

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED  
SAFEGUARDS DATA SHEET (PID/ISDS)  
CONCEPT STAGE**

**Report No.:** PIDISDSC18974

**Date Prepared/Updated:** 20-Jun-2016

**I. BASIC INFORMATION**

**A. Basic Project Data**

<b>Country:</b>	Ecuador	<b>Project ID:</b>	P157425
		<b>Parent Project ID (if any):</b>	
<b>Project Name:</b>	TRANSFORMATION OF THE TERTIARY TECHNICAL AND TECHNOLOGICAL INSTITUTES (P157425)		
<b>Region:</b>	LATIN AMERICA AND CARIBBEAN		
<b>Estimated Appraisal Date:</b>	08-Aug-2016	<b>Estimated Board Date:</b>	06-Oct-2016
<b>Practice Area (Lead):</b>	Education	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Tertiary education (100%)		
<b>Theme(s):</b>	Education for the knowledge economy (100%)		
<b>Borrower(s):</b>	Ministry of Finance		
<b>Implementing Agency:</b>	Secretary of Higher Education, Science and Technology		
<b>Financing (in USD Million)</b>			
	<b>Financing Source</b>		<b>Amount</b>
	Borrower		18.00
	International Bank for Reconstruction and Development		85.00
	Total Project Cost		103.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Concept Review Decision:</b>	Track II - The review did authorize the preparation to continue		
<b>Is this a Repeater project?</b>	No		
<b>Other Decision (as needed):</b>	The RSA recommends transferring responsibility of review and clearance of safeguards oversight and management to the Practice Manager.		

## B. Introduction and Context

### Country Context

During the past decade, Ecuador experienced a period of political stability that allowed the Government of Ecuador (GoE) to invest unprecedented levels of resources in infrastructure and social programs aimed at reducing inequality and promoting shared prosperity. Between 2006 and 2014, the poverty rate (measured as a function of the national poverty line) fell from 38.3 to 25.8 percent ; extreme poverty (less than US\$1.25 a day in Purchasing Power Parity) fell from 16.9 to 8 percent. Ecuador raised the income of the bottom 40 percent of the population (B40) by nearly 7 percent annually, compared with only about 4 percent nationwide.

To consolidate this progress and advance the reduction of poverty and inequality, the GoE defined two major strategies in its National Development Plan (Plan Nacional de Desarrollo y Buen Vivir 2013-2017, NDP): (i) the reduction of extreme poverty and (ii) the transformation of the productive matrix. Specifically, the transformation of the productive matrix focuses on fostering regional and local productive strengths, reducing the need to import final products and raw materials, and reinforcing the country's road and energy infrastructure through a robust increase in public investment. These goals are complemented by the decision to increase the efficiency of the public sector and to give greater priority to spheres of national interest, namely education, health, and social wellbeing. In this regard, the government developed an ambitious training program, provided by the Technical and Technological Training Institutes (Institutos superiores tecnicos y tecnologicos, ISTs), focused on science and technology areas, which aims at engaging more the private sector into the design and implementation of the programs.

However despite these strategies planned by the GoE, the latest economic developments are also worrisome. Ecuador is facing severe external and fiscal challenges linked to the fall in oil prices and the appreciation of the U.S. dollar. In this context, the GOE has started to do some fiscal adjustments in 2015 including (i) the postponement of non-priority public investment, except for strategic projects; (ii) a temporary freeze of public sector wages; and (iii) a tax amnesty and the import tariff measures that increased fiscal revenues, among others. These budget adjustments may affect availability of counterpart funds and the financing sustainability of recurrent expenditures due to an increase on the Education supply side (additional teachers, maintenance costs, etc). To mitigate the effects of this situation, the GoE has prioritized investments in education and is considering the financing of VAT through loan proceeds. In this context, the Project will also include a fiscal sustainability analysis to be carried out as part of the Project's economic analysis, wherein it considers the impact of related investments in SENECYT's overall budget.

### Sectoral and Institutional Context

The tertiary education system includes two types of institutions (based on the types of degrees granted): universities (at least 4-year programs) and ISTs (2 or 3-year programs). There are currently 55 universities: 29 public (including 4 polytechnics schools), 8 "co-financed", and 18 private universities. There are also 280 technical and technological institutes: 140 public, 127 private, and 13 "fideicomisadas" (publicly financed private institutions). In 2013, the number of enrolled students in higher education reached 633,027 students, 90 percent of whom attended universities and polytechnic schools and the remaining 10 percent (64,087 students) attended ISTs and conservatories (of whom 28 percent attended public ISTs, 4 percent publicly financed institutions and 68 percent private institutions). With regards to gender, women constitute 55 percent and 43 percent of university and ISTs enrollment respectively.

Three major actors lead the governance of the tertiary education system: (i) The Higher Education Council (Consejo de Educación Superior, CES); (ii) the Secretary of Higher Education, Science and Technology (Secretaría de Educación Superior, Ciencia y Tecnología, SENESCYT), and (iii) the Council of Evaluation, Accreditation, and Quality Assurance in Higher Education (Consejo de Evaluación, Acreditación y Aseguramiento de la Calidad de la Educación Superior, CEAACES). While the CES approves the creation or closure of Tertiary Education Institutions (TEI), i.e. universities and institutes, and their respective programs and monitors compliance with academic and legal regulations, SENESCYT is the governing authority over public policies for tertiary education and has ministerial power. CEAACES is a technical, public, and autonomous body in charge of governing the evaluation, accreditation, and quality assurance of TEIs and their own programs.

The GoE has made significant efforts to improve its tertiary education system. The past eight years have seen multiple reforms in Ecuador's legal and institutional framework for the tertiary education system, including the constitutional reform in 2008, the Organic Law of Higher Education (Ley Orgánica de Educación Superior, LOES) in 2010, and the creation of CEAACES the same year. The reform of the legal framework encompassed all aspects of the system, including: i) the right to free tertiary education, ii) the reorganization of the system, iii) the diversification of the education offerings (universities and technical institutions), iv) the reform of institutional governing structures, v) the regulation of the approval process for institutions and programs, and vi) the improvement of quality-assurance procedures. The objective of the strategy for higher education, established in the LOES, is to "guarantee a right to quality higher education that fosters excellence, universal access, completion, and mobility." The strategy for higher education is also framed within the 10-year education plans (2006-2015, and the 2016-2020 plan currently under preparation) as well as the NDP (2013-2017). Political commitment to strengthen tertiary education is further demonstrated by the steep increase in expenditures, which increased from 1.3 percent of GDP in 2007 to 2.1 percent in 2014. This increase has been led by investment in scholarships, new infrastructure and equipment facilities, and regularization of full-time professors.

Efforts from the GoE have already produced positive results but challenges remain. The gross enrollment rate in tertiary education grew from 33 percent in 2006 to 40 percent in 2013 and the net enrollment rate grew from 23 to 31 percent in the same period. The evaluation processes of CEAACES are starting to have an impact on overall quality of TEIs, notably through the closure, to date, of 14 low-quality universities. However, important challenges remain: i) the graduation rate continues to be low (40 percent), ii) only 18 percent of enrolled and graduating students in the 2012-2013 period studied engineering and basic sciences, while over 65 percent studied in programs in administration, law, humanities, and education (for ISTs, 27 percent of students are enrolled in technological, construction, industry, and agriculture related programs, while the rest are mostly enrolled in programs in administration, education, and services), and iii) the student composition by income quintile reflects the disparities of secondary degrees: enrollment of students from the two bottom quintiles is 15 percent against 50 percent for the richest quintile. In this context, the NDP establishes the following goals for tertiary education by 2019: to increase enrollment to 50 percent (primarily through an increase in enrollment in ISTs) and to increase the graduation rate to 80 percent. Two key initiatives in the NDP aim to enhance the inclusiveness of tertiary education: (a) the diversification of tertiary technical education by making the non-

university technical education provided by ISTs more relevant and of higher quality, and (b) scholarships programs, including one that provides half of a minimum salary to students who maintain good performance in tertiary studies and whose families are beneficiaries of Bono de Desarrollo Humano (a conditional cash transfer targeted to the poorest).

To expand relevant and high quality non-university technical education, SENESCYT has developed the "Program of Transformation of Tertiary Technical and Technological Public Education in Ecuador" (Programa de Reconversion de la Educacion Tecnica y Tecnologica Superior Publica del Ecuador, PRETyT). Its main goals are (i) to increase enrollment in public and "fideicomisados" ISTs, from 20,477 in 2014 to 54,000 by 2019, (ii) to increase enrollment in ISTs as a proportion of the total tertiary education enrollment from 10 percent in 2014 to 23 percent in 2019; (iii) to create 60 new and relevant programs aligned with labor market needs, which are designed with participation of the private sector. The main pillars of this strategy are: (i) the creation of a new academic offer, well-articulated with private and public sector demands, including piloting a "dual system" in some ISTs; (ii) the upgrading of facilities through new infrastructure and equipment, (iii) the strengthening of teacher training; and (iv) the enhancement of SENESCYT institutional capacity. Moreover, CEAACES is carrying out a comprehensive evaluation of all ISTs, to be finalized by April 2016, which will distinguish three categories of ISTs: (i) those accredited (achieving more than 0,6 rating); (ii) those which have not reached the minimum standard (between 0,3 and 0,6 rating) but will have a chance to implement an "Institutional Development Plan" to improve their quality and potentially get accreditation; and (iii) those ISTs that will be closed or merged (less than 0,3 rating). In this context, SENESCYT has decided to fully transform 40 ISTs, which at first may constitute most of the public supply of public technical tertiary education, merging or closing the remaining ISTs (the final results will depend on CEAACES upcoming decisions, mentioned above). These 40 institutes, selected for their scale and local impact will benefit from new infrastructure, first-class equipment and new programs, which will be determined by their potential employability. Some ISTs will provide a "dual" academic structure, in which students will dedicate part of their time to on-the-job learning in relevant receiving firms (entidades receptoras), arranged through strategic partnerships .

The new academic offerings will be determined by their relevance to the productive matrix of the country and to sectors prioritized by the government. SENESCYT has developed multiple criteria for determining the curricular content of programs and the number of places to be offered, which include: (i) at the macro level, the number of matriculating students per program in strategic programs, and the employability of the graduates; (ii) at the micro level, the qualification of the ISTs according to CEAACES and the availability of competent professors. Additional activities that support the process are workshops with business chambers and the productive sector; (iii) an analysis of the demand and supply of employment at local level. This process is already highly advanced: 27 prioritized sectors have been already determined with the aforementioned criteria, and 48 of the targeted 60 new curricular programs have been developed or are in the final stages of development.

The PRETyT seeks the construction or rehabilitation of approximately 40 new ISTs, 13 of which have already been constructed or auctioned, and the remaining are planned to be built or rehabilitated in the next two years. These new ISTs were designed under standardized models based on the topographic conditions of the terrain, the availability of land, and accessibility. Their standardized and modular design allows for a) a scalable growth of ISTs if expansion is needed in the future, and b) optimal use of the built space. There are four typologies based on optimal

capacity: (i) "Type B" with capacity for 940 students per shift, (ii) "Type A" with 480 students per shift, (iii) "Modular" with 240 students per shift and, and (iv) "Basic" with 150 students per shift. There will be 4 shifts per building (morning, afternoon, evening, semi-attendance) thus expanding four times the enrollment capacity of these institutions. In all these cases, the new institutions will receive equipment for IT and laboratories.

A key concern of PRETyT is the improvement of teacher quality in restructured programs. More and better teachers with relevant competences is a strategic priority of PRETyT. To improve teachers' skills, SENESCYT will introduce a training program run by accredited universities. Furthermore, it will provide in-service training courses that help teachers maintain their practical knowledge, by creating strategic alliances with the private sector (mainly industry associations).

Technical tertiary education, and in particular PRETyT, requires the coordination of a number of institutions. At the highest level, the Ministry of Human Talent Coordination (Ministerio Coordinador de Talento Humano, MCTH) has as strategic objectives to: (i) articulate the tertiary education offering and the professional and vocational training of different institutions with quality criteria based on performance, (ii) facilitate the mobility between vocational training and the secondary and tertiary technical levels. To achieve these goals, MCTH coordinates the bodies in charge of providing education services and training. Thus PRETyT, under the responsibility of SENESCYT, belongs to the complex institutional network that promotes technical training and alignment with the needs of the productive sector. To provide timely information for students and employers, SENESCYT is planning to develop a system that disseminates information on the needs of the labor market and professional profiles, in partnership with the private sector. This initiative is preliminary called "Observatory of Technical Training and Labor Markets" (Observatorio de Formacion Tecnica y Mercado Laboral) and is under the authority of SENESCYT and the Subsecretary of Employment and the Ministry of Labor.

### **Relationship to CAS/CPS/CPF**

The proposed operation is consistent with the strategic objectives set forth in the Bank's Country Engagement Note (CEN) for Ecuador (FY2016 - FY2017) that is currently being developed. CEN recognizes the recent improvements in education outcomes and highlights the key remaining challenges, which the GoE strategy and the proposed Project address in a comprehensive and complementary manner. The proposed Project is well aligned with the second pillar of the CEN: strengthening productivity to provide enhanced economic opportunities for all.

Additionally, the proposed Project contributes to the Bank's twin goals of eliminating extreme poverty and boosting shared prosperity by improving access to and retention in tertiary education, including for students in disadvantaged areas and indigenous communities, addressing gender issues, and by ultimately improving their employability. These objectives will be achieved through the combination of a more relevant curricula, high-end infrastructure and learning facilities, more qualified professors, better articulation of the tertiary and secondary curricula, and an enhanced management of the system under PRETyT. The supply side and institutional interventions supported by the project are complemented by demand-side interventions: communication campaigns, information and awareness programs on the employment prospects of tertiary programs, higher engagement of the private sector in the design and implementation of the technical and technological programs and the scholarship programs for the poorest (financed by the government). Together, these interventions are expected to significantly increase the attractiveness of tertiary education by reducing its associated costs for secondary students from

the lower quintiles of the population.

### C. Proposed Development Objective(s)

#### Proposed Development Objective(s) (From PCN)

The objective of the Project is to increase enrollment in new tertiary technical programs in prioritized sectors, designed in collaboration with the private sector, and to strengthen the governance of tertiary and technological education.

Prioritized sectors are defined as those identified as having a supply gap and being critical for the productive matrix. The objectives are framed in the long-term objective of the GoE that seeks to improve the levels and quality of employment of T&T graduates, consistent with the needs of the private and productive sectors.

The main beneficiaries of the Project will be the students of the tertiary technical education, who will receive a more relevant and higher quality education. Additionally, professors, the productive sector, employers, SENESCYT staff, and the general public will benefit from the activities of the Project.

#### Key Results (From PCN)

- i. Enrollment in new technical and technological tertiary programs in prioritized sectors, designed in collaboration with the private sector.
- ii. Number of new programs in prioritized sectors developed or revised under the new institutional framework for collaboration with the private sector.
- iii. Regular tracking of employment outcomes for graduates of new technical and tertiary programs.

### D. Concept Description

#### Description

The proposed loan will be an Investment Project Financing (IPF) project for an estimated amount of US\$ 84 million. The Project includes three components, which will be co-financed by the World Bank and the European Investment Bank (EIB) with matching funds for VAT from the GoE. The total cost of the Project will be \$213 million (Table 1). The following preliminary financing is proposed: (i) EIB: US\$ 106 million (50 percent of the total amount) (ii) World Bank: US\$ 84 million; (iii) GoE: US\$ 23 million.

Table 1. Project Cost Financing

Component	External Financing	VAT	Total	
	World Bank	EIB		
1. Infrastructure and Equipment	64,000,000	106,000,000	20,540,000	190,040,000
2. Academic Support	10,000,000	0	1,224,000	11,424,000
3. Institutional Articulation - M&E	10,000,000	0	1,236,000	11,536,000
<b>Total</b>				<b>84,000,000</b>

----106,000,000-----23,000,000---213,000,000

Component 1. Improving Infrastructure and Equipment of the ISTs (estimated cost US\$ 190 million). The specific objective of this component is to support the improvement in the infrastructure and equipment conditions, through the construction or rehabilitation of 27 new public ISTs, out of total 40 ISTs to be upgraded under the PRETyT. It will finance four types of activities: 1) technical studies, 2) civic infrastructure works, 3) labs and ICT equipment and furniture, and 4) and supervision of civil works. The size and contents of each of the 27 infrastructure and equipment packages will be based on the technical studies of program demand and relevance, and on the expected number of students to be absorbed in each IST. These 27 ISTs could serve up to 70 percent of the total enrollment in public ISTs by the end of the Project.

Component 2. Strengthening the capacity of SENEYCOT to design relevant training programs for the ISTs (estimated cost \$11.5 millions). The specific objective of this component is to improve the technical and operational capacity of SENEYCOT to design new and relevant academic programs according to market demand (public and private), as well as to develop new training programs for professors. The main activities to be financed by this component are: (i) technical assistance to support the development of programs, with the institutionalized involvement of private sector; (ii) technical assistance for the design of training programs, including training programs for management staff, teachers and administrative staff of ISTs, and tutors of dual programs (to institutionalize a process of continuous training); and, (iii) development of IT tools for the academic management of ISTs.

Component 3. Strengthening Mechanisms for Institutional Coordination and for Monitoring and Managing the Tertiary Technical and Technological education system (approximate cost US\$ 11.5 millions): The specific objectives of this component are to support improved governance of technical and technological education including (i) institutional mechanisms for effective public-private coordination in the development of programs; and (ii) institutional mechanisms to monitor and inform public and private sector decision-makers on: the employability of graduates of the tertiary technical and technological training system on the one hand, and employment opportunities on the other. The specific activities that this component would support are: (i) technical assistance for the design and execution of permanent institutional arrangements for public-private collaboration; (ii) technical assistance for the design and operational development of an "Observatory of Technical Training and Labor Markets", based on global best practices, with participation from the public sector (mainly the Ministry of Labor) and the private sector (business associations), for the continuous gathering of information of ISTs graduates employment condition, and the needs of the labor markets; (iii) dissemination campaigns, programs to strengthen articulation of the curriculum with high schools, and student awareness programs at the secondary level; (iv) an impact evaluation of key interventions of the project, if feasible; and (v) the management of the Project.

## II. SAFEGUARDS

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

Regarding environmental safeguards, most of the ISTs will include a waste water treatment plan, for urban sites mainly.

Regarding social safeguards, component 1 will be supporting the improvement of infrastructure and

equipment of 27 public ISTs. The geographic locations of the Project's investments will be defined during the Project preparation, but is estimated that it will cover a number of the so-called "National Planning Zones" which entail ten different regions and all the provinces in the country. Thus, the Project scope would very likely involve areas with the presence of indigenous and afro-descendants people, who tend to be vulnerable populations.

The Project' activities imply land acquisition mainly in urban areas (in rural areas is still to be defined) and thus involve potential temporary and permanent impact on land, assets, and livelihoods; these are all subject to the confirmation of the size of each intervention based on the results of the demand study and the following definition of the number of students expected to attend the ISTs. Investments in infrastructure might impacts through the following interventions: (i) new building construction at new land to be acquired; (ii) expansion of the existing buildings in the land currently occupied by the ISTs; (ii) upgrading of the current buildings to reach needed infrastructure standards, defined according to the norms of ISTs.

Preliminary screenings will define the strategy required for addressing participation and consultation, as defined by the Bank's safeguards.

### **B. Borrower's Institutional Capacity for Safeguard Policies**

SENESCYT will be in charge of the safeguards' instruments preparation and implementation. The current institutional capacity of SENESCYT for dealing with environmental and social safeguard issues is very limited. It does not count with the technical support required. Currently there is not a social and environmental team to assure the Bank's and national compliance of environmental and social safeguards preparation and implementation. However, SENESCYT is already in the process of incorporating a social specialist and an environmental specialist that will be supporting the Project.

### **C. Environmental and Social Safeguards Specialists on the Team**

Dianna M. Pizarro (GSU04)

Silvia Del Pilar Larreamendy Ricardo (GSURR)

### **D. POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The project has been classified as Category B. The Project does not foresee significant environmental impacts that could jeopardize the natural environment. The "Category B" is justified by the fact that the civil works to be supported under the Project will generate temporary, low, and reversible environmental impacts. Also, installation of certain types of equipment in workshops and laboratories might generate health, safety, and environmental risks and impacts. Safeguard OP/BP 4.01 on Environmental Assessment will be triggered since the Project will directly finance civil works (construction of ISTs) that could generate potential environmental impacts. Also, environmental, safety and health impacts could be generated during

		<p>installation and operation of associated facilities such as workshops and laboratories. ESMF and the EMPs will also analyze potential negative environmental impacts of construction and operation of wastewater treatment plants and provide for mitigation measures to address potential impacts.</p> <p>Since not all locations are currently known, an Environmental and Management Framework (ESMF) will be developed for this Project. This ESMF will cover civil works as well as installation and operation of associated facilities (workshops, laboratories, equipment, etc.). An Environmental Form (EF) and corresponding EMP will be prepared during Project preparation for those known locations for which technical studies are completed before appraisal. Consultations are carried out both in the preparation of the ESMF and the EF/EMPs. Also, for each ISTs whose location is already known, a matrix of environmental, health and safety impacts during operation of laboratories and workshops, and corresponding mitigation measures, has been prepared.</p>
Natural Habitats OP/BP 4.04	Yes	This policy is triggered since there is at least an IST in Limoncocha town that seems to be located in the buffer zone of the Limoncocha Biological Reserve in the Amazon region. The infrastructure already exists and will be modernized.
Forests OP/BP 4.36	TBD	This policy is left as TBD. Although is expected that ISTs to be built and operated will be located in urban settings, final locations are not yet known.
Pest Management OP 4.09	No	This policy should not be triggered since it is not expected that pesticides and chemical fertilizers will be used as part of the technical and academic activities in ISTs.
Physical Cultural Resources OP/BP 4.11	Yes	This policy is triggered since Ecuador is characterized by the presence of pre-Columbian sites and the country-wide focus of the Project. Measures for assessment and management of potential chance finds will be included in the ESMF.
Indigenous Peoples OP/BP 4.10	Yes	This policy should be triggered since a preliminary selection of project' areas would have indigenous peoples' presence, and affected with direct and indirect social benefits and impacts, caused by the project. Following the findings of the Social Assessment an IPPF will be prepared for project investments that are no known at the time of

		appraisal and IPPs for those investments identified during the project preparation. The project will ensure to carry out free, prior and informed consultations with affected IPs communities as well as the confirmation of their support to the project. Project information will be available locally in a cultural appropriated manner, ensuring indigenous language use or/ and translations when necessary. The Social Assessment and the IPPs to be prepared under the project should also analyze and identify measures to ensure that indigenous peoples and ethnic minorities share in the project benefits, by identifying opportunities to participate in project activities, both in terms of enrollments in ISTs and teacher trainings.
Involuntary Resettlement OP/ BP 4.12	Yes	This policy should be triggered since the works planned will imply land acquisition mainly in urban areas, (in rural still to be defined) and thus involving potential temporary and permanent impacts on land, assets, and livelihoods. The project will prepare RPF for the interventions that won't be defined at the time of project appraisal and as to guide the preparation of RPs during the implementation phase. The project will prepare RPs for the infrastructure defined during project preparation.
Safety of Dams OP/BP 4.37	No	This policy should not be triggered as the project will neither support the construction or rehabilitation of dams nor will it support other investments which rely on services of existing dams.
Projects on International Waterways OP/BP 7.50	No	This policy should not be triggered as the project will not finance activities involving the use or potential pollution of international waterways.
Projects in Disputed Areas OP/ BP 7.60	No	This policy should not be triggered as the project will not finance activities in disputed areas as defined in the policy.

### **E. Safeguard Preparation Plan**

#### **1. Tentative target date for preparing the PAD Stage ISDS**

10-Jul-2016

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

The specific studies and their timing should be specified in the Appraisal-stage ISDS

### **III. Contact point**

**World Bank**

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Title: Lead Education Specialist

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**V. Approval**

Task Team Leader(s):	Name: Marcelo Becerra,Nelson Gutierrez	
<b><i>Approved By</i></b>		
Safeguards Advisor:	Name: Agnes I. Kiss (SA)	Date: 20-Jun-2016
Practice Manager/ Manager:	Name: Yves Jantzem (PMGR)	Date: 20-Jun-2016
Country Director:	Name: Livia M. Benavides (CD)	Date: 24-Jun-2016

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.