
Task Team Leader:	Martha Laverde		
Estimated Appraisal Date:	07-Apr-2014	Estimated Board Date:	10-Jul-2014
Managing Unit:	LCSHE	Lending Instrument:	Investment Project Financing
Sector(s):	Secondary education (90%), Tertiary education (10%)		
Theme(s):	Improving labor markets (10%), Education for the knowledge economy (90%)		
Financing (In USD Million)			
Total Project Cost:	120.00	Total Bank Financing:	100.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			20.00
International Bank for Reconstruction and Development			100.00
Total			120.00
Environmental Category:	C - Not Required		
Is this a Repeater project?	No		

B. Project Objectives

The Project Development Objective is to support the Government in designing and implementing a new upper secondary education model based on modern competencies, increasing upper secondary enrollment and graduation, and promoting the transition to tertiary education in an equitable way, while strengthening the capacity of the targeted territorial entities and their respective upper secondary schools.

C. Project Description

The total Project amount is US\$120 million, of which US\$100 million would be financed by the Bank and US\$20 million by the Government. The Project would be designed using a results-based approach with disbursements links to agreed indicators. The Project would be implemented at both the national and subnational level. The MEN would be responsible for national level guidelines, technical assistance, and monitoring and evaluation processes. The subnational territorial entities would be responsible for adapting national guidelines to the regional context and implementing the region-specific plans. Of the 94 certified territorial entities, a sub-set would be included in Project implementation. They would be selected based on educational needs, institutional capacity and political will. The Project would aim for a mix of low and middle developed territorial entities to provide lessons for an eventual roll-out of the model. The Project would achieve its development objective through implementation of three components:

Component 1. Designing a new model for upper secondary education, and programs to improve enrolment, retention, and equitable transition to higher education: (Total: US\$7 million, estimated). The objective of this Component is to design, based on the new competences: (i) a new upper secondary model, (ii) improved teaching methods, (iii) a new school evaluation and accreditation system, (iv) a revised learning achievement test (SABER 11), and (v) programs and frameworks for increased retention and a smoother transition from upper secondary to tertiary education.

A. Subcomponent 1.1: New upper secondary model based on fundamental competences: Curriculum for upper secondary that increases relevance and value for students by focusing on three fundamental competence groups: generic, academic and exploratory. develop improved teacher-training programs for both current and aspiring teachers design a new school accreditation system; and revise the learning achievement test (SABER 11), based on the revised competences.

B. Subcomponent 1.2: Programs for retention and transition: Design mechanisms to ease transition between grades (from 9th to 10th and from 10th to 11th), from upper secondary to tertiary education. It will also fund the implementation of a system to help first-year tertiary education students navigate their new learning environments.

C. Subcomponent 1.3: Public policy building and management: Support for the design of public policies (norms, laws, processes) to implement the Upper Secondary Modernization Strategy and financing of relevant research.

• Key outcomes for this Component would be:

- i. A revised upper secondary model based on three fundamental competence groups: generic, academic and exploratory.
- ii. An updated learning achievement test (SABER 11) based on revised competences.
- iii. Improved teacher-training programs for both current and aspiring teachers, based on revised model and competences.
- iv. A new school accreditation system.
- v. New mechanisms for upper secondary retention and transition from secondary to tertiary education.

Component 2: Implementing a new model for upper secondary education, and programs to improve enrollment, retention, and equitable transition to higher education. (Total: US\$86 million, estimated). Component 2 will promote the design and implementation, through Subsidiary Agreements (SAs), of results-based programs to increase upper secondary enrolment and graduation, and improve

transition to higher education in targeted territorial entities.

- Key outcomes for this Component would be:

- i. Territorial entities have implemented the new upper secondary model based on fundamental competences.
- ii. Territorial entities have implemented the new incentive program for retention and transition to tertiary education.
- iii. Territorial entities have implemented student mentoring models.

Component 3. Strengthening institutional capacity, management, monitoring and evaluation strategy of the Project (Total: 7 million): The objectives of this Component are: (i) to strengthen the institutional capacity of targeted subnational entities and schools to improve education outcomes; (ii) to plan and implement the Project, together with overall progress monitoring; and (iii) to design and develop a monitoring and evaluation system for the Project.

A. Subcomponent 3.1: Strengthening subnational territorial entities, school management and tertiary education institutions: Training programs and education policy planning to enhance the capacity of regional secretariats of education, school management practices, and tertiary education capacity.

B. Subcomponent 3.2: Project management, monitoring and impact evaluation. Support for overall Project coordination, supervision, and evaluation by: (i) strengthening the capacity of MEN to provide technical assistance to the territorial entities supporting the achievement of Project DLIs; (ii) strengthening the capacity of the Project Coordination Team to comply with its responsibilities for managing the Project; (iii) carrying out project-related studies and audits; and (iv) designing and implementing a Project-related monitoring and evaluation plan.

- Key outcomes for this Component would be:

- i. Territorial entities have implemented their institutional capacity strengthening plans.
- ii. An impact evaluation has been designed and carried out.

Components 1 and 2 would be implemented through disbursement linked to measure results, referred to as Disbursement-linked Indicators (DLIs). A set of DLIs will be established for these Components of the Project, which will be related to specific disbursement amounts. Once DLIs target are met, disbursements will be made against eligible expenditures (Eligible Expenditure Program, EEP) belonging to the Government's budget, which are those related to Project's activities in terms of purpose and type of expenditure. In principle, comprehensive EEPs have been identified: for Component 1 the budgetary line "Education Quality Improvement Program" and for Component 2, the budgetary line "National Transfers to the Territorial Entities". Components 1 and 3 will be implemented by MEN whereas Component 2 will be largely implemented by the targeted subnational territorial entities, who would be selected based on their needs and education outcomes and results, with disadvantaged entities being prioritized. Since the completion of some activities of the Component 1 will be a necessary pre-requisite to implement Component 2, the specific targets of DLIs for Component 2 will be agreed in the context of the SA at the beginning of year 2 of the Project. Component 3 is largely TA to be managed by the Ministry of Education and would thus follow traditional disbursement methods.

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

Indigenous peoples, afro-Colombians and the socioeconomically disadvantaged population are

among the main beneficiaries of the Project. The average age for the indigenous and afro-Colombian population is lower than the national average; the distribution is especially skewed towards the bottom of the pyramid, thus making the indigenous and afro-Colombian school and college-aged cohorts larger relative to the rest of the age groups. The school attendance levels for these two groups are lower than the national average: In 2005, whereas nationwide school attendance for 12-17 year olds was 77.8%, the figure was 58.8% and 77.1% for indigenous peoples and afro-Colombians respectively. Attendance is equally low for 18-24 year olds, with only 16.9% of the indigenous population and 23.7% of afro-Colombians currently attending school or HEIs, compared to 27.1% nationwide.

E. Borrowers Institutional Capacity for Safeguard Policies

The MEN has ample experience working with the Bank and is very familiar with the Bank's policies. In previous projects, such as the Colombia Rural Education Project (APL Phase II) (P082908), the MEN has shown strong institutional capacity for the implementation of safeguard policies for the protection of afro-Colombians and indigenous peoples, including targeted ethnic education plans and curricula tailored to each group's needs. The MEN's interest in promoting education equity for ethnic minorities is reflected in the National Decennial Education Plan 2006-2016 (Plan Nacional Decenal de Educación 2006-2016), designed by the MEN, which places emphasis on the importance of increasing investment on targeted programs and affirmative action for these groups.

F. Environmental and Social Safeguards Specialists on the Team

Carlos Alberto Molina Prieto (LCSSO)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	No	This policy is not triggered as the nature and scope of the Project activities are not expected to generate adverse environmental impacts.
Natural Habitats OP/BP 4.04	No	This policy is not triggered since no impact is expected on natural habitats.
Forests OP/BP 4.36	No	This policy is not triggered given that the Project will not finance activities that affect forests.
Pest Management OP 4.09	No	This policy is not triggered because the Project will not finance the purchase or use of pesticides.
Physical Cultural Resources OP/ BP 4.11	No	The policy is not triggered because there are no Project activities that will impact the quality or management of physical cultural resources as defined under the policy.
Indigenous Peoples OP/BP 4.10	Yes	The policy is triggered because indigenous peoples (and afro-Colombians) are present in the Project area and could benefit from targeted activities within the Project. The social assessment will identify measures to

		<p>improve access, retention and outcomes for indigenous peoples and afro-Colombians, focusing on the differences in (i) barriers to access (for both upper secondary and higher education), retention and completion and (ii) life paths after graduation or dropping out.</p> <p>Based on the social assessment, an IPP will be prepared, which will focus on further strengthening the Borrower's safeguards capacity where it is necessary and laying out the measures and policies that should be expanded or discontinued.</p> <p>The IPP will be consulted with relevant national indigenous and afro-Colombian organizations and will incorporate their feedback and recommendations accordingly and in line with the Project's scope. The IPP will be disclosed prior to appraisal.</p>
Involuntary Resettlement OP/BP 4.12	No	This policy is not triggered because the Project activities will not require the involuntary taking of land that would result in the impacts covered under OP 4.12.
Safety of Dams OP/BP 4.37	No	The policy is not triggered because the Project will not support the construction or rehabilitation of dams nor will it support investments which rely on the operation of existing dams.
Projects on International Waterways OP/BP 7.50	No	The policy is not triggered since the Project will not affect any international waterways as defined under the policy.
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered because the Project will not affect disputed areas as defined under the policy.

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 29-Nov-2013

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:

The IPP “Colombia: Política y estrategias para la atención de la población indígena y afrodescendiente” will be prepared between now and November 29, 2013.

IV. APPROVALS

Task Team Leader:	Name: Martha Laverde
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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.

<i>Approved By:</i>		
Regional Safeguards Coordinator:	Name: Glenn S. Morgan (RSA)	Date: 15-Nov-2013
Sector Manager:	Name: Reema Nayar (SM)	Date: 13-Dec-2013