



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 11/26/2021 | Report No: ESRSA01684



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Uruguay	LATIN AMERICA AND CARIBBEAN	P176105	
Project Name	Strengthening Pedagogy and Governance in Uruguayan Public Schools Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	11/25/2021	1/19/2022
Borrower(s)	Implementing Agency(ies)		
Oriental Republic of Uruguay	Administracion Nacional de Educacion Publica		

Proposed Development Objective

The Project’s Development Objective is to strengthen pedagogy, governance, and physical learning environments in the Borrower’s public primary, secondary, and technical/vocational schools.

Financing (in USD Million)	Amount
Total Project Cost	40.00

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The Project would be comprised of three key components: (i) strengthening pedagogy by developing adequate pedagogical programs to implement the new curriculum design, strengthening teachers’ professional development by realigning their skills to the new curriculum, and developing educational resources; (ii) strengthening governance by realigning the role of school directors and other academic staff to support the new model, as well as improve training programs and the hiring and school assignment processes; and (iii) improving school infrastructure and other complementary services to adequately support students and learning activities during extended school days. In combination, these activities would ensure that the additional instructional time that comes with the extension of the



school day is used effectively and supports vulnerable students to strengthen their academic trajectories across primary and secondary education. To foster the strengthening and coordination of national institutions, the Project would include Performance-Based Conditions (PBC) in Components 1, 2, and 3. The Project would also include a fourth technical assistance component to support critical actions required for the achievement of the PBCs, as well as to support overall project management. Importantly, through strengthened pedagogy and governance in all grades, the Project would improve coordination between primary and secondary schools, and tackle repetition in primary schools, dropouts in the early years of secondary, and overall cumulative learning deficits.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The proposed Project will be implemented at the national level through the technical assistance to strengthen pedagogy and education governance under Components 1 and 2, as well as through the improvement of school infrastructure under Component 3.

In particular, Component 3 will support the maintenance, rehabilitation, adaptation, and/or expansion and construction school infrastructure and complementary services in public primary schools in quintiles 1 and 2. The infrastructure would focus on being inclusive, innovative, flexible, healthy (including good ventilation and access to water and sanitation services), resilient to climate change, energy efficient, digitally connected, and student-centered. This will include the identification and addressing of the specific needs of female and male students and teachers, such as the provision of adequate and accessible toilets, specialized school equipment, and lactation rooms, among others, as well as the implementation of measures to prevent and address Gender-Based Violence. The location and scope of work at each site would be defined during implementation.

Under Subcomponent 3.1, investments would support (i) studies to identify the infrastructure and maintenance services (which will include needs based on expected climate change impacts); (ii) piloting new parameters for learning spaces, using the methodology provided by the Council of Europe Development Bank's and European Investment Bank's infrastructure teams, in coordination with teams based in Finland, France, and Sweden, and with the pedagogical teams implementing the new curricular model; (iii) developing guidelines for the design of projects and infrastructure works needed for schools, prioritizing innovative design, energy efficiency, resilience to climate change, the construction of sanitary and sanitation facilities, management and waste reduction, and the construction and/or rehabilitation of climate-resilient schools based on risks assessments; and (iv) developing and implementing a preventive maintenance services program for all primary schools. This subcomponent would finance goods, minor works, and maintenance operative costs, as well as training on school maintenance management for school directors and system inspectors, to contribute to the long-term climate-resilience and sustainability of investments in infrastructure.

Subcomponent 3.2 would support the construction and rehabilitation of school infrastructure, focusing on risk-based, climate-resilient, and energy-efficient designs and methods, as determined in Subcomponent 3.1. Investments in infrastructure would include (i) the maintenance of 94 FTS in quintiles 1 and 2; (ii) annual maintenance for approximately 50 schools (including ELT schools, Aprender Program schools and/or pre-primary and primary full-time schools in quintiles 1 and 2); (iii) expansion and/or rehabilitation of 15 FTS in quintiles 1 and 2; and (iv), expansion



and/or rehabilitation of 35 Aprender schools in quintiles 1 and 2 to transform them into ELT schools. Investments will focus on schools located in areas with vulnerable populations (socioeconomic quintiles 1 and 2) in the first two years of the Project to ensure the targeting of students from vulnerable socioeconomic groups, including Afro-descendants and recent immigrants that are traditionally overrepresented in quintiles 1 and 2. Possible interventions would include the upgrading of existing infrastructure to mitigate the impacts of climate-related risks such as floods, landslides, and heat waves, such as: (i) improved drainage systems and integrated water management; (ii) improved ventilation systems; and (iii) waste management and recycling systems, including food waste reduction from the school system. Investments in technological infrastructure would use best international practices for energy efficiency, that are supplied largely by on-site renewable energy generation, and/or are made climate resilient in the event of any climate disaster disruption.

Infrastructure interventions are expected to be of small scale and highly localized, and will take place in already disturbed, man-modified land; in all cases, civil works would be implemented in urban or peri-urban zones, already transformed land, where natural habitats or environmentally sensitive areas are not present. In addition, the Project would intervene in land fully owned by ANEP and where no displacement (economic or physical) is expected to occur.

D. 2. Borrower’s Institutional Capacity

The Project will be implemented by ANEP through the Project Implementation Unit (PIU, 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 Bank-financed project: Improving the Quality of Initial and Primary Education in Uruguay (P15977). ANEP would remain the key responsible agency, while PAEPU would continue to be entrusted with the implementation arrangements, including Project fiduciary and environmental and social management-related aspects. The proposed implementing agency and its PIU have a very strong track record in executing Bank financed operations. Since the mid-1990s, ANEP has implemented five education operations, all of which have been satisfactorily executed. The current operation has been rated “Satisfactory” in safeguards compliance throughout its implementation. For the new operation, social and environmental standards will continue to be managed by the qualified and experienced specialists within PAEPU, which has adequate resources and processes in place, and has demonstrated its capacity to screen, implement, monitor and report on environmental and social commitments as part of Bank-financed activities.

Given that this will be the first project where ANEP’s and PAEPU’s teams implement the Environmental and Social Framework (ESF), a capacity assessment of the PIU was conducted during project preparation and confirmed the capacity and resources of the PMU to manage environmental and social risks in line with the ESSs.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The Environmental risk has been determined as Moderate. The Project is expected to result in low to moderate environmental, health, and safety risks and potential impacts mainly associated with the physical interventions foreseen under Component 3, whereby the maintenance, construction, expansion and/or rehabilitation of infrastructure needed for expanded learning time schools would be financed. These interventions are of small scale,

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and no particularly sensitive environmental conditions are expected for the works sites (urban or peri-urban zones, already transformed land), which will be defined during Project implementation. Furthermore, the infrastructure design is expected to be universally accessible and inclusive, flexible, climate-resilient, healthy, digitally connected, and student-centered. Universal Design looks for ways to meet the needs of all people who wish to use it, regardless of their age, size, ability, ethnicity, race, income, class, sexuality, and gender identity. Other interventions associated with preventive maintenance are also foreseen under Component 3. In general, this type of minor civil works have the potential to generate environmental risks and adverse impacts, such as consumption of water and raw materials for civil works, generation of solid waste from residual construction materials, nuisance related to particulate material generation, vibration and noise, and health and safety risks for the workforce as well as for the school community when works take place jointly with the functioning of the school. During the operation stage, potential negative impacts would be related to potential misuse or maintenance problems of the school infrastructure. These environmental risks and potential impacts are predictable and expected to be temporary and/or reversible, site-specific, low in magnitude and not expected to cause serious adverse effects to the environment by applying standard and accessible measures. In all cases, risks are expected to be easily mitigated in a predictable manner. In sum, planned investments are considered low-to-moderate risk activities from an environmental perspective, requiring attention to building standards, community health and safety, worker health and safety, debris and other construction wastes management risks, as well as the incorporation of pertinent ESS requirements into relevant technical assistance to be provided.

Social Risk Rating

Moderate

The Social Risk rating for the Project is Moderate. The Project is expected to have only positive impacts on all target populations, including women and vulnerable and systematically excluded groups (Afro-descendants, persons with disabilities, and LGBTI+ people), and expects no negative social effects. The main social risks are associated with the potential exclusion of these groups from participating in the benefits of the Project. Uruguay is a regional leader in the path toward social inclusion. Sustained economic growth and redistributive policies have made it the most egalitarian country in Latin America. However, some groups like afro-descendants, persons with disabilities, and LGBTI+ still face unequal opportunities, lower accumulation of human capital and skills, and a lack of voice and agency to have their points of views and aspirations of development included in decision making. This translates into disadvantages in services like education, related to the quality -rather than to lack of access- which produce differentiated outcomes (for example, higher dropout rates, lower education achievements, etc). In this context, ANEP and PAEPU will need to assess the proposed ELT model, and the associated pedagogy, governance and infrastructure to ensure they are socially and gender inclusive. For example, teacher training would include sensitization of teachers on the consequences of both conscious and unconscious biases against students of different genders, racial and ethnic groups, and students with disabilities. The Project will require the carrying out of a participatory approach. PAEPU is already implementing proactive beneficiary feedback and consultation processes associated to the infrastructure works that are being financed under the current Improving the Quality of Initial and Primary Education in Uruguay Project (P159771), where the broad school community can participate not only during each sub-project preparation, but also in different ex-post stages. The Project will require implementation of a similar approach for the activities associated with strengthening pedagogy to implement the new curriculum design, strengthening teachers' professional development and improving training programs and the hiring and school assignment processes to ensure active participation of all stakeholders, including representatives of teachers, school directors, and beneficiaries from the vulnerable groups identified above, among other interested parties.

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B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

This standard is relevant. Physical interventions foreseen under the Project are included in Component 3 and refer to construction and/or rehabilitation of school infrastructure considering the adaptation of existing spaces in public primary, secondary, and technical/vocational schools; other minor interventions associated with preventive maintenance are also foreseen. The rest of the Project's activities, essentially focused on technical assistance and stretching programs to adapt and improve the quality of the pedagogical contents for ELT schools and professional development of teachers, school directors, and other learning support staff, do not involve environmental risks.

No major adverse environmental impacts are anticipated with this Project. Expected potential 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. During the operation stage, potential negative impacts would be related to potential misuse or maintenance problems of the school infrastructure. To comply with World Bank's Environmental and Social Framework (ESF), relevant provisions of ESS1 will be considered, and project investments will undergo environmental assessment commensurate with the scale and nature of the infrastructure investments.

Given that the location and scope of the minor civil works at each site would be defined during implementation, the following instruments have been developed by ANEP through PAEPU to manage the Project's environmental and social risks, namely: (i) Environmental and Social Management Framework (ESMF) proportionate to the E&S risks and impacts (including SH/SEA risks, which have been rated as "Low") and in line with the Bank's Environmental and Social Standards and the World Bank Group Environment, Health and Safety (EHS) Guidelines and (ii) Stakeholder Engagement Plan (SEP).

The ESMF is based on the relevant ESSs, the World Bank Group's Environmental Health and Safety Guidelines, and applicable national legislation and will be built upon the ESMF that is being applied to the ongoing operation "Improving the Quality of Initial and Primary Education in Uruguay Project (P159771)", which was in turn built upon the systems, procedures and experience acquired by ANEP-PAEPU through its long history executing Bank financed operations, and has a proven adequacy as the instrument for the management of safeguards.

The Draft ESMF will be disclosed no later than December 9, 2021, and consulted according to the SEP, to identify any potential barriers that the targeted groups may face to accessing the activities financed by the Project and look for ways to ensure that these groups are afforded opportunities to participate in planning and/or implementation of activities that can affect them (e.g. integrating a gender perspective in the new curriculum will be explored to encourage increased girls' participation in Science, Technology, Engineering, and Math (STEM). The same will apply to potential development and adaptation of the curriculum to facilitate inclusion of persons with disabilities. The final ESMF, following public consultations, will be adopted, and disclosed in the Bank and Project's website no later than 60 days after Effectiveness. The ESMF outlines the roles and responsibilities for E&S risk management, guiding principles of environmental screening, assessment, review, management, and monitoring procedures for all envisaged activities and applies the integrated risk management approach to support the relevant public institutions.



The updated version of the ESMF reinforces all the already existing 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; (ii) sub-project designs [new schools spaces building / existing schools rehabilitation] include measures to ensure universal accessibility for persons with disabilities; (iii) all required measures to ensure life and fire safety are adopted in the schools; (iv) pertinent occupational health and safety measures are also included, taking into account those related to the removal and safe disposal of asbestos, which is a potential risk during rehabilitation interventions; and (v) identification of potential barriers for vulnerable groups identified above and mitigation measures to address them; (vi) an assessment on any potential Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) risks associated with the Project; among other aspects. The ESMF of the Project will also incorporate, as appropriate, any additional processes/measures to ensure compliance with the relevant ESSs. Site specific Environmental and Social Management Plans (ESMP) will be developed in line with the requirements of the ESMF.

In addition to the existing good practices already included in the ESMF of the current operation, the updated ESMF will refer to the EHSGs and the World Bank’s ESF/Safeguards Interim Note “COVID-19 Considerations in Construction/Civil Works Project,” as relevant.

The borrower is also developing a draft Stakeholder Engagement Plan (SEP) to be disclosed prior to appraisal to ensure active participation of all stakeholders, including representatives of teachers, school directors, and beneficiaries from the vulnerable groups identified above, among other interested parties, during Project preparation and implementation. The SEP will also ensure that a Grievance Mechanism (GM) is in place to address concerns and grievances during project preparation and implementation. The draft SEP and the draft ESMF will be updated based on the feedback from consultations and re-disclosed accordingly.

The borrower will also identify project workers and develop the corresponding Labor-Management Procedures (LMP); to be finalized in a satisfactory manner to the Bank before hiring any project worker.

Finally, a draft Environmental and Social Commitment Plan (ESCP) is being prepared and will be disclosed prior to appraisal and finalized and re-disclosed by negotiations. This document will include specific actions related to (i) ensuring an organizational structure adequate to manage the environment and social risks associated with the Project, (ii) ensuring adequate monitoring and reporting procedures, including specific guidance to report Incidents; (iii) the operationalization of the project GM and any additional measures that may be necessary to address risks identified during preparation phase.

Finally, the requirements of relevant ESSs will be considered for all technical assistance to be provided under the Project. The terms of reference for all such technical assistance will be reviewed and approved by the Bank to ensure that all pertinent provisions, including stakeholder engagement aspects in line with ESS 1-10, are fully incorporated in such TORs, in a manner acceptable to the Bank. Early engagement of key stakeholders like teachers’ unions will be essential to build support to the TA activities and, ultimately, to ease implementation of the measures resulting from the TA.

ESS10 Stakeholder Engagement and Information Disclosure



This standard is relevant. Both project direct beneficiaries and other interested parties will be proactively involved during Project preparation and implementation. Relevant stakeholders will be adequately involved during all project stages, providing the required measures and mechanisms according to the health conditions and social distancing measures associated with the COVID-19 pandemic. PAEPU is developing a Stakeholder Engagement Plan (SEP), and a draft version will be disclosed prior to Appraisal. The SEP will include a stakeholder mapping, a communication and disclosure of information strategy, and a plan for consultations to guide the engagement with all relevant stakeholders during Project implementation including specific provisions promoting engagement of those groups to be identified as disadvantaged or vulnerable. Preliminarily, main stakeholders would be the broader education community: teachers, school authorities, students, parents, project cycle school-building responsible professionals (designers, works supervisors, etc.), and other local representatives, such as NGOs representing persons with disabilities, civil associations advocating for girl's education or organizations representing LGBTI+ groups. Additionally, the SEP will include the monitoring of a beneficiary feedback indicator that is part of the PAD's results framework.

The SEP will also ensure that a Grievance Mechanism (GM) is in place to address concerns and grievances during project preparation and implementation. Based on PAEPU's current system, the Project's GM will establish the mechanisms to submit grievances and receive responses, the number of days to receive a response, and will identify different levels of conflict resolution. To achieve that, the SEP will include an assessment of the existing GM to identify any necessary adjustments to strengthen the system considering specific elements of this Project. PAEPU's team has vast experience in engaging with local school communities and other relevant interested parties.

Taking into account the COVID-19 pandemic, all social communication and consultation processes associated with the Project will follow the guidelines stated in the Bank's Technical Note on "Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, March 20, 2020."

The SEP will be finalized in a satisfactory manner to the Bank at an appropriate milestone still to be defined, but are expected to be no later than 60 days after the Effective Date or prior to carrying out any of the ground activities, whichever comes first. The specific timeline for the preparation of the SEP detailed in the ESCP.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

This standard is relevant. The standard recognizes the importance of treating workers fairly and providing safe and healthy working conditions. The Project will be implemented by staff from ANEP - PAEPU (Government Civil Servants). In addition, the Project would hire some consultants -individuals or through consulting firms- to provide technical assistance, analysis, studies and trainings, among other services as well as contractors to carry out the physical interventions foreseen under the Project (Contracted Workers). Based on available information at this stage that will be further analyzed during preparation, some specialized consultants may be hired to perform specific tasks in support of PAEPU (Direct Workers). In the case of PAEPU's staff and hired consultants, Project activities are mainly administrative-related tasks in an indoor environment for which appropriate occupational health and safety (OHS) for



low OHS risks will be applied. However, OHS risks for contracted workers in charge of the civil works foreseen under the Project are low to moderate. Some common OHS risks and hazards may include, among others: (i) falls from heights; (ii) electric shocks; and (iii) failure to use proper protective equipment. Protocols to deal with COVID-19 and dengue risks should be developed and included in the ESMPs to be implemented among Project workers, in line with EHSGs, and the World Bank’s ESF/Safeguards Interim Note “COVID-19 Considerations in Construction/Civil Works Project.”

The exact types and numbers of Project Workers are not yet known, although civil servants and contracted workers are anticipated to be employed under the project. The type of Project workers, specific measures to address OHS risks, the terms and conditions of employment of Project Workers, considerations on SEA/SH, as well the details of a Grievance Mechanism (GM) dedicated to address Project workers grievances, will be included in the Labor Management Procedures (LMP) to be developed by PAEPU, and in a code of conduct that will be part of it. The LMP will pay particular attention to promote non-discrimination and equal opportunity in the recruitment of Project Workers and will endeavor to foster the recruiting of women, afro-descendants, LGBTI+ people and people with disabilities, where possible. The LMP will be ready and implemented no later than 60 days after the Effective Date or prior to the hiring of any project worker, whichever comes first; the specific timeline for developing the LMP is detailed in the ESCP.

ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is relevant. The civil works foreseen under Component 3, although of small scale, might consume raw materials (e.g. wood, stone material, concrete, water, etc.) and generate potential air pollution (particulate material), noise, water pollution and risks related to management of hazardous materials and construction waste management.

Risks and potential impacts and corresponding appropriate mitigation measures are being developed and included at the Draft ESMF, as appropriate, following the mitigation hierarchy. In addition, green architecture criteria will be applied (such as green roofs, natural ventilation and lighting, water and energy consumption efficiency, etc.).

Schools may use pesticides during their operational phase to control pests (for example, termite treatment, vector control, etc.). Although quantities of pesticides that might be required will not be significant, the ESMF of the Project includes a Guide to Pest Control and Safe use of Pesticides that will provide clear guidance on use of pesticides and management measures for the schools’ operational phase in line with ESS3 (Section D).

Assessment of risks and impacts and proposed mitigation measures related to relevant requirements of ESS 3, including waste management; water use; soil and air pollution; and hazardous materials management, will be included within scope of site-specific screening checklist and ESMPs as relevant. The ESMF has detailed the specific procedures for preparing and approval of ESMPs when subprojects were defined, including review and approval by the Bank prior to their disclosure/use.

ESS4 Community Health and Safety



This standard is relevant. The Project involves some community health and safety aspects, mainly in connection with the infrastructure works to be financed under Component 3. Risks include: (i) potential for accidents from physical hazards on sites where the community (including students and teachers, among others) has access and/or increased traffic of project vehicles and contractor and primary supplier machinery and trucks; (ii) management of hazardous materials, especially airborne particulates during construction; and (iii) exposure of community to increased levels of dust and noise from construction activity. Designs of school spaces will be universally accessible and inclusive, climate-resilient and healthy, among other considerations under ESS4 requirements, in addition to addressing risks associated to exposure to COVID-19.

In order to address risks and impacts that might affect community health and safety the draft ESMF includes an assessment of civil work-related health risks; works safety; excessive noise and dust levels, site safety awareness and access restrictions; and SEA/SH. All these issues will be screened and addressed in site specific ESMPs to be prepared once the investments are identified. Furthermore, the ESMF requires that site specific ESMPs specify the necessary measures for ensuring efficient waste management, compliance with good labor management practices, disclosing information and maintaining effective communication with the community (including students and teachers, among others) throughout the duration of works. When applicable, ESMP requirements are going to be included at the contract of the third party engaged at on-site works.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The standard is not currently relevant. There are no potential risks and/or impacts relevant to ESS5. Works to be financed by the Project will neither require land acquisition, nor restrictions on land or involuntary resettlement as defined under this Standard; the Project would intervene in already existing schools, in land fully owned by ANEP and where no displacement (economic or physical) is expected to occur. In addition, the specific site screening procedure will ensure that there are no informal settlers or vendors in the areas of intervention.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The standard is not currently relevant. The proposed Project will finance technical institutional capacity building and Infrastructure investments would include the adaptation of existing spaces in public primary, secondary, and technical/vocational schools. Investments will be mainly focused on existing buildings and no green land interventions are expected. In this context, it is not expected to generate any negative impact on the Biodiversity Conservation and Living Natural Resources.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

The standard is not relevant. There are no groups or communities in Uruguay that meet the four cumulative criteria defining indigenous peoples/Sub-Saharan African Historically Underserved Traditional Local Communities set out in ESS7.



ESS8 Cultural Heritage

ESS8 is relevant for the project as there may be tangible and intangible cultural resources within the sites where the project’s physical interventions will take place, which will be defined during implementation, that need to be considered. Therefore, the ESMF includes provisions for managing any potential chance finds, or impacts on such cultural resources, if applicable, that could take place during project activities in the field, in line with local legislation and ESS8. They include, inter alia, early identification within scope of site-specific screening checklist and ESMPs, consultations with community and cultural heritage authorities, specific project designs as needed.

ESS9 Financial Intermediaries

The standard is not currently relevant. The Project will not imply the use of Financial Intermediaries

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

Areas where “Use of Borrower Framework” is being considered:

None

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: Oriental Republic of Uruguay

Public Disclosure



Implementing Agency(ies)

Implementing Agency: Administracion Nacional de Educacion Publica

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VI. APPROVAL

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