

**INTEGRATED SAFEGUARDS DATA SHEET
CONCEPT STAGE**

Report No.: AC1298

Date ISDS Prepared/Updated: 04/14/2005

I. BASIC INFORMATION

A. Basic Project Data

Country: El Salvador	Project ID: P078993
Project Name: Excellency and Innovation in Secondary Education (EXITO).	
Task Team Leader: Emanuela Di Gropello	
Estimated Appraisal Date: June 13, 2005	Estimated Board Date: September 13, 2005
Managing Unit: LCSHE	Lending Instrument: Specific Investment Loan
Sector: Secondary education (100%)	
Theme: Education for all (P)	
IBRD Amount (US\$m.): 100.00	
IDA Amount (US\$m.): 0.00	
GEF Amount (US\$m.): 0.00	
PCF Amount (US\$m.): 0.00	
Other financing amounts by source:	
<u>BORROWER</u>	
19.00	
19.00	

B. Project Objectives [from section 2 of PCN]

The Government identifies the key development objective of the proposed project as follows: increase opportunities for young people and adults to complete their secondary education with general and/or relevant specialized competencies to contribute to improving the productivity, international competitiveness, and social development of the country." Specific over-arching development objectives include: (i) increase secondary school (grades 7-11/12) enrollment and attainment particularly for the most disadvantaged socio-economic groups; (ii) increase the percentage of secondary students scoring at the intermediate or advanced level on the grade 9 and PAES exam; (iii) increase the competency levels of secondary students in key areas such as English language proficiency, use of technology, and work-preparedness.

C. Project Description [from section 3 of PCN]

The GOS has identified an investment loan, with strong focus on results, as the most suitable lending instrument for this new project. An investment loan would allow the GOS to capitalize on the technical assistance provided by the Bank in facing this urgent and growing challenge of broad-based quality secondary education in El Salvador.

Component Descriptions:

I. Quality and Relevance of Secondary Education

This component would promote high-quality and relevant secondary education by strengthening learning in core subjects, while also improving the productivity and employability of secondary education graduates.

A. Strengthening learning in core secondary subjects. The objective is to improve student learning in the five basic disciplines; math, Spanish, English, science, and social science; putting special attention on those students who are academically behind.

B. Relevance of the third cycle of basic education (grades 7-9). This sub component is geared towards resolving the weaknesses of grades 7-9 by supporting curricular and structural reforms of the cycle to improve quality and integration with upper secondary.

C. Relevance of upper secondary education (grades 10-12). This sub component would aim at improving the productivity and employability of secondary education graduates by granting better articulation between general and technical education, more balanced curricula, better integration with tertiary education, and better linkages with the labor market and the private sector.

D. Connectivity and technology in secondary education. El Salvador's schools have only just begun to teach and use advanced technology. Economic competitiveness in El Salvador will be linked to the population's comfort with and mastery of information technology. The objective of this subcomponent is to develop the technological skills of rural and marginalized-urban students in lower secondary.

E. 'Convivencia Escolar' program for youth. This subcomponent would support the Convivencia Escolar program which aims to strengthen the learning and social environment of poor urban schools and decrease violence through prevention and skill building methodologies. The goal being to provide a more stable place for student learning, teaching, and school functioning with links to the labor market.

II. Broad-Based Coverage of Secondary Education

This component would promote broad-based secondary education by applying a combination of policy options: expansion of traditional modalities, development of flexible delivery modalities and development of demand-side subsidies.

A. Flexible delivery modalities to support secondary education completion. To close the secondary coverage gap where it is most prevalent (poor and rural areas), this subcomponent develops flexible delivery modalities, including accelerated, semi-distance and distance education, for youth and adults who did not complete, or are at risk of not completing, secondary education. The flexible modalities would provide relevant, quality education and diminish the direct and opportunity costs of schooling for these populations.

B. Improvement of the physical environment of learning. The objective is to improve the infrastructure and equipment of public secondary schools.

C. Demand-side subsidies for students from socio-economically disadvantaged families. This sub component would envisage promoting public-private partnerships in the delivery of secondary education by providing public subsidies to public and private schools to have them enroll low income students. We plan to undertake an impact evaluation of this innovative program. Additionally, the subcomponent would also look to expand and improve an existing scholarship program by providing yearly grants to students starting in grade 7 to support secondary completion for 3000 youth from the bottom two income quintiles. The goal of this subcomponent is to improve secondary completion rates specifically for poor students who face the strongest economic barriers to secondary completion.

III. School Effectiveness

This component would improve school effectiveness by addressing the need for more and better assessment, while also improving school-based management.

A. Evaluation, accreditation and certification of students, teachers, and schools. This subcomponent aims at improving student, teacher, and school evaluation and accreditation. It will support an accreditation and certification system for teachers, and include strengthening the current academic assessment system by improving its effectiveness, relevance and coverage. Basic education indicators will be developed, monitored at the school level, and disseminated to school communities, to facilitate greater local access to information and foster accountability.

B. School autonomy. The objective of this subcomponent is to improve the efficiency of secondary education in El Salvador through the expanded use of school autonomy. It will pilot school autonomy, modeled after EDUCO schools, in a group of new and existing secondary schools. We are planning to undertake an impact evaluation of this intervention. This subcomponent will also support the transfer of unified school budgets allocated according to equity and efficiency criteria to all secondary schools (autonomous and traditional).

D. Project location (if known)

The project will be country-wide. Based on the poverty map, it will target areas of greatest poverty in rural and urban marginal areas. The methodology and criteria will be further refined during pre-appraisal.

E. Borrower's Institutional Capacity for Safeguard Policies [from PCN]

Areas to be covered under the proposed project have similar social and environmental characteristics as those in the current Secondary Education Project (P041680). As demonstrated during implementation of the Project, the Borrower has followed recommendations of the Social Assessment produced during project preparation. Implementation of relevant safeguards policies is expected to be facilitated by the experience of the Ministry of Education acquired under the Secondary Education Project. New project preparation activities will include the development of a Social Assessment and guidelines for Environmental Management, which will evaluate the effectiveness of safeguards-related measures used under the on-going project. It will develop

additional measures, if necessary, to enhance the Borrower's capacity to address identified environmental and social issues under the proposed project.

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies Triggered	Yes	No	TBD
Environmental Assessment (OP/BP 4.01)	X		
<p>The project will include rehabilitation of schools focusing on three areas: substitution of existing infrastructure, rehabilitation of existing infrastructure, and expansion of existing infrastructure. Due to the inclusion of expansion of existing infrastructure, it has been recommended to rate the project a 'B' and to include in the operational manual environmental guidelines for any expansion proposed at existing school sites. It will include appropriate mitigation measures for negative impacts and recommendations for enhancement measures for positive impacts. A traditional Environmental Assessment may not be necessary.</p>			
Natural Habitats (OP/BP 4.04)		X	
Forests (OP/BP 4.36)		X	
Pest Management (OP 4.09)		X	
Cultural Property (OPN 11.03)		X	
Indigenous Peoples (OD 4.20)			X
<p>A social assessment will be conducted. Within this assessment, it will be determined if the safeguard policy related to indigenous peoples is applicable and a plan will be developed if necessary. At this point, data from various studies (including household surveys) indicate that those self-identifying as Indigenous only represent 2-6 percent of the population in El Salvador.</p> <p>As such we have not considered plans to include special measures to address this population.</p> <p>Project beneficiaries are expected to be vulnerable groups such as those in the lowest quintiles, rural and urban marginal populations, and youth affected by violence. The Social Assessment would review the social imbalances associated with these groups. The study would cover these areas in depth, and project design would draw heavily from the findings and recommendations to adequately incorporate the particular characteristics of these groups.</p>			
Involuntary Resettlement (OP/BP 4.12)		X	
Safety of Dams (OP/BP 4.37)		X	
Projects on International Waterways (OP/BP 7.50)		X	
Projects in Disputed Areas (OP/BP 7.60)		X	

Environmental Category: B - Partial Assessment

III. SAFEGUARD PREPARATION PLAN

- A. Target date for the Quality Enhancement Review (QER), at which time the PAD-stage ISDS would be prepared: 06/01/2005
- B. For simple projects that will not require a QER, the target date for preparing the PAD-stage ISDS: N/A

C. 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.

A social assessment will be conducted. Within this assessment, it will be determined if the safeguard policy related to indigenous peoples is applicable and a plan will be developed if necessary. At this point, data from various studies (including household surveys) indicate that those self-identifying as Indigenous only represent 2-6 percent of the population in El Salvador. As such we have not considered plans to include special measures to address this population. Project beneficiaries are expected to be vulnerable groups such as those in the lowest quintiles, rural and urban marginal populations, and youth affected by violence. The Social Assessment would review the social imbalances associated with these groups. The study would cover these areas in depth, and project design would draw heavily from the findings and recommendations to adequately incorporate the particular characteristics of these groups.

The target start date for the safeguard-related study(s) is March 2005. It is projected that they would be completed in May 2005.

IV. APPROVALS

<i>Signed and submitted by:</i>		
Task Team Leader:	Ms Emanuela Di Gropello	02/24/2005
<i>Approved by:</i>		
Regional Safeguards Coordinator:	Mr Jean-Roger Mercier	04/06/2005
Comments:		
Sector Manager:	Mr Eduardo Velez Bustillo	04/06/2005
Comments:		

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.

