



# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

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Appraisal Stage | Date Prepared/Updated: 19-Nov-2020 | Report No: PIDISDSA28039



**BASIC INFORMATION**

**A. Basic Project Data**

Country Guyana	Project ID P170471	Project Name Additional Financing to the Guyana Secondary Education Improvement Project	Parent Project ID (if any) P147924
Parent Project Name Guyana Secondary Education Improvement	Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 23-Nov-2020	Estimated Board Date 14-Jan-2021
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Co-operative Republic of Guyana	Implementing Agency Ministry of Education

Proposed Development Objective(s) Parent

The objective of the Project is to: (i) strengthen the capacity of secondary school mathematics teachers nationwide, and (ii) increase enrollment in General Secondary Schools in targeted regions.

Components

- Component 1: Strengthen the Capacity of Secondary School Mathematics Teachers Nationwide
- Component 2: Expansion of General Secondary School Facilities
- Component 3: Strengthen Institutional Capacity and Project Management
- Component 4: Contingency Emergency Response Component

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

**SUMMARY**

<b>Total Project Cost</b>	13.50
<b>Total Financing</b>	13.50
<b>of which IBRD/IDA</b>	13.50
<b>Financing Gap</b>	0.00

**DETAILS**

**World Bank Group Financing**

International Development Association (IDA)	13.50
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IDA Credit	13.50
Environmental Assessment Category	
B-Partial Assessment	
Decision	
The review did authorize the team to appraise and negotiate	

Other Decision (as needed)

## B. Introduction and Context

### Country Context

- 1. The Co-operative Republic of Guyana is a small, sparsely populated country with abundant natural resources in South America.** Guyana has fertile agricultural lands, bauxite, gold and extensive tropical forests that cover 80 percent of the country; and recently discovered large offshore oil and gas (O&G) reserves. Guyana is an ethnically diverse society, encompassing Indo-Guyanese, Afro-Guyanese, Mixed-Guyanese, indigenous Amerindian and others. Guyana has a low population density, with 90 percent of its 779,004 inhabitants living on the narrow coastal plain, which represents 10 percent of the country's area.
- 2. Despite natural resources, Guyana had the second lowest gross domestic product (GDP) per capita in South America at US\$4,979 in 2018, and a relatively high level of poverty at 43.4 percent compared to other countries in the Latin American and Caribbean (LAC) region.** Resource-based development has created a limited number of jobs and has contributed to low levels of development outcomes and high emigration rates, with 39 percent of all Guyanese citizens currently residing abroad and roughly half of all Guyanese with a tertiary education having emigrated to the United States. With an economy that is heavily dependent upon natural resources, agriculture, and remittances, Guyana is vulnerable to adverse weather conditions, commodity price fluctuations, and economic conditions in migrant destination countries. Economic diversification beyond natural resources and agriculture remain a challenge. Sugar, gold, bauxite, shrimp, timber, and rice represented over 80 percent of the country's exports in 2014. Remittances were equivalent to approximately 11 percent of GDP, mainly sent from the diaspora communities in the United States and Canada. Despite overall declining poverty trends, poverty remains entrenched amongst geographic and ethnic lines. Poverty rates are highest in the sparsely populated interior, in particular in Amerindian populations, where communities have limited access to economic opportunities, healthcare and public services.
- 3. Due to the recent oil discovery, Guyana stands at the threshold of a new era.** The discovery of vast offshore O&G reserves and production is poised to fundamentally transform the structure of the Guyanese economy while generating an influx of fiscal revenue. The rise of the O&G sector poses unprecedented macro-fiscal management challenges while offering new opportunities to address longstanding development



constraints. However, for high-income status to reflect meaningful gains in general wellbeing, Guyana must improve its human capital development and health indicators, as well as reduce poverty levels while maintaining macroeconomic stability and environmental sustainability.

**4. Guyana recently concluded its national elections.** The national elections were held on March 2, 2020 and a new Government took office in August 2020. The new Government has expressed continued commitment to working with the Bank, including in education.

**5. The outbreak of the coronavirus disease (COVID-19) was declared a Public Health Emergency of International Concern on January 30, 2020, and, like most other countries, the virus has spread to Guyana.** The crisis is stretching the public health systems and threatening the economy. In line with the international best practice, the Government enacted several mitigation measures, including a shutdown on many non-essential services from April 9, 2020 to the present. The order includes restrictions on travel, social, and economic activities. In addition, the Ministry of Education (MOE) closed public schools nationally from March 2, 2020. Effective November 9, 2020, MOE began a phased reopening of public schools with grades 10-12 students returning to school based on a rotation schedule and restricted timetables. All practical instruction and technical vocational educational centers have also been reopened. Strict distancing guidelines and sanitation protocols are put in place with teachers and students receiving face masks, shields, sanitizing agents, vitamins and care packages. Additionally, handwashing sinks have been installed at schools and thermometers provided and students will be given a diagnostic wellness kit.

#### Sectoral and Institutional Context

**6. Guyana's education sector has made remarkable progress in the last 15 years and continues to be a priority for Government investment.** In particular, Guyana has achieved near-universal primary education enrollment (92 percent in 2018). Although not compulsory, access to nursery (pre-primary level) is relatively high, at 88 percent (public and private) in 2018. However, access to secondary education continues to lag at 61 percent enrollment in 2018. Overall, despite improvement in access, learning remains a challenge, and whilst the average Guyanese student is expected to complete 12.2 years of schooling this is equivalent to only 6.8 years of learning, as expressed in the Learning-Adjusted Years of school in the Human Capital Index.<sup>1</sup> The public expenditure on education as a share of GDP has increased over time to 5.6 percent in 2019, and is in line with international norms<sup>2</sup> and higher than in most regional peers. Education spending out of total public spending (excluding debt servicing) shows a recent upward trend as well, with 14.9 percent in 2017, 16.9 percent in 2020, and 18 percent projected for 2022. The largest share of the education budget goes to secondary education at 34 percent, followed by primary education with 31 percent, and nursery at 15 percent. The per-student spending in nursery education is above the average expenditure in other Caribbean small states and close to the Organization for Economic Co-operation and Development average while spending in primary and secondary education is comparatively lower than both of these benchmarks.

**7. The attainment of universal Secondary Education is particularly a high Government priority.** However, challenges persist at this level, with enrollment rates significantly below the Government's goal, and declining over recent years from 86 percent in 2012 to 68 percent in 2017 and 61 percent in 2018. Furthermore, many

<sup>1</sup> For definition and methodology see <https://www.worldbank.org/en/publication/human-capital#Data>

<sup>2</sup> Expenditure on education is in line with what was recommended in The Third International Conference on Financing for Development: at least 4 percent to 6 percent of GDP.



students are placed in Secondary Departments of Primary Schools, which do not offer the full curriculum nor have appropriately trained teachers, and in overcrowded General Secondary Schools without adequate access to education facilities. In addition to access issues, learning outcomes are low, with mathematics as a particular area of challenge across Guyana. In the 2019, National Grade Six Exam (NGSE), less than 45 percent of students attained a passing grade in mathematics. This poor performance persists through secondary school, with Caribbean Secondary Education Certificate (CSEC) grade 11 exam results for 2018 showing only 50 percent of students attaining a mathematics passing grade. Quality of education, including in mathematics, suffers in part because of a large proportion of unqualified or untrained teachers, especially in rural areas. The Government is currently tackling these issues by constructing more General Secondary Schools, increasing teacher training, and incorporating use of technology into the sector, to support teachers and tackle disparities amongst regions. Emphasis on use of technology and mathematics in the secondary school sector is also particularly important at this time to ensure that the future workforce in the context of the emerging oil and gas sector.

**8. Access to school and learning outcomes will potentially weaken even further as a result of the outbreak of COVID-19 and its disruptions on the education system.** As a result of the closure of public schools nationally, over 169,743 children, ages 3 years 6 months to 15 years and over who are enrolled in public schools were out of school. This places at high risk the gains made in access to education, as well as to learning at all levels, and increases the risk of student dropouts. As schools reopen, the Government is modifying its approach to the upcoming school year and investing in activities that are designed to support both the current distance learning stage and learning recovery in the medium to long term. This includes technology-assisted learning through tablets and smart classrooms, which can play a large part in current home-based learning, as part of a medium term hybrid distance/in person modality, and finally to accelerate and recover learning once back in the classroom, whilst also maintaining momentum on crucial investments such as physical school infrastructure, with appropriate technology-enabled environments, for the long run.

**9. The Guyana Secondary Education Improvement Project (P170471), financed by a US\$10 million IDA credit, was approved by the Board on June 4, 2014, and became effective on November 25, 2014.** The Project is organized into three components: (i) Strengthen the Capacity of Secondary School Mathematics Teachers Nationwide (\$1.80M); (ii) Expansion of General Secondary School Facilities (\$7.15M); and (iii) Strengthen Institutional Capacity and Project Management (\$1.05M).

### C. Proposed Development Objective(s)

PDO

#### Original PDO

**10. The objectives of the Project are to:** (i) strengthen the capacity of secondary school mathematics teachers nationwide, and (ii) increase enrollment in General Secondary Schools (GSS) in targeted regions.

#### Current PDO

**11. The PDO remains the same:** The objectives of the Additional Financing (AF) are to: (i) strengthen the capacity of secondary school mathematics teachers nationwide, and (ii) increase enrollment in General Secondary Schools (GSS) in targeted regions.



#### Key Results

**12. The key results for this Project will be better prepared mathematic teachers nationwide, and increased enrolment in GSS in region 3 and 4.** These results will be measured as follows:

- PDO Indicator 1 “Percent of secondary school mathematics teachers that pass the examinations of the targeted training courses designed under the Project”.
- PDO Indicator 2 “Percent of secondary students enrolled in General Secondary Schools (GSS) increased in Regions 3 and 4”.

#### D. Project Description

**13. Despite initial delays in implementation of the Guyana Secondary Education Improvement Project, it is now reflecting good progress in implementation and progress towards development objectives.** The implementation of all three components is on-track for completion by current closing date (March 30, 2021). The Project’s financing of US\$10 million is fully disbursed.

**14. The Additional Financing (AF) in the amount of US\$13.5 million is being sought in order to:** (i) cover a financing gap in the construction of two schools due to cost overruns, improvements in the design of the schools such as addition of IT labs, and SDR depreciation; (ii) scale up to increase the development effectiveness of the Project, through (a) building a third secondary school to provide more high-quality student places in the secondary sector, and (b) expand the program of technologically-assisted education with focus on mathematics, including increasing the scope of the use of adaptive learning on tablets and piloting an innovative approach to teaching and learning through smart classrooms, of particular relevance during the current health pandemic; (iii) add a Contingent Emergency Response Component (CERC) to enable the Project to be more responsive in the event of natural disasters going forward; (iv) align the Results Framework with the proposed changes and add indicators to measure gender equity and citizen engagement; and (v) extend the closing date of the Project by two years and three months from March 30, 2021 to June 30, 2023.

#### E. Implementation

##### Institutional and Implementation Arrangements

**15. The institutional and implementation arrangements will continue to be the same as those under the parent Project, with the exception of using the latest World Bank procurement regulations.** MOE continues to be the implementing agency for the Project. The Project is managed by a Project Implementation Unit (PIU) housed in the MOE Planning Department. The PIU would be responsible for day-to-day management, monitoring, and coordination of implementation, including work planning, procurement, accounting, disbursement, financial management and other Project-related activities. The agreed financial management arrangements for the parent Project for planning and budgeting, funds flow, accounting, reporting, internal controls, and external auditing will continue for the Project under the AF. Procurement under the Project will be carried out in accordance with the ‘World Bank Procurement Regulations for IPF Borrowers’ dated July 2016 and revised in November 2017 and August 2018 (‘Procurement Regulations’).



**F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)**

The project is currently financing two schools: Westminster, in the West Bank Demerara, in Region 3, and Good Hope, on the East Coast of the Demerara River, in the Region 4. The Government has identified a suitable site for the third school, at Prospect on the Lower East Bank of the Demerara River in Region 4, which will be financed with the AF. These sites are near the capital Georgetown, on low-lying fertile coastal plain along which most of the population is concentrated. The sites of the two schools currently financed by the project are Government-owned land, free of any type of use or occupation, and were assigned to educational purposes within the neighborhood development plans. The same applies to the site proposed for the construction of a third school, financed with the AF. The project is also supporting improvements in mathematics instruction across the nation, including in Hinterland Regions 1, 7, 8, 9, home to the country’s indigenous Amerindian populations. No school construction or rehabilitation is planned in the Hinterland.

**G. Environmental and Social Safeguards Specialists on the Team**

- Shakil Ahmed Ferdausi, Environmental Specialist
- Paula Dias Pini, Social Specialist
- Elizabeth Joana Graybill Do Nascimento Brito, Environmental Specialist
- Isaac Alberto Mera Chehin, Social Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The Project is Category B in terms of potential environmental impacts, and OP4.01 is triggered. The main environmental impacts expected of the Project are localized, low and possible to mitigate or prevent, and these will be related to the construction and rehabilitation works planned under Component 2. Construction activities will create minor impacts such as dust, noise, storage and disposal of debris, traffic and utilities disruption, and safety of workers and road users.</p> <p>A Environmental Assessment and Management Plan (EAMP) was prepared and disclosed for the Project, which includes: i) a description of the project (e.g. location, size and features of the new schools); ii) a simple description of the existing environmental and</p>



social baseline conditions of the project sites, affected areas and communities; iii) an assessment of the potential environmental and social effects likely to occur (e.g. increased noise levels and traffic disruption during construction, safety issues, waste management during construction and school operations among other issues); iv) generic mitigation measures applicable during the design and construction phases (e.g. waste water and sanitation services, generic health and safety measures, etc.), which will be similar for each of the schools; v) specific environmental and social measures for each site to address any site-specific problems; and, vi) legal and institutional provisions (e.g. the environmental permits to be acquired, governmental agencies involved during constructions and operations, etc.). The EAMP also includes mitigation measures applicable during operations. For example, waste management activities will be implemented because Component 2 includes provisions for laboratories and specialist rooms required under the secondary education curriculum.

The EAMP includes a public information and communications strategy to help ease concerns from secondary students and their families, as well as to build buy-in for the Project and tolerance for any temporary inconveniences that the project may cause. The Project also establishes a grievance redress mechanism that will collect complaints of the communities and provide timely response. A site-specific Environmental Management Plan (EMP) will be developed prior to the bidding process for the third school, financed by the AF.

Performance Standards for Private Sector Activities OP/BP 4.03	No	This policy is not triggered since the project will not perform activities in the private sector.
Natural Habitats OP/BP 4.04	No	This policy is not triggered since the potential impacts to natural habitats will not be significant due to the location of the works (adjacent to existing schools and in urban areas) and the small scale of project interventions. Any impacts on vegetation have been screened during project preparation and provisions in the EMP ensure that natural habitats are not impacted.



Forests OP/BP 4.36	No	This policy is not triggered because any impacts are expected to be small and will not affect management of forest resources.
Pest Management OP 4.09	No	Pesticide may be used in small quantities for termite treatments of foundations and ceilings, or for vector control during school operations; however, the EMP will specify that only licensed, authorized pest control specialists may provide these services.
Physical Cultural Resources OP/BP 4.11	No	This policy is not triggered since there are no physical cultural resources at any of the existing school sites and the size of project/site is small. Given that the construction of new school and rehabilitation works could result in small disturbances, the EMP will specify that site screening must be performed to avoid affecting physical cultural resources; that stakeholders contribute to project conceptual design; and, that chance-find procedures must be included in contracting documents.
Indigenous Peoples OP/BP 4.10	Yes	The Indigenous Peoples Policy is triggered since the project's intended intervention areas include those inhabited by indigenous groups in the Hinterland. An Indigenous Peoples Plan (IPP) has been prepared with associated consultations. The impacts on indigenous communities are expected to be positive and discrete. The project activities in these areas aim at improving the learning of mathematics among youth, which should increase their secondary level completion rates and opportunities to continue on to higher education and/or succeed in the labor market. The consultations under the IPP implementation were planned to take place early in 2020, in coordination with the implementation of the activities that are expected to have an impact in the indigenous communities. However, given the Covid-19 health crisis, the implementation of overall activities were deferred, in particular because the execution of consultant contracts already in place is hindered by travel restrictions. The pending consultations will be carried out prior to the current project closing date of March 30, 2021 (virtual means to be explored, if necessary). There is no school construction in indigenous areas because the priority was given to financing the constructions of few large state-of-the-art schools designed to



include libraries, auditoriums, and laboratories for science, information technology and art, which requires economies of scale. Unfortunately, the indigenous areas are sparsely populated, and thus this type of school would not be economically efficient in these areas. These communities are served by attending dormitory schools located in the regions. The activities having impact in indigenous communities are financed under the parent project. The activities supported by the Additional Financing will not be implemented in areas inhabited by indigenous groups. Consequently, the update of the IPP for the AF is not required.

Involuntary Resettlement OP/BP 4.12	No	The policy is not triggered. No private land acquisition will occur under the project. All the three schools will be constructed on existing Government land, as confirmed by official documents available in the project records. The ongoing construction of two schools has not faced any impact covered under OP/BP 4.12. The site proposed for the new school is free of any type of use or occupation.
Safety of Dams OP/BP 4.37	No	This policy is not triggered because the Project will not finance the construction of new dams nor will support other investments that rely on services of existing dams.
Projects on International Waterways OP/BP 7.50	No	The policy is not triggered since the Project will not affect any international waterways as defined under the policy.
Projects in Disputed Areas OP/BP 7.60	No	Schools to be constructed are not in disputed areas as defined under the policy.

**KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT**

**A. Summary of Key Safeguard Issues**

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

Environmental Assessment OP/BP 4.01 was triggered. The principal potential negative effects of the project are related to construction activities, which are minor to moderate, and manageable with standard techniques, as described in the EAMP for the project (updated and redisclosed July 17, 2019). The construction-related occupational health and safety, as well the environmental and social impacts for the additional school, will be addressed properly in a site-specific EMP that will be prepared prior to the bidding process, and that will follow the World Bank Group’s Environmental, Health, and Safety (EHS) Guidelines. Additionally, SEA/SH mitigation measures will be incorporated directly in the new EMP. There is also the potential for negative effects from improper disposal of wastes, hazardous



wastes and laboratory materials and inadequate management and disposal of sanitary effluents, all of which are addressed in the EAMP. Given the nature of the soil in the new site location, potential for flooding exists, the detail engineering design will consider filling of the site above the flood risk level as was done for the other two schools under construction, and emergency response plans will be developed and implemented. The EMP of the additional site will be disclosed on both Borrower and Bank website. There are no large scale, significant, irreversible or long-term negative impacts associated with the project.

Indigenous People OP/BP 4.10 was triggered. As the project supports improvement in mathematics instruction implemented in Hinterland Regions 1, 7, 8, and 9, home to the country's indigenous Amerindian populations, OP/BP 4.10 was triggered. Under this activity, approximately 148 mathematics teachers are being trained in the 4 Hinterland regions. The project is expected to improve mathematics teaching at secondary schools and positively impact indigenous populations. An IPP was developed and redisclosed (July 17, 2019) and is being implemented. No update of the IPP is required, as the teacher training will be complete by current closing date and the AF will not support any additional activities in these areas. No school construction or rehabilitation has taken place or is planned in these areas.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area: Historically, the project area was used for the cultivation of sugar cane. Thereafter, the Government proceeded to convert most of the lands into housing development. Within the area where the school site falls, lands are also earmarked for educational facilities and commercial and industrial activities. Therefore, no significant negative potential impacts are expected due to the future activities in the area.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts. Alternatives for possible school sites were reviewed in the field in a pre-appraisal mission. No major issues were observed with the selected site.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described. Environmental Assessment OP/BP 4.01: The Borrower developed, disclosed and implemented the EAMP. A site-specific EMP for the new school will be prepared prior to start of bidding process.

Indigenous Peoples OP/BP 4.10: The Borrower consulted with Amerindian beneficiaries in Regions 1, 7, 8, 9 and finalized and disclosed an IPP. The pending consultations under the IPP implementation will be carried out prior to the extended current project closing date of March 30, 2021. No update of the IPP is required, as the AF will not support any activities in these areas.

The MOE is the responsible implementing agency. The Project is managed by a Project Implementation Unit led by a Project Coordinator in the MOE Planning Department, and have the capacity to satisfactorily plan and manage the measures above.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The primary stakeholders of the project are secondary school students and their families, mathematics teachers, communities surrounding the construction site, as well as the MOE. The EAMP was disclosed and included a web-



based grievance redress mechanism (GRM). In addition, specific GRM have been designed and implemented for the two schools construction sites. Another specific GRM will be in place for the third school construction. Teachers, pupils and their families in the Hinterland were consulted during the preparation of the IPP.

**B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

**Environmental Assessment/Audit/Management Plan/Other**

Date of receipt by the Bank  20-Jun-2019	Date of submission for disclosure  20-Jun-2019	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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**"In country" Disclosure**

Guyana  
17-Jul-2019

Comments

**Indigenous Peoples Development Plan/Framework**

Date of receipt by the Bank  20-Jun-2019	Date of submission for disclosure  20-Jun-2019
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**"In country" Disclosure**

Guyana  
17-Jul-2019

Comments

**If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.**

If in-country disclosure of any of the above documents is not expected, please explain why:

**C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

OP/BP/GP 4.01 - Environment Assessment



Does the project require a stand-alone EA (including EMP) report?

Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

Yes

#### **OP/BP 4.10 - Indigenous Peoples**

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?

Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?

NA

#### **The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes

#### **All Safeguard Policies**

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes



**CONTACT POINT**

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**APPROVAL**

Task Team Leader(s):	Ingrid Bjerke
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**Approved By**

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Country Director:	Kathryn Ann Funk	20-Nov-2020
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