



# Project Information Document (PID)

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Appraisal Stage | Date Prepared/Updated: 22-Jan-2020 | Report No: PIDA27909



**BASIC INFORMATION**

**A. Basic Project Data**

Country El Salvador	Project ID P171316	Project Name El Salvador Early Childhood Care and Education Project	Parent Project ID (if any)
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 22-Jan-2020	Estimated Board Date 16-Mar-2020	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Republic of El Salvador	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

The Project Development Objectives are to (i) improve ECCE teaching practices nationwide; (ii) upgrade physical learning environments of selected ECCE centers; and (iii) strengthen MINEDUCYT’s institutional capacity for education sector management.

Components

- Ensuring ECCE structural quality standards and curriculum nationwide
- Strengthening ECCE public teachers and principals’ professional development
- Upgrading ECCE Physical Learning Environments
- Institutional strengthening for the management of the education sector
- Contingency Emergency Response

**PROJECT FINANCING DATA (US\$, Millions)**

**SUMMARY**

<b>Total Project Cost</b>	250.00
<b>Total Financing</b>	250.00
<b>of which IBRD/IDA</b>	250.00
<b>Financing Gap</b>	0.00

**DETAILS**

**World Bank Group Financing**



International Bank for Reconstruction and Development (IBRD)	250.00
Environmental and Social Risk Classification	
Substantial	
Decision	
The review did authorize the team to appraise and negotiate	

**B. Introduction and Context**

Country Context

1. **During the last decades, El Salvador has been stuck in a vicious cycle of low growth, high migration, and high crime, creating a crisis in human capital accumulation that has been transmitted across generations.** Economic growth has been lackluster since 2000, averaging just 2.3 percent during the last five years, hindering the creation of economic opportunities for some at-risk populations, which have ended up engaging in criminal activities. Despite the reduction in crime during the last years, it is estimated to cost 10 percent of gross domestic product (GDP) each year. Crime affects daily decisions that matter for people’s welfare, such as the decision of parents to send their children to school due to gang presence in schools and neighborhoods. This circumstance creates a persistent intergenerational transmission of low human capital and productivity: Salvadoran children living in poor and poorly educated households have preprimary school enrollment rates lower than those living with non-poor parents. Moreover, social violence is also affecting family structures: 43 percent of children live without one or both parents because of migration, death, or abandonment, and around 52 percent of children between 1 and 14 years old are disciplined through physical punishment or psychological aggression. This situation generates a vicious cycle: low growth fuels violence, and both fuel migration.<sup>1</sup>

2. **In addition, El Salvador is among the countries most affected by climate change, ranking second for risk exposure, and with relatively high risk of mortality.** The Salvadoran National Council of Environmental Sustainability and Vulnerability’s 2017 report recognizes that the country has been included among the 15 most vulnerable countries for its exposure to natural threats. It is estimated that more than 88 percent of the nation’s territory, which concentrates 95 percent of the population, constitutes a risk zone. Separately, the annual average loss from earthquakes is nearly US\$176 million or 0.7 percent of GDP.<sup>2</sup> For example, in 2019 Tropical Storm Ida more than 43,000 children were directly affected, and the total cost for the reconstruction of facilities has been estimated at US\$4.5 million. Climate change will increase the frequency and severity of such climate-related hazards, directly impacting the physical learning environments predominantly the vulnerable population.

3. **National statistics show important challenges faced by most Salvadoran children since the first months of their lives.** According to the Early Childhood Education Diagnostic for El Salvador,<sup>3</sup> children lack adequate stimulation and health care during the first months of life, which translates into high rates of stunted growth and infant mortality. For example, 14 percent of children are stunted and thus at risk of

<sup>1</sup> World Bank, *Systematic Country Diagnostic* (Washington, DC: 2020) (draft).

<sup>2</sup> GFDRR, *Annual Report: Integrating disaster risk reduction and climate adaptation into the fight against poverty* (Washington, DC: 2008)

<sup>3</sup> World Bank, 2019



cognitive and physical limitations.<sup>4</sup> The infant mortality rate in El Salvador is 15 deaths per 1,000 live births—higher than the rates in Costa Rica and Panama. Similarly, 20 percent of children do not have full vaccination, and less than 34 percent of children 0 to 6 years old have attended educational or developmental services. All these factors and the high exposure to violence influence the poor life-course outcomes of older children and adolescents. Work to address these challenges must take a broad approach, focusing on families as a whole and investing during the early years.

4. **Early Childhood Development (ECD) is a key priority of the Government, and this operation is an important pillar of the new ECD policy, CRECER JUNTOS, and the new Education Sector Plan 2019-2024.** CRECER JUNTOS is the Government's flagship ECD policy that aims to enhance the development of children 0-6 years of age by improving the quality of ECD services nationwide. In addition, the Ministry of Education, Science and Technology (*Ministerio de Educación, Ciencia y Tecnología*, MINEDUCYT) prepared the Education Sector Plan 2019-2024, aligned with the national strategy Plan Cuscatlán 2019-2024, which prioritizes early childhood care and education (ECCE)<sup>5</sup> improvements as a comprehensive mix of ECD and childhood learning.

#### Sectoral and Institutional Context

5. **Access to quality ECCE in El Salvador is low and unequal, particularly affecting children 0 to 6 years old from vulnerable groups.** The average ECCE enrollment rate is just 34 percent, compared with 50 percent worldwide and 21 percent in low-income countries. Pre-kindergarten (PreK) and kindergarten (KG) enrollment rates are below 8 and 69 percent, respectively, with important differences in access by family income and area of residence. On another aspect, although girls are just as likely as boys to participate in ECCE, girls might face more risks at school than boys. The lack of access to restrooms differentiated by gender, for example, can increase girls' exposure to sexual abuse, since some centers are integrated within schools with older grades and are far away from the classroom. Additionally, ECCE centers are mostly concentrated in municipalities with greater economic activity, which increases inequality in access for vulnerable households.

6. **In addition, there are several demand-side constraints, particularly relevant for households with children 0-6-years-old, affecting their enrollment.** There is evidence<sup>6</sup> that poor parents of children ages 0-3 years do not appear to have enough information on the need for adequate cognitive and socioemotional stimulation for their children and on the availability of local ECCE services. Most of these parents also prefer home-based care led by the child's mother, even when she lacks the skills to provide adequate stimulation for the child. For parents of children 4-6 years old, constraints that limit their enrollment are varied. Many parents do not send their children to school because they lack information on the returns to KG compared to those of primary education—potentially driven by the perception of low-quality of those services—or because, as they have reported, there are important direct and indirect costs associated with enrolling students at this level, such as lack of materials and exposure to school-based violence and to risk outside school.

7. **Low ECCE access and quality affect children's readiness for school.** Although El Salvador does not

<sup>4</sup> World Bank Human Capital Index, 2018

<sup>5</sup> ECCE includes services of care, stimulation and education for children between 0-3 years (PreK) and 4-6 years (KG).

<sup>6</sup> UNICEF, *Escuchando la voz de niñas, niños y adolescentes de El Salvador, Fase 2: la voz de madres y padres* (Unpublished report, 2019).



have a learning assessment system, indicators show the urgent need to improve ECCE quality. For example, the Early Grade Reading Assessment shows that the reading component of children's readiness for school is low: only 34 percent of second grade students and 40 percent of those in third grade of primary education (9 years old) read according to the standard for their age, with the reading level being significantly lower for children from rural regions and lower socioeconomic status.<sup>7</sup> Moreover, despite a gross enrollment rate in first grade of 90 percent, one-third of those children are over-age. This last result may be explained by demand-side preferences of parents to not send their children to ECCE. Most over-aged children in first grade are also repeating courses because of their low cognitive or socioemotional skills, as measured by school readiness indicators; in most cases, this is the result of lack of education and care during the early years.<sup>8</sup>

8. **Salvadoran schools are also characterized by a highly pervasive culture of violence.** In 2017, 15 percent of students who dropped out of school reported violence and insecurity as the main reasons. Estimates indicate that Salvadoran students in territories controlled by gangs are 3 percent more likely to be dismissed from school and have a course repetition rate of 4 percent greater than students in non-violent territories. In addition, only 53 percent of students in school environments with gang presence express that there is "respect and open dialogue" among their peers, 11 percent less than their peers in gang-free environments. The gap is similar for other noncognitive skills that can lead to academic success, such as teamwork, leadership, collaboration, and cooperation. Existing evidence shows that it is possible to achieve the best results if violence prevention starts early.

9. **A key constraint to the expansion and quality of ECCE programs in El Salvador is the low public investment in these interventions compared to other educational levels.** Specifically, only 6.7 percent of the annual educational budget was allocated to ECCE, proportional to 13 percent of the total budget assigned to primary schools. In terms of per capita investment, the cost of education for each child age 0-6 was US\$84 in 2018, while the amount for each primary student reached almost US\$458.<sup>9</sup> This low investment in ECCE contributes to the low access and high variation in the quality of programs.

10. **The current ECCE curriculum does not respond to a comprehensive ECD framework and needs improvement to ensure a smooth transition to primary education.** The current early childhood curriculum is not linked to a map of comprehensive developmental and learning standards for children. Despite the complementarities between infrastructure and curriculum, the latter includes activities without considering the limitations of existing materials and the availability of infrastructure in the educational system. In addition, it does not clearly state the nurturing care principle, which has been proven to be the most formative experience for young children.<sup>10</sup> The existing curriculum is not linked to a child development monitoring system that facilitates early warning and inter-institutional inter-agency coordination for child care. In terms of content, the current curriculum lacks topics related to specific groups, such as gender equality, children with special needs, and ethnicity, and it lacks components oriented to promote a culture of peace. To ensure the transition between ECCE and primary education,

<sup>7</sup> USAID, *Proyecto Educación para la Niñez y Juventud Evaluación de Lectura Inicial en El Salvador: Informe Final*, Project Report (2018).

<sup>8</sup> MINEDUCYT, "Estadísticas de Primera Infancia en El Salvador."

<sup>9</sup> Estimations using data from MINEDUCYT ("Estadísticas educativas," *Boletines estadísticos*, 2018) budget and total enrollment by cohort, including direct and indirect costs per student.

<sup>10</sup> M. M. Black, S. P. Walker, L. C. Fernald, ... and A. E. Devercelli, "Advancing early childhood development, from science to Scale 1: Early childhood development coming of age--Science through the life course," *Lancet* 389(10064): 77.



the curriculum should be articulated among educational levels, particularly to ensure the transition to first grade.

11. **Besides constraints in the curriculum, there is a mismatch between demand and supply of ECCE teachers and great heterogeneity in the quality of the ECCE workforce at the national level.** Only 66 percent of ECCE specialized teachers are working in this level, and 16 percent of in-service ECCE teachers are not specialized. The country developed the National Plan for Public In-Service Teacher Training 2015-2019 (*Plan Nacional de Formación de Docentes en Servicio en el Sector Público 2015-2019*), a program that includes different modules to enhance teachers' practices and aims to overcome the lack of technical preparation. However, the expansion of quality in-service training has been limited. Moreover, current training does not build the ECCE workforce's socioemotional skills, nor does it include skills on teaching practices for prevention of violence, gender-biases in the classroom, and identification of children with special needs.

12. **The poor quality of the existing physical learning environments is an important constraint to children's learning potential, especially in the poorest areas.** Of the total of MINEDUCYT budget, an average of 2 percent was invested in school infrastructure during the last four years, and only 0.7 percent was for ECCE centers in 2019. MINEDUCYT has 5,100 public school facilities with 14,450 school buildings countrywide, most of them with classrooms dedicated to ECCE. The regulation that determines the technical parameters for investment projects in the educational system is non-mandatory and outdated; most ECCE public centers do not comply with minimum quality standards. Additionally, according to Bank estimations, the education sector faces a high seismic risk; the associated diagnosis indicates that 830,000 students learn in spaces with high seismic vulnerability.

13. **Finally, MINEDUCYT's institutional challenges are limiting its capacity to manage the education sector efficiently and promote a learning-oriented policy.** The quality of educational services in the national territory is heterogeneous due to the low administrative capacity of MINEDUCYT at the central level and the limited efficiency of the regional offices.<sup>11</sup> At the central level, MINEDUCYT's key activities are fragmented. At the regional level, processes are not standardized, there is low human capital and unclear lines of communication with the central level. Finally, neither at the central, regional, nor school level is there any information on learning performance for relevant decision-making, since the country does not systematically participate in international tests, nor has standardized measurements for different levels of education.

### C. Proposed Development Objectives

14. The Project Development Objectives are to (i) improve ECCE teaching practices nationwide; (ii) upgrade physical learning environments of selected ECCE centers; and (iii) strengthen MINEDUCYT's institutional capacity for education sector management.

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<sup>11</sup> FUSADES, Social Situation Report 2018-2018 (Antiguo Cuscatlán, El Salvador: Department of Social Studies, 2019).



Project Development Indicators are:

- i. Selected ECCE teachers with improved teaching practices (number).
- ii. ECCE public centers supported by the project with safe physical learning environments and meeting quality conditions to promote learning supported (number).
- iii. ECCE public and private centers accredited through the structural quality standards accreditation system.

#### **D. Project Description**

15. **This Project is part of the comprehensive support provided by the World Bank to the development and implementation of the CRECER JUNTOS Policy.** In addition, the Project is articulated with an Inter-American Development Bank (IADB) operation and UNICEF technical assistance that also support MINEDUCYT in the implementation of the CRECER JUNTOS. Under the leadership of the national government, these projects are providing joint support to its ECD policy.

#### **E. Project Components**

##### **Component 1: Ensuring ECCE structural quality standards and curriculum nationwide (US\$54 million)**

16. **This Component will support the Government of El Salvador (GoES) in developing and implementing structural quality standards (SQS) for all ECCE services,** including public and private providers, and updating the current curriculum in concurrence with the proposed SQS and the Early Childhood Development and Learning Standards (ECDLS). The SQS will be aligned with the CRECER JUNTOS policy and validated with other municipalities and key stakeholders from the private sector and non-governmental organizations (NGOs). To complement the Project's interventions and address demand issues, the CRECER JUNTOS initiative, with UNICEF's support, will carry out mass communication campaigns to inform parents of the importance of ECCE services for their children's development and learning.

##### **Component 2: Strengthening ECCE public teachers and principals' professional development (US\$28.5 million)**

17. **Building on the SQS and revised ECCE curriculum through Component 1, this Component will focus on strengthening cognitive and socioemotional skills, and pedagogical practices of teachers and principals working in institutional ECCE public modalities,** with special emphasis on the needs of different contexts and populations: urban and rural children, those from ethnically diverse backgrounds, and those with special needs. A rigorous impact evaluation of the in-service training program for ECCE principals and teachers will be carried out under this Component. The Component also aims to review the national pre-service teacher training plan to introduce mentoring and effective techniques in teacher training and to ensure the quality of trainers for the implementation.

##### **Component 3: Upgrading ECCE physical learning environments (US\$147.5 million)**

18. **This Component will support the GoES in improving public ECCE physical learning environments** to ensure that they are child-centered, learning-oriented, gender-inclusive, safe, sustainable, and resilient to natural hazards. The Component will also increase the capacity of ECCE to



receive more children, as well as offer new preschool levels to foster access and transition between the different ECCE levels and to the first grades of primary education. The Project’s contribution will be twofold: (i) upgrading public ECCE center standards and designs for use by MINEDUCYT nationwide and (ii) improving learning physical environments of selected vulnerable ECCE centers.

**Component 4: Institutional strengthening for the management of the education sector (US\$20 million)**

19. **The objective of this Component is to strengthen MINEDUCYT’s capacity to provide quality services to schools and to efficiently manage the Project.** It includes support for institutional transformation and for the use of learning outcomes to improve the quality of education.

**Component: 5 Contingency Emergency Response (US\$0.0)**

20. **Reflecting the strategic approach taken in El Salvador across the Bank's portfolio, the Contingency Emergency Response Component (CERC) will provide immediate response to eligible emergencies.** As such, in the event of an eligible emergency, this Component will finance emergency activities and expenditures through a reallocation of Project funds e.

**F. Project Beneficiaries**

21. **The Project will benefit students, teachers and schools, and will contribute to reduce gaps in the access to quality ECCE for different vulnerable groups, such as girls, children with disabilities, from indigenous populations, and from poor and rural households.** Approximately 240,000 ECCE students will (i) have access to an education meeting minimum quality standards, and (ii) benefit from enhanced pedagogical practices and a strengthened professional development based on an updated curriculum and the ECDLS. Additionally, about 7,865 ECCE teachers will receive quality in-service professional development, learning materials, and personalized coaching; and 4,500 ECCE principals will benefit from training based on the updated curriculum and ECDLS. About 425 of the poorest ECCE schools in the country will be equipped to enhance their learning environments and around 125 ECCE centers in the most vulnerable communities in El Salvador will be chosen to be rehabilitated based on four criteria: poverty, seismic risk, overcrowding, and ECCE enrolment. This renovated infrastructure will directly benefit more than 47,000 children enrolled in ECCE.

22. **Finally, the Project will benefit the staff of the National Directorate of Early Childhood (*Dirección Nacional de Primera Infancia*), the National Institute of Teacher Training, and the MINEDUCYT** by strengthening their capacity to work more effectively and efficiently.

Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No



Summary of Assessment of Environmental and Social Risks and Impacts

23. **The overall environmental and social risk classification of the Project is Substantial.**
24. **The proposed environmental risk classification is Moderate,** based on the investments under Component 3 that will finance substitution or rehabilitation and/or expansion of existing PreK and KG buildings, as well as small rehabilitation works of additional and eligible vulnerable schools. The potential environmental impacts and risks associated with these activities are deemed to be moderate as they are expected to be (i) predictable, temporary and/or reversible or easily mitigable; (ii) low in magnitude and site-specific; and (iii) occurring in already-intervened areas. In addition, the Borrower has recent experience in environmental management and oversight under a previous World Bank-financed project that included school infrastructure rehabilitation investments. This existing experience and capacity will be built upon and further developed and embedded under the proposed Project.
25. **The proposed social risk classification is Substantial.** The Project is mainly expected to have positive social impacts from increased quality of ECCE service delivery. The Project's social risks may include exacerbating existing inequalities if potential impacts and barriers to access for girls, children with disabilities, indigenous peoples, afro-descendants, children living in poverty or geographical isolation, and other vulnerable and disadvantaged individuals or groups are not properly addressed; and risk that indigenous peoples may not receive early childhood education in their mother tongues, as well as prejudice or discrimination towards individuals or groups in the provision of services and resources. In addition, the legalization of early childhood schools that are not currently registered under MINEDUCYT carries the risk of affecting existing rights or claims to land if not accompanied with clear and adequate rules for the recognition of relevant land tenure rights. Moreover, high levels of contextual violence, including gender-based and domestic violence, as well as gang-related violence, constitute a significant access barrier to Project benefits. The Borrower has previous experience with World Bank safeguards, including indigenous peoples' issues, and capacity strengthening measures include hiring a social specialist with experience on crime and violence issues to work full-time in the project implementation unit. In addition, measures to identify specific risks at the local and municipal level and strengthen capacity for social management, including management of contextual risks related to crime and violence, have been included in project design.
26. **Based on the scope of the Project's activities, which include technical assistance, capacity building, and infrastructure interventions, including educational center substitutions and rehabilitation and/or expansion for which the exact locations are not yet known, the Borrower prepared an Environmental and Social Management Framework (ESMF).** The ESMF includes: (i) a high level Environmental and Social Assessment (ESA) describing broad baseline social and environmental conditions, identifying potential environmental and social risks, impacts, and opportunities associated with the proposed activities, and formulating generic mitigation, management, and monitoring measures to address the likely impacts, and (ii) the principles, guidelines and procedures for carrying out site-specific screening and assessment, confirming and incorporating appropriate management and mitigation measures into contract documents, and providing guidance on effective implementation and monitoring at the subproject level.
27. **The ESMF (including the ESA), considers requirements for coordination and consultation with beneficiaries and affected persons to ensure that potentially adverse environmental and social risks of**



**subprojects are identified and managed, and includes measures to strengthen Borrower capacity for the management and oversight of environmental and social risks.** In addition, the ESMF provides guidelines for subprojects to (i) reflect the implementation of technically and financially feasible design measures for improving energy, water and raw materials use and to promote greater climate and natural disaster resilience; (ii) where applicable, identify measures to avoid, minimize, or mitigate potential adverse impacts on biodiversity and on the sustainable management of living natural resources; and (iii) identify measures to ensure facility and community safety during construction and operation. The ESMF also includes a section describing the Environmental and Social requirement aspects of CERC, establishing that its activities will need to comply with the same environmental and social requirements applicable to non-CERC activities. The draft ESMF was disclosed by the Borrower on January 17 and by the Bank on January 18, 2020.

28. **A draft Stakeholder Engagement Plan (SEP) was prepared and disclosed by both the Bank and the Borrower,** which (i) describes the Project stakeholders, distinguishing between those directly affected by the Project and other interested parties; (ii) describes the timing and methods of engagement with key stakeholders throughout the Project's lifecycle, including engagement activities carried out before appraisal, as well as planned participatory processes related to the curriculum development and training activities, and local-level consultations once the locations of infrastructure interventions are known; (iii) describes the type of information that will be provided to stakeholders and how feedback from stakeholders will be solicited and recorded, and (iv) describes the project-level Grievance Redress Mechanism (GRM) to be implemented by the Borrower, which will be culturally sensitive and accessible to indigenous peoples. The Borrower carried out national consultations with key stakeholders, including MINEDUCYT staff, civil society organizations working with vulnerable groups, leaders of nationally representative indigenous organizations, and experts in indigenous and inclusive education between January 6 and 10, 2020. Additional project consultations with representatives from indigenous organizations and communities took place on January 21, 2020, and the feedback obtained was integrated into the Project's design.

29. **The Borrower developed draft written Labor Management Procedures (LMP) identifying and describing the different types of workers that are likely to be involved in the Project, the main labor and occupational health and safety risks associated with the Project and setting out the principal labor requirements of national law and ESS2 applicable to the Project.** Arrangements for project implementation, including the potential use of International Organizations or public-private partnerships, are still being discussed. These arrangements will have implications for labor management and worker grievance mechanisms. The LMP will be disclosed prior to the adoption of the Project Operations Manual, once more information about the final arrangements is known.

30. **Given that the specific sites for infrastructure interventions are not yet known, the Borrower prepared a Resettlement Policy Framework (RPF) to cover potential impacts.** The RPF sets out the procedures to be followed for the preparation of Resettlement Action Plans (RAPs) when they are required for subprojects under ESS5, as well as eligibility criteria for affected persons, procedures and standards for compensation and relocation assistance, and arrangements for consultations, budget, and monitoring, as well as how the project-level GRM will address involuntary resettlement-related grievances. The RPF also includes principles to be followed in cases of voluntary land donation and the main principles to be applied for temporary relocation of schools during construction works, as well as a land donation protocol to be applied in case any land donations are included in the Project. A final



temporary relocation protocol will be finalized prior to the adoption of the operations manual and will inform the terms of reference for the development of Project Specifications (*Carpeta técnica*) for specific subprojects. The RPF was disclosed by the Borrower on January 17 and by the Bank on January 18, 2020.

31. **The Borrower, in consultation with nationally representative indigenous organizations, prepared an Indigenous Peoples Planning Framework (IPPF), which identifies barriers to access and proposes measures to ensure project benefits are culturally pertinent, including in relation to the development of the curriculum, educational tools, and educational agent training.** The IPPF also outlines how subproject specific Indigenous Peoples Plans will be prepared in cases where infrastructure interventions are carried out where indigenous peoples are present or have collective attachment to the project area, per the criteria in ESS7. The IPPF was disclosed by the Borrower on January 17 and by the Bank of January 18, 2020.

## G. Implementation

### Institutional and Implementation Arrangements

32. **The Project will be implemented by a joint Project Implementation Unit (PIU) with the parallel IADB operation and will be located in the National Directorate of Early Childhood (*Dirección Nacional de Primera Infancia*) in the MINEDUCYT.** This arrangement will ensure that the Project is implemented within the institutional decision-making processes, while also being implemented in a timely and effective manner. The PIU will include (i) a project manager; (ii) a technical coordinator; (iii) a fiduciary coordinator; and (iv) an environmental and social coordinator. The technical coordinator will be the link with the MINEDUCYT's implementing units. The fiduciary coordinator will be a well-seasoned fiduciary staff with experience in projects financed by the Bank or other international development partners and will work as the liaison with MINEDUCYT's financial and procurement units, each working with a team of technical staff devoted to the Project. The environmental and social coordinator will count on a technical team of social and environmental specialists supervising the implementation of the ESF instruments. The PIU will report directly to the Minister of Education, Science and Technology, who coordinates with the GoES and with the World Bank.

33. **A Project Operations Manual (POM) approved by the Bank will detail arrangements and processes for:** (i) the composition, roles, and responsibilities of the PIU and the Supervisory Committee; (ii) institutional coordination and day-to-day execution of the Project, as well as the roles and obligations of the implementing units/directorates; (iii) monitoring and evaluation, reporting and communication; (iv) eligibility criteria, detailed technical rules, and procedures for selection of schools for infrastructure work; (v) administration, financial management, procurement and accounting; (vi) verification protocols and the appointment of a verification agent; and (vii) other administrative, technical and organizational arrangements and procedures required for project implementation.

34. **Procurement procedures.** The Borrower will carry out procurement under the Project in accordance with the World Bank's "Procurement Regulations for Borrowers under Investment Policy Financing dated July 2016, revised November 2017 and August 2018" (Procurement Regulations).

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