



REPORT NO.: RES42758

RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF THE
GROWING UP AND LEARNING TOGETHER: COMPREHENSIVE EARLY CHILDHOOD DEVELOPMENT IN
EL SALVADOR
APPROVED ON MARCH 19, 2020
TO THE
REPUBLIC OF EL SALVADOR
September 20, 2021

EDUCATION GLOBAL PRACTICE

LATIN AMERICA AND CARIBBEAN REGION

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ABBREVIATIONS AND ACRONYMS

DIGESTYC	General Directorate of Statistics and Censuses (<i>Dirección General de Estadística y Censos</i>)
DIPLAN	Planning Directorate (<i>Dirección de Planificación</i>)
DUMR	Unique Design as a Reference Model (<i>Diseño Único como Modelo de Referencia</i>)
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECDLS	Early Childhood Development and Learning Standards
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESPIG	Education Sector Program Implementation Grant
ELP	Early Learning Partnership
FY	Fiscal Year
GoES	Government of El Salvador
GPE	Global Partnership for Education
IADB	Inter-American Development Bank
IPPF	Indigenous Peoples Planning Framework
IRI	Intermediate Results Indicator
LMP	Labor Management Procedures
MINEDUCYT	Ministry of Education, Science and Technology (<i>Ministerio de Educación, Ciencia y Tecnología</i>)
PDO	Project Development Objective
PIU	Project Implementation Unit
RF	Results Framework
RPF	Resettlement Policy Framework
SEP	Stakeholder Engagement Plan
SIGES	Information System for Salvadoran Educational Management (<i>Sistema de Información para la Gestión Educativa Salvadoreña</i>)
SQS	Structural Quality Standards
TF	Trust Fund
WASH	Water, Sanitation and Hygiene Services
WB	World Bank



BASIC DATA

Product Information

Project ID P171316	Financing Instrument Investment Project Financing
Environmental and Social Risk Classification (ESRC) Substantial	
Approval Date 19-Mar-2020	Current Closing Date 30-Jun-2026

Organizations

Borrower Republic of El Salvador	Responsible Agency Ministry of Education
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Project Development Objective (PDO)

Original PDO

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

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
IBRD-90670	19-Mar-2020	24-May-2021		30-Jun-2026	250.00	0	250.00

Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No



I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

1. This Restructuring Paper seeks the approval of the Country Director for a proposed restructuring of the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project (P171316, Loan 9067-SV). The proposed restructuring responds to the request from the Ministry of Finance dated October 19, 2020 to modify the Project's activities, costs, disbursement estimates, results framework, environmental and social analyses, and implementation arrangements to address the challenges caused by the COVID-19 pandemic on the education sector. These changes would also modify the Project's design to cope with and recover from the short- and long-term effects of the pandemic, while providing timely and quality services in line with *Crecer Juntos*, the National Plan for Early Childhood launched on February 27, 2020.

2. **Background and Project Status.** The Project was approved by the World Bank's Board of Executive Directors on March 19, 2020, signed on May 24, 2021 and ratified by Congress on May 25, 2021. The Project Development Objectives (PDO) are to: (i) improve Early Childhood Care and Education (ECCE) teaching practices nationwide; (ii) upgrade physical learning environments of selected ECCE centers; and (iii) strengthen institutional capacity for education sector management. The Project is comprised of the following components and subcomponents:

- i. Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide
 - i. Subcomponent 1.1 Accreditation of ECCE structural quality standards
 - ii. Subcomponent 1.2 Review, alignment, and implementation of the ECCE curriculum nationwide
- ii. Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Centers
 - i. Subcomponent 2.1 In-service training for teachers in ECCE official centers
 - ii. Subcomponent 2.2 In-service training for principals in ECCE official centers
 - iii. Subcomponent 2.3 Support to pre-service training for teachers at ECCE centers
- iii. Component 3: Upgrading ECCE Physical Learning Environments
 - i. Subcomponent 3.1 Pre-investment activities for the improvement of ECCE public infrastructure
 - ii. Subcomponent 3.2 Improving physical environments in selected ECCE official centers
 - iii. Subcomponent 3.3 Support to ECCE official centers in meeting structural quality standards.
- iv. Component 4: Institutional Strengthening for the Management of the Education Sector
 - i. Subcomponent 4.1 Strengthening the Ministry of Education, Science and Technology (*Ministerio de Educación, Ciencia y Tecnología, MINEDUCYT*)'s institutional capacity for the management of the education sector
 - ii. Subcomponent 4.2 Project Management
- v. Component 5: Contingency Emergency Response

3. To date, the Government of El Salvador (GoES) has complied with one of the three effectiveness conditions: establishing the Project Implementation Unit (PIU). Although the PIU was originally going to be within the MINEDUCYT's National Directorate of Early Childhood, as part of this restructuring, the Implementation Arrangements will be modified to move the PIU to MINEDUCYT's Planning Directorate (*Dirección de Planificación, DIPLAN*). The other two effectiveness conditions, namely the Borrower's preparation and adoption of the Project's Operations Manual and the Environmental and Social



Instruments in a manner satisfactory to the Bank, will be completed once the adjustments requested by the Ministry of Finance through the proposed restructuring have been incorporated.

4. Progress towards achievement of PDO is rated Satisfactory and Implementation Progress is rated Moderately Satisfactory in the most recent Implementation Status and Results Report (ISR) dated May 31, 2021, and since the Project is still pending effectiveness, there have not been any fiduciary or safeguards compliance issues to date.

5. **Rationale for restructuring.** The GoES urgently needs to address the challenges that the education system is facing to support continuity, engagement, and quality of education through the reopening stages nationwide, while seizing opportunities for system improvements for the long term. Urgent action is needed to address learning losses and other dramatic effects of the pandemic on young children and their families. The Ministry of Finance of El Salvador requested this restructuring to support a safe and effective school reopening in El Salvador, including measures to protect students' and staff's health, safety, and well-being; strengthen the blended learning methodology with strong support to principals, teachers, parents, and students to recover from learning losses; and support the broader quality framework to strengthen institutional capacity, prevent dropouts, and improve quality and resilience in the long run. The proposed modifications are fully consistent with the Project's PDO which remains relevant and achievable, and are in line with the GoES' priorities, the *Crecer Juntos* Early Childhood Development (ECD) National Plan, and MINEDUCYT's Multimodal Strategy¹ to:

- i. Align MINEDUCYT's national ECCE strategy and curriculum with the requirements of the blended learning methodology and platforms, with an emphasis on socioemotional support to students and teachers, the use of technology and other online/offline resources to ensure learning continuity while schools reopen nationwide, and support for a better transition to first grade;
- ii. Strengthen principals' and teachers' professional development in all public ECCE centers by developing their blended learning skills, including adapting the way training is undertaken to allow for varied modalities;
- iii. Address all public ECCE centers' biosafety and water, sanitation and hygiene (WASH) gaps to protect students' and staff's health and well-being; and
- iv. Strengthen the education system's quality through the development of a learning and teaching quality framework that will bring coherence across standards (i.e. Early Childhood Development and Learning Standards, ECDLS, teacher and principals' training and performance, structural, and infrastructure) and align learning standards from ECCE to secondary education to increase student engagement, improve learning outcomes, and decrease dropouts.

6. In addition, the proposed changes are fully aligned with Pillar I, "Building and Reinforcing Foundations to Promote Inclusive Growth," of the FY2016-FY2019 World Bank Group Country Partnership Framework (CPF), and with the Performance and Learning Review of the CPF by helping El Salvador recover from the impacts of the pandemic and accelerate progress towards the achievement of integral and quality early childhood education and development while taking care of

¹ The Multimodal Strategy includes instruments and resources for remote learning (used during school closures) and blended learning combining face-to-face and remote learning (used after schools reopen). This Project will support the blended learning methodology for teachers and students.



the health and well-being of the children, families and staff. Through its considerations for building capacity to mitigate the COVID-19 transmissions, the Project is also aligned with Objective #6, “Build Capacity to Manage Disasters and Environmental Challenges.” The Project is also aligned with the WBG COVID approach paper’s emphasis on protecting children’s human capital through investments in education and early childhood development, as well as the Bank’s ongoing support, through technical assistance and additional operational engagements to MINEDUCYT to ensure implementation readiness, address ECCE services demand and effectiveness during the COVID-19 crisis, and prepare for the official reopening of centers.

7. The restructuring includes adjustments to the Project’s activities, costs, disbursement estimates, results framework, and implementation arrangements as well as changes to the Environmental and Social Commitment Plan (ESCP) and Loan Agreement to reflect the updated environmental and social analyses and Environmental and Social Framework (ESF) related changes.

II. DESCRIPTION OF PROPOSED CHANGES

8. The proposed changes included in this restructuring are as follows:

Changes in Components and Costs

9. **Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide (Current cost: US\$47.00 million; revised cost: US\$47.91 million).** The component’s main objectives, namely the accreditation of Structural Quality Standards (SQS) for public and private ECCE centers (Subcomponent 1) and the review and implementation of the ECCE curriculum in ECCE centers (Subcomponent 2), remain largely unchanged. However, to address the challenges that COVID-19 poses to the delivery of education services in ECCE centers and to improve children’s development and learning, this component will be adjusted as follows:

- i. *Subcomponent 1.1 Accreditation of ECCE Structural Quality Standards* (Current cost: US\$1.0 million; revised cost: US\$0.79 million) will ensure that all ECCE centers accredited by a highly trained and equipped multidisciplinary team meet the SQS, which will now include WASH standards to guarantee students’ and staff’s health and safety. The design and development of the SQS that were part of this subcomponent will be transferred to Subcomponent 4.1.
- ii. *Subcomponent 1.2 Review, alignment, and implementation of the ECCE curriculum nationwide* (Current cost: US\$46.0 million; revised cost: US\$47.12 million) will now also focus on strengthening socioemotional support to students and teachers and will include the design and distribution of materials for families. These new materials will allow parents to become more involved in their children’s learning under the blended learning methodology.
- iii. In line with updating the ECCE curriculum and the development of the ECDLS for children up to 7 years old (including students in first grade), Subcomponent 1.2 will also support MINEDUCYT in the implementation of its Transition Strategy from ECCE to first grade, which has become even more important in the COVID-19 context. This Strategy includes strengthening ECCE students' initial literacy, ECCE and first grade teacher training to ease the transition between education levels and monitoring the development of communication skills in first grade.



10. **Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Centers (Current cost: US\$28.50 million; revised cost: US\$32.62 million).** The component's objectives remain unchanged; however, its activities will be adjusted to address the short-term challenges teachers and principals will encounter during the school reopening process and the blended learning methodology. These include:

- i. *Subcomponents 2.1 In-service training for teachers in ECCE official centers* (Current cost: US\$20.0 million; revised cost: US\$25.09 million) and *2.2 In-service training for principals in ECCE official centers* (Current cost: US\$6.0 million; revised cost: US\$5.56 million) will be adjusted to address teachers' and principals' training needs to perform under a blended learning modality. This includes training in pedagogical strategies, the use of technology and management of virtual spaces, and the use of learning outcomes to design remedial learning strategies to help students overcome losses caused by the closure of ECCE centers. Training will also include the improvement of teachers' and principals' socioemotional well-being and socioemotional support to students. Training will be conducted in a blended learning format, leveraging the remote education experiences gained throughout the pandemic. The design and development of the Performance and Training Standards that were part of these Subcomponents will be transferred to Subcomponent 4.1.
- ii. *Subcomponent 2.3 Support to pre-service training for teachers at ECCE centers* (Current cost: US\$2.5 million; revised cost: US\$1.97 million) will revise and adapt the initial teacher training curriculum to include content to develop teachers' socioemotional skills to help them support children's socioemotional needs and recover from learning losses. Likewise, mentoring will be introduced as a strategy with university training programs. This program will be piloted with 30 teaching students who will receive scholarships. Training will also be delivered through a blended learning format.
- iii. Additionally, laptop computers will be provided to each teacher at the ECCE Official Centers to facilitate their blended learning training and teaching format.
- iv. Training will be provided for higher education teachers to help ensure quality in the implementation of the revised early childhood pre-service teacher training curriculum referred to in (ii) above.

11. **Component 3: Upgrading ECCE Physical Learning Environments (Current cost: US\$154.50 million; revised cost: US\$153.93 million).** The component's objectives remain unchanged; however, in response to the emerging needs of the COVID-19 pandemic, the provision of WASH services in ECCE centers will be prioritized to ensure a safe return to schools. Component activities will be adjusted as follows:

- i. *Subcomponent 3.1 Pre-investment activities for the improvement of ECCE public infrastructure* (Current cost: US\$5.5 million; revised cost: US\$5.63 million). Activities under this subcomponent remain unchanged, but its costs will be adjusted to reflect revised estimations made by MINEDUCYT.
- ii. *Subcomponent 3.2 Improving physical environments in selected ECCE Official Centers* (Current cost: US\$129.0 million; revised cost: US\$128.4 million). The investments to transform ECCE centers into safe physical learning environments meeting the SQS to promote learning will now include a focus on the provision of WASH services and the assurance of biosecurity measures to reduce risks and gaps in ECCE centers. Centers that also provide educational services for other educational levels will not be excluded. Additionally, the Project will ensure that the Unique Design as a Reference Model (*Diseño Único como Modelo de Referencia, DUMR*), which is the model designed by the GoES on



which the Project's infrastructure will be based, will be aligned with MINEDUCYT's My New School program (*Mi Nueva Escuela*)² and the ECDLS. The revision of the subcomponent's cost reflects a revised estimation made by MINEDUCYT.

- i. *Subcomponent 3.3 Support to ECCE Official Centers in meeting structural quality standards* (Current cost: US\$20.0 million; revised cost: US\$19.9 million) will now include interventions only to close the WASH services gaps in ECCE centers to ensure the biosecurity of students and school staff. Following the original plan under the subcomponent, centers that also provide educational services to other educational levels will not be excluded. Since the focus would be only on closing WASH services gaps, more ECCE centers will benefit with almost the same budget.

12. **Component 4: Institutional Strengthening for the Management of the Education Sector (Current cost: US\$20.0 million; revised cost: US\$15.54 million).** The component's objective remains unchanged; however, the scope of some of the activities will be limited. Two new activities will be added to Subcomponent 4.1: the development of a learning and teaching quality framework and the development of an infrastructure management system, while the learning assessment framework activity will be removed. Adjustments to subcomponents will be as follows:

- i. *Subcomponent 4.1 Strengthening MINEDUCYT's institutional capacity for the management of the education sector* (Current cost: US\$8.0 million; revised cost: US\$3.40 million) will include a new activity, the development of a teaching and learning quality framework. This activity will focus on the creation of a learning and teaching quality framework that will include: (a) for ECCE, the development of SQS, Performance and Training Standards for teachers and principals, and Infrastructure Standards (activities previously included under other components); and (b) the alignment of Learning Standards from ECCE to secondary education. The framework will serve as the reference for other reforms from ECCE to secondary education.
- ii. Subcomponent 4.1 will also include the development of a Management System for School Infrastructure that will include the carrying out of an educational infrastructure inventory, the preparation of an investment plan based on inventory, and the improvement of social and environmental management of school infrastructure.
- iii. The implementation of an evaluation system for decision-making will be removed from the component as it will be part of the Global Partnership for Education (GPE) Trust Fund under preparation.
- iv. Activities under *Subcomponent 4.2 Project Management* (Current cost: US\$12.0 million; revised cost: US\$12.14 million) remain unchanged, but the budget was slightly modified based on revised estimations made by MINEDUCYT.

Changes in Results Framework (RF)

13. The RF will be adjusted to reflect the changes made in the Project's activities and the delay in the Project's effectiveness. In addition, given the delays in effectiveness, the last intermediate target for all indicators will be eliminated to adjust for a 5-year implementation, instead of the originally envisioned 6-

² My New School program, launched in January 2021, seeks to renew school infrastructure and, at the same time, improve students' learning through the involvement of the community and the carrying out of recreational and learning activities.



year implementation. Despite the reduced timeline, end targets would still be feasible under the Government's adjusted implementation plans.

14. PDO indicators:

- i. PDO Indicator 1 "ECCE teachers with improved teaching practices" and Sub-PDO Indicator 1.1 "ECCE teachers improve their gender-equality attitudes and behaviors:" the definition will be adjusted to reflect that the instrument to be used as the datasource could be a classroom observation or online assessment of teaching practices that, in addition to measuring best teaching practices, will also measure the new skills teachers need to help students recover from learning losses. This will grant flexibility to carry out the pilot according to the operating status of ECCE centers and the blended education service provision.
- ii. PDO Indicator 2 "ECCE official centers supported by the Project with safe physical learning environments and meeting quality conditions to promote learning:" the end target will be increased from 110 to 114 ECCE centers to reflect a costing adjustment that allows for a larger scope with the available budget.
- iii. PDO indicator 3 "ECCE centers accredited through the structural quality standards accreditation system:" intermediate targets will be revised to reflect an adjustment in the timeline of the implementation of activities; the end target remains the same.

15. Intermediate results indicator (IRI):

- i. IRI 1 "ECCE teachers nationwide receive the new ECCE curriculum:" intermediate targets will be increased to reflect the number of teachers that will be trained under the new curriculum and the teaching and learning quality framework (see IRI 5).
- ii. IRI 2 "Classrooms in ECCE official centers that receive learning materials aligned to the new curriculum:" intermediate targets will be revised to reflect an adjustment in the timeline of the implementation of activities; the end target remains the same.
- iii. IRI 3 "ECCE teacher and principal training plans aligned with the ECDLS and new curriculum ready for delivery:" the definition will be adjusted to clarify that all training plans now include the needed skills to recover from learning losses and support students emotionally. The intermediate targets will be adjusted to reflect the revision in the implementation timeline of activities. The end target remains the same.
- iv. IRI 4 "ECCE principals trained in school management and leadership aligned to the performance standards and the ECDLS:" the end target will be reduced from 4,000 to 3,400 to reflect that principals who also teach are now considered under IRI 5.
- v. IRI 5 "ECCE teachers trained in new professional development process aligned to training standards and ECDLS:" the end target will be increased from 7,000 to 8,000 to include principals who also teach and all preschool teachers (including special education), considering the increase in the financing allocated to Component 2.
- vi. IRI 7 "Pre-investment studies for all ECCE official centers intervened by the Project:" the end target will be increased from 70 to 74 after MINEDUCYT reviewed the costing of the pre-investment studies and confirmed they could increase the end target.
- vii. IRI 8 "Infrastructure projects for ECCE official centers completed under the Project:" the end target will be increased from 110 to 114. Even though this is a small change, it helps generate evidence on the use of resources. Additionally, the definition will be adjusted to specify that the infrastructure projects are to be aligned with the ECDLS and the DUMR.



- viii. IRI 9 “ECCE official centers supported by the Project to reduce the SQS gap:” the name and definition of this indicator will be adjusted to reflect that the centers to be supported will seek to reduce the biosecurity and WASH services’ gap, instead of the SQS. The end target will increase from 400 to 483 given the adjustment in the amount allocated per school.
- ix. IRI 10 “Department delegations that have initiated the organizational transformation:” the indicator’s name will be changed from “department delegations” to “department directorates” given a change in official government designation.
- x. Old IRI 7 “New prototype of ECCE official centers infrastructure aligned to ECDLS and SQS that ensure safe, inclusive and learning oriented spaces completed:” this indicator will be eliminated because the GoES has already developed the prototype guidelines (DUMR).
- xi. Old IRI 12 “Basic education official schools implement improvement plans based on the results of the standardized tests:” this indicator will be eliminated because the implementation of an evaluation system for educational decision-making will no longer be included under the Project, as it will be moved to the GPE Trust Fund under preparation.
- xii. A new IRI will be added under Component 1: IRI 12 “Teachers trained in strategies to develop students’ language and communication skills for educational transition:” this indicator will reflect the Project’s support to the implementation of MINEDUCYT’s Transition Strategy.
- xiii. New Corporate Results Indicator: IRI 6 “Students benefitting from direct interventions to enhance learning” will be included to monitor the Project’s beneficiaries as required by the Bank’s Education Global Practice.
- xiv. IRI 11 and IRI 13: the intermediate targets will be adjusted to reflect the revision in the implementation timeline of activities.

Change in Implementation Arrangements

16. The Project will be implemented by a PIU located in MINEDUCYT’s DIPLAN and led by the Strategic Projects Management team, a qualified and trained group dedicated full-time to the Project to ensure that its coordination and administration, fiduciary processes, and environmental and social framework are carried out in accordance with Bank policies and procedures. The PIU will also be responsible for coordination with the authorities of MINEDUCYT (Office of the Minister) and the Office of the First Lady. This change will ensure that the Project is implemented within the institutional decision-making processes and is, at the same time, implemented in a timely and effective manner. Given the extension of the alignment of learning standards to all educational levels, this change would ensure the needed decision-making power to ensure full coordination across all education levels in a timely and effective manner. The cost of the specialized personnel that will be incorporated into the PIU, covered under Component 4, represents 1.65 percent of the total value of the Project.

17. The Project’s new governance arrangements, led by the Strategic Projects Management team, will include two committees, the Strategic and the Operating committees, which will support the efficient implementation of the Project. These committees play a dynamic and decisive role in the plans to achieve Project results and favor the institutionalized implementation of the operation in the different technical units across the MINEDUCYT, contributing to the Project’s overall sustainability.



18. The Strategic Committee will be composed of Directors of MINEDUCYT's technical units involved in the Project³ and staff involved in the implementation of the Project, a representative from the Office of the Minister, a delegate from the Presidency of the Republic, a delegate from the Ministry of Finance, a delegate from the Bank, and a delegate from the Inter-American Development Bank (IADB). Its role is to energize and guarantee the efficient execution of the Project, aligned with MINEDUCYT's institutional operations and in accordance with the Institutional Strategic Plan and Bank policies. The Committee facilitates inter-institutional coordination, offers strategic support to the PIU in the fulfillment of its functions, and contributes to guaranteeing dialogue and constant exchange of strategic information on the Project, promoting timely resolutions to any difficulties encountered. This Committee will hold semi-annual meetings that will be summoned by the ministerial office and from which minutes will be drawn up on the agreements assumed.

19. The Operating Committee is coordinated by the PIU and is composed by managers delegated by each level management and staff directly involved in the Project, who will act as liaison with the PIU. The delegates will guarantee the start-up of Project activities in accordance with the established plans and standards; prepare and submit reports and dynamize actions in the territories; prepare and coordinate terms of reference and technical specifications for contracting; participate in the procurement process evaluation commissions; and manage the coordination of service contracts under the Project according to their level of competence.

20. **Environmental and Social Analyses:** The changes proposed in the restructuring were consulted with civil society groups and Indigenous organizations in July and August of 2021 and the environmental and social analyses have been updated accordingly based on feedback from these sessions. The Stakeholder Engagement Plan (SEP)⁴ will be updated with a summary of this process and how feedback has been incorporated and redisclosed after approval of the restructuring and prior to project effectiveness. For this reason, an updated SEP is not included in the restructuring package. As part of the restructuring, the ESCP will be revised to reflect the proposed changes in terms of potential environmental and social impacts, as well as revise the timeline for the review and update of the Environmental and Social Management Framework (ESMF), Resettlement Policy Framework (RPF), Indigenous Peoples Planning Framework (IPPF), and Labor Management Procedures (LMP).⁵ The adoption of the revised ESMF, IPPF, and RPF will no longer be effectiveness conditions for the Project and will be revised, adopted, and redisclosed by MINEDUCYT as disbursement conditions for component 3 of the Project. The LMP is being prepared and will be disclosed no later than 60 days after effectiveness. The PIU will hire the Project's environmental and social specialists as soon as it is feasible and no later than 60 days after effectiveness. With this capacity in place, the PIU will finalize the instruments, as described above, with sufficient quality to adequately guide E&S risk management in the Project, and in time to inform pre-investment activities related to infrastructure interventions.

³ The 10 MINEDUCYT technical units are: (i) *Dirección de Educación de Primera Infancia*; (ii) *Dirección de Planificación*; (iii) *Dirección Educación Básica I y II ciclo*; (iv) *Dirección Educación Media General y Técnica y III ciclo*; (v) *Dirección Nacional de Educación Superior*; (vi) *Dirección de Infraestructura*; (vii) *Dirección de Educación Inclusiva*; (viii) *Dirección de Administración y Gestión Territorial*; (ix) *Dirección Nacional de Formación Docente*; and (x) *Dirección Nacional de Educación y Currículo*.

⁴ Disclosed on January 20th, 2020 in MINEDUCYT's website (<https://www.mined.gob.sv/noticias/noticias/item/1015297-divulgacion-proceso>)

⁵All documents are disclosed on January 20th, 2020 in MINEDUCYT's website (<https://www.mined.gob.sv/noticias/noticias/item/1015297-divulgacion-proceso>)



21. **Effectiveness conditions:** the condition that reads “Article IV. 4.01 (b). The Borrower through MINEDUCYT has prepared and adopted the Environmental and Social Instruments in form and substance acceptable to the Bank” will be revised to only include the SEP and a disbursement condition will be added for the revision, adoption and disclosure of the other instruments. This change will allow the Project to become effective and initiate the activities of Components 1, 2 and 4, without further delay with the existing measures as described in the ESCP, while MINEDUCYT concludes the ESF instruments updates required for component 3 activities.

22. **Disbursement condition:** A new disbursement condition has been added for MINEDUCYT to revise, adopt, and redisclose the ESMF, RPF, and IPPF as set out in the ESCP in order to be able to disburse under Component 3.

23. **Reallocation between disbursement categories:** an additional disbursement Category (4) is added to reflect the disbursement condition for Component 3 activities while the allocation to Category 1 is reduced.

24. **Disbursement Estimates:** Disbursement estimates will be updated to reflect the changes in the activities and their implementation period, and the delay in project effectiveness.

25. **Implementation Schedule:** The implementation schedule has been revised to reflect the reduced implementation period from a six-year implementation period to a five-year implementation period, and the adjustment in the timeline of the implementation of activities due to delays in project effectiveness.

26. **Risks:** There are no changes to the risk categories or ratings and no new material risks from the restructured activities have been identified.

27. The Disbursement & Financial Information Letter does not require revision since there have been no changes to the Statement of Expenditure formats, the flow of funds, or the designated account.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
Components and Cost	✓	
Reallocation between Disbursement Categories	✓	
Disbursement Estimates	✓	
Institutional Arrangements	✓	
Implementation Schedule	✓	
Other Change(s)	✓	
Social Analysis	✓	



Environmental Analysis	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
PBCs		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Disbursements Arrangements		✓
Overall Risk Rating		✓
Legal Covenants		✓
Financial Management		✓
Procurement		✓
Economic and Financial Analysis		✓
Technical Analysis		✓

IV. DETAILED CHANGE(S)**COMPONENTS**

Current Component Name	Current Cost (US\$M)	Action	Proposed Component Name	Proposed Cost (US\$M)
Ensuring ECCE Structural Quality Standards and Curriculum Nationwide	47.00	Revised	Ensuring ECCE Structural Quality Standards and Curriculum Nationwide	47.91
Strengthening Professional Development of Teachers and Principals at ECCE Official Centers	28.50	Revised	Strengthening Professional Development of Teachers and Principals at ECCE Official Centers	32.62
Upgrading ECCE Physical Learning Environments	154.50	Revised	Upgrading ECCE Physical Learning Environments	153.93
Institutional Strengthening for the Management of the Education Sector	20.00	Revised	Institutional Strengthening for the Management of the Education Sector	15.54
Contingency Emergency Response	0.00		Contingency Emergency Response	0.00



TOTAL	250.00	250.00
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REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

	Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
				Current	Proposed
IBRD-90670-001 Currency: USD					
iLap Category Sequence No: 1			Current Expenditure Category: GO,CW,NCS,CO,OP,TR Parts 1, 2 and 4		
	249,375,000.00	0.00	249,375,000.00	100.00	100.00
iLap Category Sequence No: 2			Current Expenditure Category: Emergency Expenditures Part 5		
	0.00	0.00	0.00	100.00	100.00
iLap Category Sequence No: 4			Current Expenditure Category: GO,CW,NCS,CO,OP,TR Part 3		
	0.00	0.00	0.00		
Total	249,375,000.00	0.00	249,375,000.00		

DISBURSEMENT ESTIMATES

Change in Disbursement Estimates

Yes

Year	Current	Proposed
2020	0.00	0.00
2021	19,398,250.00	0.00
2022	31,083,250.00	7,734,320.00
2023	44,939,750.00	9,018,320.00
2024	46,003,250.00	60,008,400.00
2025	47,460,750.00	99,509,680.00



The World Bank

Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador (P171316)

2026	47,493,000.00	73,729,280.00
2027	13,621,750.00	0.00



Results framework

COUNTRY: El Salvador

Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador

Project Development Objectives(s)

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

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Improve Early Childhood Care and Education (ECCE) teaching practices nationwide.								
PDO 1: ECCE teachers with improved teaching practices (Text)		The baseline will be collected in Year 2.	Piloting and adaptation of instrument for assessing teaching practices in line with the blended education strategy.	Collection of baseline with adapted instrument.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.
Action: This indicator has been Revised	<p>Rationale: <i>The indicator's data source, methodology for data collection, and first intermediate target will be adjusted to allow for the instrument to be piloted as a classroom observation or online assessment of best teaching practices and the new skills required by teachers to recover from learning losses; this will grant flexibility according to the operating status of ECCE centers, and align the instrument with the blended education strategy. Responsibility of data collection will be shared between MINEDUCYT's National Directorate of Early Childhood and the Directorate of Territorial Administration and Management (Institutional Accreditation Management and Gender Management).</i></p>							
PDO 1.1. ECCE teachers improve their gender-		The baseline will be collected in year 2.	Piloting and adaptation of instruments for	Collection of baseline with adapted instrument.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
equality attitudes and behaviors (Text)			assessing teaching practices in line with the blended education strategy.					
Action: This indicator has been Revised	<p>Rationale: <i>The indicator's data source, methodology for data collection, and first intermediate target will be adjusted to allow for the instrument to be piloted as a classroom observation or online assessment of best teaching practices and the new skills required by teachers to recover from learning losses; this will grant flexibility according to the operating status of ECCE centers, and align the instrument with the blended education strategy. Responsibility of data collection will be shared between MINEDUCYT's National Directorate of Early Childhood and the Directorate of Territorial Administration and Management (Institutional Accreditation Management and Gender Management).</i></p>							
Upgrade physical learning environments of selected ECCE centers.								
PDO 2: ECCE official centers supported by the Project with safe physical learning environments and meeting quality conditions to promote learning (Number)		0.00	0.00	0.00	40.00	40.00	34.00	114.00
Action: This indicator has been Revised	<p>Rationale: <i>The end target will be increased to reflect a costing adjustment that allows for a larger scope with the available budget.</i></p>							
Strengthen institutional capacity for education sector management.								
PDO 3: ECCE centers accredited through the structural quality standards accreditation system (Text)		No Structural Quality Standards (SQS), no SQS accreditation system, and zero ECCE centers accredited.	No Structural Quality Standards (SQS), no SQS accreditation system, and zero ECCE centers accredited.	SQS developed and validated through a participatory process and approved by the Borrower.	SQS accreditation system officially operating for ECCE public and private centers to start accreditation.	A SQS virtual portal in operation and the SQS accreditation system published in the Official Gazette of the country	140.00	140.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Action: This indicator has been Revised			Rationale: <i>Intermediate targets are being adjusted to reflect the revision of the implementation of activities; the end target remains the same. Responsibility of data collection has being revised.</i>					

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide									
IRI 1: ECCE teachers nationwide receive the new ECCE curriculum (Text)		0.00	Launch of the Early Child Development and Learning Standards (ECDLS).	Curricular review and adaptation process completed and validated.	Technical delivery of curriculum to 4,000 teachers.	Technical delivery of curriculum to 4,000 additional teachers.	NA		8,000.00
Action: This indicator has been Revised			Rationale: <i>Intermediate targets will be increased reflecting the number of teachers that will be trained under the new curriculum and the teaching and learning quality framework (see IRI 5). Methodology of data collection, data source, and Responsibility of data collection have being revised.</i>						
IRI 2: Classrooms in ECCE official centers that receive learning materials aligned to the new curriculum. (Number)		0.00	0.00	0.00	0.00	4,000.00	4,000.00		8,000.00
Action: This indicator has been Revised			Rationale: <i>Intermediate targets will be adjusted to reflect an adjustment in the timeline of the implementation of activities.</i>						



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Cent									
IRI 3: ECCE teacher and principal training plans aligned with the ECDLS and new curriculum ready for delivery. (Text)		Current training plan	Training and performance standards for teachers and principals developed and validated through a participatory process. Mentors-trainers are selected.	150.00	NA	NA	NA		ECCE teacher and principal training plan ready for delivery and 150 mentor-trainers trained.
<p>Rationale: Action: This indicator has been Revised The definition will be adjusted to include that all training plans now include also the needed skills to recover from learning losses and support students' emotionally. The intermediate targets will be adjusted to reflect the revision in the timeline of the implementation of activities. The end target remains the same.</p>									
IRI 4: ECCE principals trained in school management and leadership aligned to the performance standards and the ECDLS. (Number)		0.00	0.00	0.00	1,700.00	1,700.00	0.00		3,400.00
<p>Rationale: Action: This indicator has been Revised The final target will be reduced from 4,000 to 3,400 to reflect that principals who also teach are now considered under IRI 5.</p>									
IRI 5: ECCE teachers trained in new		0.00	0.00	0.00	4,000.00	4,000.00	0.00		8,000.00



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
professional development process aligned to training standards and ECDLS. (Number)									
<p>Rationale: Action: This indicator has been Revised The end target will be increased from 7,000 to 8,000 to include principals who also teach and all preschool teachers (including special education), considering the increase in the financing allocated to this Component.</p>									
Teachers recruited or trained (CRI, Number)		0.00	0.00	0.00	0.00	3,500.00	7,000.00		8,000.00
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00	0.00	0.00	2,000.00	2,000.00	0.00		4,000.00
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	0.00	0.00	553,477.00	367,926.00	23,162.00		944,565.00
<p>Rationale: Action: This indicator is New The indicator will be included to monitor the Project's beneficiaries as per the Bank's Education Global Practice's guidelines.</p>									
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	0.00	269,144.00	181,311.00	11,604.00	0.00		462,059.00



Indicator Name	PBC	Baseline	Intermediate Targets						End Target	
			1	2	3	4	5	6		
<p>Rationale: <i>Action: This indicator is New</i> The indicator “Students benefitting from direct interventions to enhance learning” will be included to monitor the Project’s beneficiaries as per the Bank’s Education Global Practice’s guidelines.</p>										
Component 3: Upgrading ECCE Physical Learning Environments										
IRI 7: Pre-investment studies for all ECCE official centers intervened by the Project. (Number)		0.00	40.00	34.00	0.00	0.00	0.00			74.00
<p>Rationale: <i>Action: This indicator has been Revised</i> The final target will be increased from 70 to 74 to reflect the increased budget allocation.</p>										
IRI 7: New prototype of ECCE official centers infrastructure aligned to ECDLS and SQS that ensure safe, inclusive and learning oriented spaces completed (Yes/No)		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<p>Rationale: <i>Action: This indicator has been Marked for Deletion</i> This indicator will be removed from the RF given that the GoES has already completed the prototype guidelines “Unique Design as a Reference Model” (Diseño Único como Modelo de Referencia, DUMR) outside of the Project.</p>										
IRI 8: Infrastructure projects for ECCE official		0.00	0.00	0.00	40.00	40.00	34.00			114.00



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
centers completed under the Project. (Number)									
<p>Rationale: <i>Action: This indicator has been Revised</i> The indicator's name and definition will be adjusted to specify that the infrastructure projects are to be aligned with the ECDLS and the DUMR. The end target will be increased from 110 to 114 given the increased budget.</p>									
IRI 9: ECCE official centers supported by the Project to reduce biosafety and WASH services' gap. (Number)		0.00	0.00	100.00	150.00	150.00	83.00		483.00
<p>Rationale: <i>Action: This indicator has been Revised</i> The indicator's name, description, and intermediate targets will be adjusted to reflect that the centers to be supported will seek to reduce the biosafety and WASH services' gap, instead of the SQS, and that support will begin as of Year 1 of implementation. The end target will increase from 400 to 483 given the adjustment in the amount allocated per school.</p>									
Component 4: Institutional Strengthening for the Management of the Education Sector									
IRI 10: Department directorates that have initiated the organizational transformation (Number)		0.00	0.00	0.00	14.00	0.00	0.00		14.00
<p>Rationale: <i>Action: This indicator has been Revised</i> The indicator's name will be changed from "department delegations" to "department directorates" given a change in official government denomination.</p>									
IRI 11: School infrastructure inventory		Status quo	NA	Technical design of the inventory	Automated inventory system	0.60	1.00		1.00



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
system operating for decision making (Text)				system completed	piloted				
Action: This indicator has been Revised	Rationale: <i>The last intermediate target will be eliminated to adjust to a 5-year implementation.</i>								
IRI 12: Basic education official schools implement improvement plans based on the results of the standardized tests (Text)		Status quo	Methodological frameworks, instruments, and standardized tests revised and piloted	National learning assessment implemented	175 ATPI and 1,000 school principals trained on the use of the results of the National learning assessment	National learning assessment implemented	300.00	600.00	900.00
Action: This indicator has been Marked for Deletion	Rationale: <i>This indicator will be removed from the RF because the implementation of an evaluation system for educational decision-making will be eliminated from the Project, as it will now be funded through the GPE Multiplier Trust Fund being prepared.</i>								
IRI 12: Teachers trained in strategies to develop students' language and communication skills for educational transition (Number)		0.00	0.00	3,400.00	3,400.00	3,400.00	3,400.00		17,000.00
Action: This indicator is New	Rationale: <i>This indicator will be added to reflect that the Project will now support the implementation of MINEDUCYT's Transition Strategy.</i>								
IRI 13: Grievances related to the Project recorded in		0.00	90.00	90.00	90.00	90.00	90.00		90.00



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
the GRM system that are processed and communicated back to the concerned citizens stakeholder within 21 days (Percentage)									
Action: This indicator has been Revised	Rationale: <i>The last intermediate target will be eliminated to adjust to a 5-year implementation.</i>								