

**INTEGRATED SAFEGUARDS DATA SHEET
RESTRUCTURING STAGE**

Note: This ISDS will be considered effective only upon approval of the project restructuring

Report No.: ISDSR13813

Date ISDS Prepared/Updated: 10-Sep-2015

Date ISDS Approved/Disclosed: 16-Sep-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Peru	Project ID:	P123151
Project Name:	PE Basic Education (P123151)		
Task Team Leader(s):	Ines Kudo		
Estimated Appraisal Date:	10-Dec-2012	Estimated Board Date:	17-Jan-2013
Managing Unit:	GED04	Lending Instrument:	Specific Investment Loan
Sector:	Public administration- Education (40%), Primary education (20%), Secondary education (20%), Pre-primary education (20%)		
Theme:	Managing for development results (50%), Education for all (50%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (in USD Million)			
Total Project Cost:	183.00	Total Bank Financing:	25.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			158.00
International Bank for Reconstruction and Development			25.00
Total			183.00
Environmental Category:	C - Not Required		
Is this a Repeater project?	No		

2. Current Project Development Objectives

The objective of the Project is to improve MINEDU's capacity to evaluate student learning, instructional practice, and school leadership in Basic Education.

Proposed New PDO (from Restructuring Paper)

The objective of the Project is to improve MINEDU's capacity to evaluate student learning, instructional practice, and school leadership in Basic Education.

3. Project Description

A. Project Components

Component 1. Evaluating student learning (USD10.90 million). Provision of support for the implementation of Eligible Budget Activities supporting the Program, including, inter alia: (a) the scale up of the existing second grade student assessment to cover additional grades and subject areas in Primary Education and Secondary Education schools; (b) the introduction of internationally validated methodologies for measuring child development outcomes and quality of services in Preschool Education; and (c) provision of support for the Borrower's continued participation in international assessments managed by the OECD, UNESCO and IEA in order to compare trends in national results with international benchmarks.

Component 2. Evaluating instructional practice and school leadership (US\$13.87 million). Provision of support for the implementation of the Eligible Budget Activities supporting the Program, including, inter alia, activities to strengthen MINEDU's capacity for (i) monitoring and evaluating the quality of instructional practice at the classroom level and teacher performance, (ii) designing competency-based systems for selecting and promoting teachers, and (iii) selecting and training candidates to school management positions.

Component 3. Strengthening MINEDU implementation capacity (US\$0.23 million). Provision of support for the implementation of the Eligible Budget Activities, supporting the Program, including activities to strengthen MINEDU's capacity to improve education management and monitoring capacity for the evaluation programs supported by the Project and its operational and fiduciary capacity for Project implementation, including the carrying out of independent technical, financial and procurement reviews.

B. Project Financing

Lending Instrument

The lending instrument for the Project is a Specific Investment Loan (SIL) to be disbursed between 2015-2018. The Project would follow a Sector-Wide Approach (SWAp) to co-finance up to US\$25 million of selected activities within Eligible Budget Activities under the government's program of evaluation of student, learning, instructional practice, and school leadership. The Project would take a results-based financing approach to the implementation of agreed activities. Thus, MINEDU would be expected to achieve an agreed set of Disbursement-Linked Indicators (DLIs), which would then trigger disbursements.

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

PERU (rural/urban)

5. Environmental and Social Safeguards Specialists

German Nicolas Freire (GSURR)

6. 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	Yes	
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	

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the Restructured project. Identify and describe any potential large scale, significant and/or irreversible impacts:

Indigenous Peoples Policy (OP/BP 4.10) is triggered as the Project is a national program and will apply across all public schools in Peru. Approximately 15.7 percent of the Peruvian population use an indigenous language as their primary language and are considered indigenous. Of these, the largest groups are quechua (83.1 percent) and aimara (11 percent); 5.9 percent of the indigenous population are comprised of various groups of Amazon origin.

Indigenous Peoples in Peru, particularly those who speak Amazonian languages, have higher levels of poverty and extreme poverty than the non-indigenous population. These gaps are closely linked to inequalities in access to the labor market, to public services and to lower levels of academic achievement. Similarly, they have lower rates of school enrollment: only 32 percent of indigenous children aged 3-5 are enrolled in kindergarten versus 55 percent of non-indigenous children, and almost 9 percent of indigenous children aged 6-11 are not enrolled in primary school. While 85 percent of non-indigenous children aged 12-17 are enrolled in secondary education, only 64 percent of achaninka and 66 percent of other Amazonian children that age are enrolled in secondary schools. Of the children that are enrolled, 26.7 percent of indigenous children are in grades that do not correspond to their age, versus only 10.8 percent of non-indigenous children. By the time they reach 18 years of age, 65.7 percent of non-indigenous children graduate from secondary education, versus less than 20 percent of Amazonian children. An education system with a stronger focus on student learning results, teacher and principal quality would benefit indigenous students and non-indigenous students in the public school system alike. No large scale, significant and/or irreversible adverse impacts are expected.

<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p>
<p>Overall the Project is expected to have a positive social impact. Improved mechanisms to evaluate instructional practice, select competent school principals, and track student outcomes, as well as greater disclosure of the evaluation results are expected to contribute to the more effective identification of disadvantaged populations, the design and targeting of programs to address those disadvantages, as well as overall school and school system accountability.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p>
<p>Measures to mitigate adverse impacts were included in the Project design. Project alternatives were not considered.</p>
<p>4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.</p>
<p>In accordance with the Indigenous Peoples Policy (OP/BP 4.10) a Social Assessment (SA) and Indigenous Peoples Planning Framework (IPPF) were prepared and consulted with a representative group of stakeholders on November 9, 2012. The Social Assessment identified the demographic, social and cultural characteristics of Indigenous Peoples in Peru relevant to Education, identified current gaps in key education indicators, assessed the potential positive and adverse impacts of the project and established a set of recommendations that are intended to improve evaluation and tracking of student outcomes, evaluate instructional practice and improve school leadership in areas where Indigenous Peoples live.</p> <p>For this Project, the OP/BP 4.10 (Indigenous Peoples) requirement for broad community support will be met through free, prior and informed consultation processes that should result in the broad community support as expressed by the organizations represented in the National Council for Intercultural Bilingual Education (CONEIB, Consejo Nacional de Educación Intercultural Bilingüe). CONEIB, is a formal body recently established by MINEDU to consult Indigenous peoples and afro communities on education policies and programs at the National level.</p> <p>The IPPF outlines the issues and opportunities raised by the Project for Indigenous Peoples (partially from the SA and through the consultation with the CONEIB) as well as the dialogue process and consultation protocol to establish concrete actions to improve the cultural adequacy of the assessment system and to ensure a customized approach. These actions will then be incorporated in an Indigenous Peoples Plan (IPP) that will also be disclosed through the Bank's website and the Ministry of Education's websites prior to the start of the activities in accordance with OP/BP 4.10 (Indigenous Peoples).</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p>
<p>The key stakeholders are: (i) the Learning Quality Measurement Office (former Quality Measurement Unit and the General Direction of Teacher Development (responsible for the development, implementation and monitoring of the IPP); (ii) the Consejo Nacional de Educación Intercultural Bilingüe (CONEIB) and the indigenous and Afroperuvian organizations that participate in it; and (iii) the students, teachers, school directors, and parents that will benefit from improved systems for students evaluation and school leadership. If responsibilities would be further devolved to regional bodies, the arrangements for implementation and consultation would be described in detail in the IPP itself.</p>

The SA and the IPPF were developed on the basis of a wide literature review, participatory consultative interviews and focus group discussions with academic experts, experts across the departments of the Ministry of Education and the Ministry of Social Inclusion, representatives of Indigenous Communities, principals, teachers, parents and students in Lima, the district of Sangarara (Cusco) and Nieva (Amazonas). The IPPF was consulted through the CONEIB with a representative group of stakeholders, including national indigenous organizations and associations, education experts, and academic inclusion experts.

A second consultation on the final draft of the IPPF and summary SA was held on November 9, 2012 with representatives from the indigenous organizations that comprise CONEIB. At the meeting, the indigenous representatives confirmed the risks identified in the document and mitigation actions proposed by MINEDU. They suggested giving more emphasis to research into other competencies such as verbal communication for indigenous groups, and distributing videos that show teachers how to use the test results to improve their instructional practice. These suggestions were incorporated in the final version of the IPPF. IP representatives also raised other concerns regarding the quality of the teacher mentoring program and teacher quality, which fall outside the scope of this Project but were recorded by MINEDU officials for attention.

The IPPF was disclosed on December 4th, 2012 on the Ministry of Education's website and on December 5th, 2012 on the Bank's website. The more detailed IPP will ensure further opportunity to consult IP groups on the mechanisms to maximize benefits for IPs.

B. Disclosure Requirements

Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	30-Nov-2012
Date of submission to InfoShop	05-Dec-2012
"In country" Disclosure	
Peru	04-Dec-2012
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP 4.10 - Indigenous Peoples	
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [] No [] NA []
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [] No [] NA []
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [] No [] NA []

All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [] No [] NA []
Have costs related to safeguard policy measures been included in the project cost?	Yes [] No [] NA []
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [] No [] NA []
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [] No [] NA []

III. APPROVALS

Task Team Leader(s):	Name: Ines Kudo	
<i>Approved By</i>		
Safeguards Advisor:	Name: Francis V. Fragano (SA)	Date: 15-Sep-2015
Practice Manager/ Manager:	Name: Reema Nayar (PMGR)	Date: 16-Sep-2015