



Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 12-Sep-2016 | Report No: PIDISDSC17788



BASIC INFORMATION

A. Basic Project Data

Country Uruguay	Project ID P159771	Parent Project ID (if any)	Project Name Improving the Quality of Initial and Primary Education in Uruguay (P159771)
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date Sep 19, 2016	Estimated Board Date Dec 14, 2016	Practice Area (Lead) Education
Lending Instrument Investment Project Financing	Borrower(s) Ministry of Finance	Implementing Agency ANEP - Administracion Nacional de Educacion Publica	

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Financing (in USD Million)

Financing Source	Amount
Borrower	19.00
International Bank for Reconstruction and Development	40.00
Total Project Cost	59.00

Environmental Assessment Category
B-Partial Assessment

Concept Review Decision

Track I-The review did authorize the preparation to continue

Other Decision (as needed)

YES

B. Introduction and Context

Country Context

Uruguay has all but eliminated extreme poverty and has seen moderate poverty decline significantly in the last decade. Over a million people have been lifted out of poverty, recouping the ground lost during the crisis of 2001-2002. By 2015, only 9.7 percent of the population lived below the official poverty line, less than one-third of the rate observed a decade earlier. Extreme poverty declined even more, to 0.3 percent from the 4.5 percent in 2004, the year in which poverty leveled off after the 2001-2002 crisis. In addition, shared prosperity was boosted, as the mean per capita income of the bottom 40 percent rose far more rapidly than that of the population as a whole. Income inequality—while high by the standards of the Organization of Economic Cooperation and Development (OECD)—fell



from a Gini coefficient of 45.5 in 2006 to 38.6 in 2015, the lowest in the region. Per capita GDP is the highest in Latin America, and the country's middle class, as a proportion of the population, continues to be the largest in the region.

Nevertheless, the country is now facing the challenge to protect the vulnerable population. The global economic slowdown and the associated end of the commodity supercycle had a negative impact on Uruguay and its neighboring countries. This poses the challenge of protecting the vulnerable and reaching the chronic poor. Urban youth and afro-descendants constitute the most vulnerable groups in the country. Many live in households that are in the lowest income quintile, characterized by low educational attainment, low levels of employment, and relatively high rates of income poverty.

Boosting education and human capital accumulation is critical to protect children and youths at risk, and is a current priority of the GoU. Although Uruguay has made significant progress in terms of reducing inequality in the last few years, it faces important challenges in terms of educational quality and school dropouts which could challenge further poverty reduction and shared prosperity improvements in the future.

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Sectoral and Institutional Context

While the country ranks among the top countries in the Bank in terms of economic development, the educational outcomes are clearly lagging behind other dimensions of economic development (See world Bank, 2015a). A close examination of basic indicators depicts a worrying picture for the sector. Examples include high repetition rates throughout basic education, high dropout rates in secondary, poor performance in standardized tests, and a strong socio-economic gradient for most indicators. All of these factors raise important concerns in terms of equality of opportunities and the general efficiency of the education sector.

A recent assessment suggests that a significant share of children is not ready for school work at the school entry age. The GoU recently assessed cognitive and non-cognitive skills of children aged 5 to 6 in the departments of Canelones and Colonia.¹ The study found that between 25 percent and 40 percent of the children showed low levels of development as measured by both cognitive and non-cognitive skills. This is partially reflected in the high repetition rates observed in the first grade of primary education (12 percent), the largest rate across all grades in primary education.

In addition, the system does not provide high quality primary education. According TERCE evaluations, more than half of the Uruguayans have low levels of reading and math skills by the time they reach the third grade. A similar picture is observed in the last grade of primary education. In particular, 56 percent and 65 percent of sixth graders have unsatisfactory reading and math skills, respectively.²

The transition from primary to secondary education is particularly challenging. Around one third of children repeat the first year of secondary education and, by age 15, almost one out of two children has repeated at least one year.

¹ This assessment will become national over the next few years.

² This skill deficit persists in secondary education. According to PISA 2012 tests, slightly more than half of the Uruguayans children aged 15 possess basic reading skills (53%) and can use simple science concepts (54%). The picture is even worse when considering basic mathematics and problem solving skills, with just 44% and 42% achieving the minimum standards, respectively.



This has important negative consequences not only in the terms of the direct economic costs associated with repetition (and over-age) but also in terms of the dynamic of skills formation. In particular, this process likely erodes crucial non-cognitive skills –such as motivation and self-esteem— as well as the capacity to retain disadvantaged students in the system.³ School drop-out starts chiefly at lower secondary ages (12-14) and grows rapidly during upper secondary ages (15-17).⁴ ⁵Both panel and retrospective data shows that the performance of children in primary education (including low levels of cognitive and non-cognitive skills, over-age, and repetition) are important predictors of school dropout in secondary (See Failache, Salas y Vigorito, 2015; De Melo, Failache y Machado, 2015; Méndez, 2015).

The educational system is also characterized by substantial inequalities. The distribution of educational outcomes shows a large variance, and most indicators are strongly correlated with the socio-economic status of the students. Indeed, Uruguay belongs to the top-five countries with the highest socio-economic gradient in the PISA tests 2012. A similar picture arises when analyzing TERCE scores, as well as repetition and dropouts rates. For instance, repetition rates in the first grade of primary education are substantially different across quintiles of per capita income. While 8% of the children in the richest quintile repeat the first grade, around 20% of the children in the poorest quintile repeat this grade. In addition, contrary to widely-held perceptions, gender inequality chiefly affects male students. In particular, while 18 percent of women aged 25 or older have more than 13 years of formal education, only 13 percent of men within the same age group attain this level of education.

Key bottlenecks and weakness of the system, as documented in several analytical papers and studies, include:⁶

- o Early education: (a) low coverage of Early Childhood Development (ECD) centers for poor children aged three; (b) limited quality of ECD centers for children aged three to five (teacher training, didactic materials, etc.)
- o Primary education: (a) weaknesses in teacher training and prevalence of an outdated pedagogic approach with emphasis on learning by rote rather than building skills and competences; (b) non-optimal allocation of the extra school time in Full-Time Schools.
- o Transition from primary to secondary education: lack of proper support to disadvantaged students.
- o General issues: lack of articulation across the education levels (initial, primary, and secondary education) in terms of the skills and competences developed and demanded by each level.

³ Manacorda (2010) uses administrative data from Uruguay to show that repeating a grade in lower secondary has a negative effect on human capital accumulation of up to 0.8 years of education.

⁴ Whereas four percent of the children have already dropped out of school by age 13, dropout rates grow fast over each subsequent year, reaching 13% and 29% by ages 15 and 17, respectively. The differences in dropout rates across income quintiles are also striking. By age 15, for instance, while the dropout rate is negligible for the children in the richest quintile (less than one percent), already one out of five of the children in the poorest quintile has dropped out of school. Furthermore, only four out of ten youngsters graduate from secondary school.

⁵ The most important reason that is self-reported by dropouts is the lack of interest (around 50 %). This is considered many times a sign of low education quality but could be also reflecting low skill endowments of students, which may limit their capacity to pass the courses and the expected returns associated to completing secondary education.

⁶ See World Bank, 2015b; World Bank, 2016a; World Bank, 2016b; and World Bank, 2016c.



The diagnosis described above is aligned with the government strategy. The priority areas of the government, as reflected in the budget program for 2015-2019, include expanding the universalization of early education for children aged 3, improving the quality of education and school infrastructure throughout the education system, and expanding the coverage of Full-time schools. Key goals include reducing repetition rates, preparing the children to succeed in lower and upper secondary, and protecting student trajectories across education levels. In addition, during 2015 and 2016, the GoU has undertaken some initiatives aligned with the diagnosis described above : (i) a process of revision of the curriculum was initiated, taking into account the learning profiles in each education cycle; (ii) didactic materials and guidelines to upgrade teaching methodologies for reading, writing and mathematics have been produced and distributed; (iii) some experiences linking and articulating primary education and lower secondary education have also been introduced.

The project will focus mainly on Full Time Schools because as evidenced in various studies the gain in learning outcome with FTS primarily benefit disadvantaged children.⁷ The Government launched the FTS model in the mid-1990s and has been supported by the Bank since its beginnings. The distinctive characteristic of the model is the extension of the number of hours in the school day (from 4 to about 7.5). The extra time generates favorable conditions to boost learning outcomes and reduce the risk of grade failure. As discussed above, educational authorities have identified these goals as one of the main priorities for 2016-2020. Thus far, the government has constructed or converted a total of 210 schools to FTS, representing nearly 46,142 students (around 14% of the students enrolled in public schools). Around half of the students belong to the poorest 40 percent of the population, covering almost one fifth of them.

Several important lessons have been learned from the current Project [Proyecto de Apoyo a la Escuela Pública Uruguaya – PAEPU] and will be integrated into the new proposed Project. These key lessons include (a) school management: using of just-in-time information to strengthening the management system and providing direct support to schools; (b) students lagging behind: focusing on school trajectories, targeting efforts on students lagging behind, and promoting teachers' teamwork; (c) teacher supervisors: training and encouraging teacher supervisors to support the intervention in the schools; teacher training: rethinking teacher training in order to reduce the time burden and prioritize teaching techniques; importance of complementing the in-service training with follow-up school visits of the trainers.

Relationship to CPF

The proposed Project is an integral part of the Uruguay Country Partnership Framework FY16-FY20 (Report No. 97063-UY). The current CPF focuses on three focal areas: building resilience to shocks (Pillar1), rebalancing the social compact (Pillar2), and integrating Uruguay into global markets (Pillar 3). Since Full-Time Schools disproportionately serve the poorest 40 percent of the population, by expanding the coverage and improving the quality of FTS (for both early and primary education), the Project would impact directly in Objective 3 stated under Pillar 2 –Promote early childhood development of the bottom 40 percent—and in Objective 4 stated under Pillar 2 –Strengthen quality of and access to education to prepare B-40 to acquire marketable labor skills. Through these channels the Project would also contribute to the twin goals of ending extreme poverty and promoting shared prosperity.

⁷ Some components, such as teacher training, will also benefit other schools targeted to disadvantaged populations (e.g. *Escuelas APRENDER*).



C. Proposed Development Objective(s)

The objective of the Project is to improve the teaching practices, learning conditions, and internal efficiency of early and primary education in Full-Time Schools with a focus on the most vulnerable, and to strengthen the evaluation capacity of the system.

Key Results (From PCN)

- Percentage of students with proficiency level good or higher in standardized tests in selected schools (National Standardized Tests).
- Percentage of students with a satisfactory level of development of non-cognitive skills in selected schools (methodology to be developed).
- Repetition rates in the first grade of primary education in selected schools (ANEP Statistic System).

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D. Concept Description

The project will finance a wide set of interventions including school infrastructure, teacher training, didactic materials, CBT programs, among others. Most of these interventions will be focused on FTS and will encompass both primary and early education. Given that the vast majority of the students in FTS belong to the poorest two quintiles, the components will be indirectly targeted to vulnerable children.

Proposed instrument: The proposed instrument would be an Investment Project Financing, amounting to US\$ 40 million. Preliminary discussions have led to a Project structure consisting of 4 components. The components 1, 2 and 3 would be results-based, and would disburse against Disbursement Linked Indicators (DLIs) consisting of implementation progress and performance targets agreed with the government and related to actions that contribute to improving learning in initial and primary education. Achievement of the DLI targets would then determine the amount to be disbursed against the presentation of eligible expenditures. The component 4 would disburse according to the traditional method.

Specifically, the Project will have the following components:

- i. **Early education: (a) Expansion of coverage (children aged 3):** This sub-component will expand the coverage of early education for children aged 3. This will be carried out by incorporating additional classrooms into new or existing FTS (around 20 schools). **(b) Quality enhancement of early education (children aged 3 to 5):** This component will finance interventions aimed at improving the quality of early education for children aged 3 to 5 (chiefly in FTS). The interventions will include (but will not be limited to) teacher training and the provision of didactic materials.



ii. **Primary education:**

(a) Infrastructure. This will include the construction of new schools, as well as the improvement of the existing infrastructure. It will be comprise the following sub-components:

1. **New construction:** this component will target areas where there exist unattended student population or the existing buildings cannot be repaired properly at a reasonable cost. There are also plans for adding one more classroom to certain schools that will be turned into FTS
2. **Renovations:** this sub-component will target a selected sample of existing schools that do not meet the infrastructure requirements to become FTS. It is estimated that a total of 21 schools will be renovated (likely three in Montevideo and the rest in other departments). The renovation will include minor improvements, and upgrade of the water, electricity and internet systems, as well as issues related to deferred maintenance (defective roofs and windows, bathrooms and kitchens in a state of disrepair, patching and painting walls, and a general uplift of the facilities.

(b) Improving the quality of primary education: This component will be aimed at improving the quality primary education, with a focus on developing cognitive and socio-emotional skills through innovative teaching methodologies. This will include the following activities:

1. **Strengthening the pedagogical and institutional management:** This component will provide guidelines and training to both supervisors and school principals to support classroom management, periodic evaluations of learning, long-cycle learning planning (3-grade cycles instead of 1-grade planning), allocation of teacher's time, and school environment.
2. **Improving in-service teacher training:** Currently, most teachers follow a more traditional approach that chiefly focuses on mechanic exercises, repetitive tasks, and the memorization of lessons. Through intensive in-service teacher training, this activity will be aimed at fostering the implementation of a modern approach that relies on more active learning methods. Another major innovation will be to emphasize the "prioritization" of the curricular program. The main goal will be to allow teachers to devote more attention to the key topics of the curriculum, and to develop crucial competencies for this age group. This includes writing skills, reading comprehension, problem solving, and the classification of information. The training will involve face-to face classes, and will be completed with follow up visits in the schools and with (in some cases) complementary materials such as teachers guidelines and school books. In addition, this activity will also provide technical and operational support to the teacher training institute of CEIP that provides in-service training to other schools (particularly to *APRENDER* schools which are targeted to vulnerable neighborhoods).
3. **Optimizing the use of time FTS:** Based on the lessons learned from successful experiences in the current FTS project, this activity will aimed at promoting a better utilization of the extended time at FTS. For instance, based on the successful results observed in the department of Salto, the project will promote—through teacher supervisors and teaching guidelines— the allocation of a fraction of the extended time to support the students lagging behind.
4. **Better articulation among different educational levels –initial, primary and secondary education:** the emphasis on the articulation across different education cycles (in terms of the skills developed and required) is another

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innovation that will be supported by the Project. This initiative will rely on the recently developed general curricular framework and will focus on math and communication skills.

5. School environment: the Project will promote a positive school environment by supporting programs focused on building socio-emotional skills, with particular emphasis on changing social norms on masculinity and femininity (i.e. expectations about female and male roles, etc.) and developing non-violent conflict resolution. These programs are expected to have a positive effect on learning outcomes and school dropouts, as well as discouraging violence against women.

iii. **Primary-Secondary transition.** This component will aimed at supporting disadvantaged students in the transition from primary to secondary education. It will target over-age students and will include: (a) an intensive intervention in the second cycle, especially in reading comprehension, mathematics, organization and study skills; (b) An early warning system for FTS graduates using the administrative microdata collected by the information systems of primary and secondary education (*GURI* and *bedelía electronica*, respectively);

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iv. **System/monitoring and evaluation strengthening.** This component will provide technical assistance to: (1) manage and coordinate the execution of the Project; (2) monitor and evaluate the Project, and (3) carry out studies on education policy, including, inter alia: (i) impact evaluation studies on at least one component of the project; (ii) an analysis of the existing student level information in order to develop an early warning system (EWS) for students at risk of grade failure and school dropout, (iii) studies to support the design of didactic materials; (iv) studies to develop instruments to measure non-cognitive skills in primary education, (v) studies that exploit the new early childhood assessment that will create an EWS for children aged 3 to 5.

v. In addition, the project will provide technical assistance to support the infrastructure component. In particular, it will finance the preparation of “white papers” and round table discussions to improve the quality of designs, the reduction of construction and operating costs, times of execution, and the tender process. This will be done in a systematic manner reviewing and upgrading existing design standards, acquiring a deeper knowledge of the present condition and shortcomings of school facilities, and tapping into yet unexplored possibilities ranging from a higher community involvement in a sustainable school operation and maintenance to out-right private financing for school construction including Public Private Partnerships. It will also include setting up for all schools in Uruguay, a strategy for preventive maintenance, reducing the consumption of water, being more energy efficient and recycling. In short, this component would ensure the good management, monitoring and evaluation of the Project and the FTS program. It would develop the timely knowledge and information for policymakers to make informed decisions about the day-to-day support to schools, and future expansion of the program. This would be achieved through strengthening monitoring systems, including an early warning system for students at risk of grade failure.

SAFEGUARDS

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

Project’s sub-projects (investments in infrastructure for early education; construction of new primary Full Time Schools -FTS- or remodeling / refurbishment of existing schools for conversion to FTSs; potentially, remodeling of CEIP facilities



for in-service training; and, potentially, minor maintenance activities of school buildings) locations have not been confirmed; they will be selected during Project implementation. However, 25 potential eligible sites for works under Component 2 have been pre-identified around the country. Preliminary screening regarding these pre-identified sites indicates that works would be conducted in already disturbed, man-modified land. In all cases, sub-projects would be implemented in urban or peri-urban zones, where natural habitats or environmentally sensitive areas are not present and existence of cultural resources is not known or suspected, with the exception of an historic building that might be remodeled as part of the activities of upgrading CEIP facilities for in-service training.

B. Borrower’s Institutional Capacity for Safeguard Policies

The Project will be implemented by ANEP through the Project Coordination Unit (PCU, also referred to as Proyecto de Apoyo a la Escuela Pública Uruguaya – PAEPU). Thus, the implementation arrangements under the proposed Project would be the same as those for the ongoing Support to Uruguayan Public School Project (P126408). ANEP would remain the key responsible agency, while PAEPU would continue to be entrusted with the implementation arrangements, including Project fiduciary and safeguard management-related aspects. The proposed implementing agency and its PCU have a very strong track record in executing Bank financed operations. Since mid-1990’, ANEP has implemented four education operations, all of which have been satisfactorily executed. The current operation was rated “Satisfactory” in safeguards during all the implementation period of the project. For the new operation, social and environmental safeguards will continue to be managed by the qualified and experienced specialists within PAEPU.

C. Environmental and Social Safeguards Specialists on the Team

Santiago Scialabba, Elba Lydia Gaggero

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	Physical interventions foreseen in the Project are included in Component 1 and Component 2 and refer to i) investments in infrastructure for early education; ii) construction of new primary Full Time Schools - FTS- or remodeling / refurbishment of existing schools for conversion to FTSs; iii) potentially, remodeling of CEIP facilities for in-service training; iv) and, potentially, minor maintenance activities of school buildings. The rest of the Project’s activities, essentially focused on institutional development, training, and capacity building, do not involve environmental or social risks. In that sense, the proposed new operation is similar to the ongoing Support to Uruguayan Public School Project (P126408) in terms of safeguards related issues. No major adverse environmental impacts are anticipated with this Project. Expected potential

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negative impacts are primarily during the construction phase of civil works, which are foreseen to be localized, site-specific, non-irreversible, not significant, and that can readily be prevented or mitigated with routine/standard measures. Based on the nature of the works, this Project is classified as Category B requiring a partial environmental and social assessment in accordance with the World Bank's Environmental and Social Safeguards Policies. For the management of the ongoing operation's risks and potential adverse impacts, ANEP through PAEPU developed an Environmental and Social Management Framework (ESMF), built upon the proven systems and procedures as well as the experience acquired by the Agency and its Coordination Unit through the implementation of the three previous Bank's financed projects. This ESMF has a proven adequacy as the instrument for the management of safeguards of the current operation; ANEP is going now to carry out a comprehensive review of this instrument to improve procedures, as pertinent and/or necessary, to ensure its suitability for the particularities of the new proposed Project.

It is important to highlight that all measures already included in the ESMF of the current operation related to sustainability, accessibility as well as health and safety aspects will be particularly reviewed. In the updated version of the ESMF and other relevant documents it will be reinforced or incorporated, as it corresponds, all the provisions related to the following: i) new and rehabilitated schools are designed, built and operated to reduce the consumption of water, and increasing energy efficiency and recycling; b) sub-project designs [new schools construction / existing schools rehabilitation] include measures to ensure universal accessibility for persons with disabilities;

c) all required measures to ensure life & fire safety are adopted in the schools; c) pertinent occupational health and safety measures are also include, taking besides into account those related to the removal and safe disposal of asbestos, which is a potential risk during rehabilitation interventions.

To the existing good practices already included in the ESMF of the current operation, the updated ESMF will refer to the WBG Health and Safety Guidelines



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(WBG EHS Guidelines www.ifc.org/ehsguidelines), to be considered as relevant.

ANEP will re-publish and carry out a new consultation on the adjusted ESMF with relevant education community representatives. The ESMF will document the results of the consultations and will take into account the participant's views.

Note: at the [school intervention] sub-project level, a broader consultation process will take place.

According to the provisions of the ESMF under revision, depending on the sub-project characteristics, communication activities with the broader education community (teachers, school authorities, students, parents, project cycle's school-building responsible professionals -designers, works supervisors, etc.-)and other local representatives may involve: a) site election, b) gathering of information regarding area singularities and cultural value, c) project presentation, d) start of works, e) finish of works / building inauguration, and f) ex-post consultation. Two of these activities, as consultation meetings, are mandatory for all sub-projects: project presentation and ex-post consultation.

Natural Habitats OP/BP 4.04

No

Despite the fact that sub-projects specific locations would be selected during Project implementation, potential eligible sites for the construction, transformation and/or rehabilitation of schools have been identified. Preliminary screening regarding these pre-identified sites and sittings of the potential facilities to be remodeled under Components 1 and 2 indicates that works would take place in urban or sub-urban zones, already transformed, not involving natural habitats or environmentally sensitive zones. Thus, this policy should not be triggered since the Project does not require the significant conversion of natural habitats and will not take place in protected areas or ecologically important sites.

Forests OP/BP 4.36

No

This policy should not be triggered since the project will affect neither forests nor forest dependent communities, nor will it involve changes in the management of forests.

Pest Management OP 4.09

Yes

The Project does not require the purchase, application or storage of pesticides and will not lead to an increased use of pesticides. However, schools may use pesticides during their operational phase to control pests (for example, termite treatment, vector



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			control, etc). Thus, the Policy is triggered for the Project. Due to the fact that quantities of pesticides that might be required will not be significant, a Guide to Pest Control and Pesticide Safety will be included in the ESMF of the Project.
			Despite the fact that sub-projects specific locations would be selected during Project implementation, potential eligible sites for the construction, transformation and/or rehabilitation of schools have been identified. Preliminary screening regarding these pre-identified sites as well as characteristics of the potential facilities to be remodeled indicates that works would not take place in areas where existence of cultural resources is known or suspected, with the exception of an historic building that may be remodeled as part of the activities of Component 2 (Note: this building has not a legal status as a cultural heritage; it has particular values for the Uruguayan teachers' community due to the fact it is one of the biggest and oldest school buildings in the country. At present it is used as a secondary school, and potential interventions involve minor remodeling works in only one floor). Therefore, the policy is triggered for the Project. In order to cover the related requirements, procedures and measures for the protection of cultural assets will be established in the ESMF (they include, inter alia, early identification, consultations with community and cultural heritage authorities, specific project designs as needed). The Environmental Management Plan for works would establish the mitigation measures to be applied during civil works execution.
Physical Cultural Resources OP/BP 4.11	Yes		
Indigenous Peoples OP/BP 4.10	No		This safeguard does not apply as indigenous peoples, as defined by the four required characteristics in OP4.10, are not present in Uruguay.
Involuntary Resettlement OP/BP 4.12	Yes		OP/BP 4.12 (Involuntary Resettlement) is triggered. Experience with previous school construction and reconstruction with PAEPU shows that no land has been acquired or occupied for any civil works. Nevertheless, since sub-projects specific locations would be selected during Project implementation, the project will preventively trigger this policy in order to have the instruments required to handle any potential physical or economic displacement to any formal or informal resident or tenant that may arise



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			during works execution. It is important to highlight that in order to minimize implementation risks, the Project will prioritize the use of land fully owned by ANEP and where no displacement (economic or physical) is expected to occur. Since sub-projects specific locations have not been defined yet, the project will prepare an Involuntary Resettlement Policy Framework (RPF). The RFP will be published by the Bank and the client before Appraisal. In the case that specific locations for works are identified prior to appraisal and such works would imply any kind of physical and/or economic displacement, specific Resettlement Action Plans will be prepared, consulted and disclosed prior to appraisal, accordingly.
Safety of Dams OP/BP 4.37	No		The project will not support the construction or rehabilitation of dams nor will it support other investments which rely on the services of existing dams. Therefore, the policy is not triggered.
Projects on International Waterways OP/BP 7.50	No		The project will not affect international waterways as defined in the policy therefore this policy is not triggered.
Projects in Disputed Areas OP/BP 7.60	No		The Policy is not triggered because the Project will not be implemented in areas known to involve disputed areas.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Sep 30, 2016

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 Appraisal Stage PID/ISDS

The Environmental and Social Managing Framework and the Resettlement Policy Framework will be published for consultations by mid-September, 2016. Revised versions of the documents are expected to be published by late-September, 2016.

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APPROVAL

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