



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

Appraisal Stage | Date Prepared/Updated: 11-Sep-2018 | Report No: PIDISDSA25086



BASIC INFORMATION

A. Basic Project Data

Country Dominican Republic	Project ID P167815	Project Name Additional Financing - Support to the National Education Pact Project	Parent Project ID (if any) P146831
Parent Project Name Support to the National Education Pact Project	Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 14-Sep-2018	Estimated Board Date 08-Feb-2019
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Dominican Republic	Implementing Agency Ministry of Education

Proposed Development Objective(s) Parent

The objective of the Project is to improve the Borrower's capacity to: (i) recruit and train primary and secondary schoolteachers, (ii) assess student learning in primary and secondary education, (iii) evaluate the quality of service provided by PublicEarly Childhood Development Centers, and (iv) enhance the process for decentralizing public school management.

Components

- Improving capacity to recruit and train primary and secondary school teachers
- Improving capacity to assess student learning in primary and secondary education
- Improving capacity to evaluate the quality of service provided by public early childhood development centers
- Improving capacity to enhance the process of decentralized school management

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	50.00
Total Financing	50.00
of which IBRD/IDA	50.00
Financing Gap	0.00

DETAILS



World Bank Group Financing

International Bank for Reconstruction and Development (IBRD)	50.00
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Environmental Assessment Category

C-Not Required

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

The Dominican Republic has achieved rapid growth over the past 25 years, as well as significant progress in poverty reduction and expansion of the middle class. After increasing in the aftermath of the banking crisis, poverty has declined steadily since 2004, reaching 29 percent in 2016. However, the vulnerable population is the largest income group in the country (41 percent), at risk of falling back into poverty if shocks materialize (World Bank Systematic Country Diagnostic, 2018). Maintaining the recent gains in poverty reduction and further innovation for economic growth will require sustained efforts to improve equitable access to high-quality education in the Dominican Republic, which remains limited. Poor student learning outcomes is the main challenge facing the education system, despite remaining challenges in terms of access. According to both global and regional student assessments such as PISA and TERCE, Dominican students ranked last among test takers.

Achieving shared prosperity through investing in education to increase human capital is at the heart of the Government’s strategy, as evidenced by the conclusions of the Pacto Educativo (National Education Pact, NEP). Among the main objectives of the NEP are: to achieve universal access in ECD, primary, and secondary education as a tool for social cohesion and economic growth, to highlight the need for the coordination of all educational actors, and to develop instruments to measure outcomes and increase quality throughout the system. Furthermore, the National Development Strategy for 2010-2030 aims to establish “a culture of planning and public policy actions with a long term vision for developing the country, overcoming poverty and increasing the welfare of the Dominican population.” Human development plays a key role within this Strategy, as embodied in the second of its four axes, “a society with equal rights and opportunities, education, health, housing and quality basic services.”

Sectoral and Institutional Context

The Support to the National Education Pact Project (P167815) assists the Ministry of Education of the



Dominican Republic (MINERD) in financing key activities to increase the quality of education in the mid- to long-term as part of the NEP and in doubling of the pre-tertiary education budget to 4 percent of GDP since 2013. Led by the Government, the NEP process built broad endorsement across sectors of society that transcended political parties to tackle the issues that impede education reform. The final document of the NEP, signed in April 2014, reflected the agreement to, among other things: i) reform the teaching career by revising pre-service and in-service training programs and implementing an induction exam (i.e. capacity to recruit and train); ii) adopt a culture of evaluation across all sectors and actors in the education system; iii) increase the quality of early childhood education; and iv) modernize the management of the system to increase its efficacy and efficiency, with a focus on decentralization. It also included the implementation of a dramatic reform agenda with a full-time school program and the design and implementation of a new curriculum. The NEP is valid until 2030 and its strategies are aligned with the National Development Strategy 2010-2030 and the 10-Year Education Plan.

The Project was approved by the Bank Board of Executive Directors on September 30th, 2015, and became effective fourteen months later, after a long period for Congressional ratification, on December 9th, 2016. The Project focuses on system-level reforms needed to improve the performance of the education system in producing student learning and achievement. In particular, the Project aims to increase the management capacity of MINERD to deliver quality education in four key areas: implementation of teacher policies, student assessments, quality measurement of early childhood development centers, and deepening the education system's decentralization process. The Project is designed as a fully results-based operation with Disbursement Link indicators (DLIs) under an IPF instrument, which enable more technical and meaningful discussion on implementation. The Project is well aligned with MINERD's strategies, and the technical value-added that the Bank could bring in the implementation of the reform, in addition to the financing, was what led MINERD and the Ministry of Finance (MoF) to request this Project. At the moment of initiating preparation, there were no other Bank project in the education sector in the Dominican Republic.

The NEP's implementation has advanced well, and the Project results after the first 18 months of effectiveness are satisfactory in most areas. Results have been consolidated in Component 1 (Improving capacity to recruit and train primary and secondary school teachers) by applying more rigorous entrance examinations for all applicants to ISFODOSU (MINERD's initial teacher training institute); developing and implementing new degrees for training secondary-level teachers; assessing over 20,000 classroom teachers based on new professional standards; and improving the financial management of Institutes in charge of teacher training (INAFOCAM and ISFODOSU), among others. Component 2 (Improving capacity to assess student learning in primary and secondary education) has achieved all its PDO and DLI indicators by approving a new strategy for student assessment; administering PISA for the first time in 2015; developing, administering, and disseminating a brand-new, 3rd grade standardized student assessment that will provide valuable information for reform and targeting of support. Critical progress has also been made in Components 3 (Improving capacity to evaluate the quality of service provided by public early childhood development centers) and 4 (Improving capacity to enhance the process of decentralized school management), but with some delays. For example, the development of a pilot quality assessment for Public Early Childhood Development Centers (Component 3), and the continued support to School Management Committees to meet the requirements to receive school grants directly (Component 4). Overall, the Project is advancing well, with results in some areas ahead of time.



C. Proposed Development Objective(s)

Original PDO

The objective of the Project is to improve the Borrower capacity to: (i) recruit and train primary and secondary school teachers, (ii) assess student learning in primary and secondary education, (iii) evaluate the quality of service provided by Public Early Childhood Development Centers, and (iv) enhance the process for decentralizing public school management.

Current PDO

The objective of the Project is to improve the Borrower capacity to: (i) recruit and train primary and secondary school teachers, (ii) assess student learning in primary and secondary education, (iii) evaluate the quality of service provided by Public Early Childhood Development Centers, and (iv) enhance the process for decentralizing public school management.

Key Results

The PDO-level indicators of the Project are as follows:

- (i) Teacher positions staffed through the revised teacher entrance exam
- (ii) Percentage of ISFODOSU applicants who pass the revised entry exam and enroll
- (iii) At least one full cycle of the national student assessment strategy has been implemented
- (iv) Percentage of QEC care centers that have been evaluated against quality standards and their results analyzed
- (v) Increasing percentage of fully functional school management committees (Juntas de Centro) implementing their school development plans
- (vi) Development and distribution of report cards with learning indicators and targets to the decentralized levels of the Ministry

D. Project Description

The proposed Additional Financing is in the amount of US\$50 million, to be disbursed against Disbursement Linked Indicators in Components 1, 2, and 4, with a closing date of September 30, 2022. The Project would also be restructured, with changes in four areas: (i) modification of activities and accompanying replacement of one disbursement-linked indicators (DLI) to better reflect implementation on the ground; (ii) change in the Results Framework to modify one existing Intermediate Results Indicator and include three additional PDO indicators and several new IRIs to measure the new achievements, as well as adding new gender and corporate results indicators; (iii) update budget lines of the Eligible Expenditure Programs (EEPs); and (iv) and extend the closing date from June 30, 2020 to September 30, 2022, to allow for achievement of the results under Components 3 and 4 that have been delayed and to align with the Additional Financing. The Project Development Objective will remain the same.

Changes will be made in Components 1, 2 and 4 as part of the Additional Financing/Restructuring. Under Component 1, the adoption of a fully revised teacher career policy and certification system requires a longer period of development that extends beyond the life of the Project, due in part to the upcoming elections. Therefore, the activity related to implementation of key aspects of the teacher career will be revised to focus on a revised induction program for newly recruited teachers rather than a certification system. The. However, substantive progress has been made in the strengthening of pre-service teacher training programs and the standards-based evaluation of in-service teachers, as reflected in the revised indicators.



The Additional Financing will advance the Project's strengthening of both pre-service and in-service teacher training. For pre-service training, the AF will support ISFODOSU in further improving the quality of its incoming students and of the programs it offers through, among others, the recruitment of higher-skilled candidates and the international certification of ISFODOSU's internal quality assurance system. For in-service training, the AF will support more effective in-service teacher training based on the new curriculum through, among others, the development and piloting of teacher training approaches using information and communications technology (ICT), and a prioritized training strategy based on data from the teacher evaluations supported under this Component and the student evaluations supported under Component 2.

For Component 2, under the Restructuring the activity on development and implementation of a national assessment in early grades will be broadened in scope to the development and implementation of national assessments in select pre-tertiary grades. The Additional Financing will advance and consolidate the Project's support of the implementation of the new student assessment strategy, including implementation of national and international evaluations, and the more effective use of these data for decision-making at all levels of the system, including to improve teacher training and to strengthen school management.

Lastly, for Component 4, the Restructuring will eliminate the activity on revising school auditing guidelines and procedures, and add two new activities. The activity on auditing, which was intended to make the existing rigorous procedures simpler and more flexible, is being dropped as it is not currently a priority of MINERD's modernization processes. The two new activities - Supporting the recruitment, training, and evaluation of decentralized ministry staff including regional and district directors and school principals; and Supporting decentralized ministry staff in the collection and use of data for planning and prioritization of interventions - will expand the scope of support to include other key actors to ensure better functioning of the system. In particular, the Additional Financing will support MINERD in making significant progress in strengthening decentralized management of the education system, through the first competitive recruitment of district and regional directors, a rigorous re-definition of their roles and responsibilities, , as well as the improvement of training for in-service school principals. The Additional Financing will also support capacity building of decentralized managers in the collection and use of data for planning and prioritizing interventions, including data on infrastructure quality and vulnerability to disasters. These activities build upon MINERD's efforts to strengthen its management information system (SIGERD), which the Bank is supporting through a small recipient-executed grant from the Trust Fund for Statistical Capacity Building, as well as MINERD's efforts to build the resilience of its infrastructure which the Bank is supporting through technical assistance from the Safe Schools program.

E. Implementation

Institutional and Implementation Arrangements

The Additional Financing will maintain the Institutional and Implementation Arrangements of the original Project. The Eligible Expenditure Programs (EEPs) of the original Project will be adjusted as follows and will be the same EEPs of the AF. The following EEPs will be maintained: (i) Expenditures incurred by SMCs' direct transfers from MINERD and used for supporting SMCs to achieve their improvement and annual plans (the categories in which SMCs are allowed to use transfers are: non-personal services, supplies, and non-financial assets); (ii) ISFODOSU: salaries for teacher and staff, and transportation (including fuel and lubricants)



expenditures that are critical to teacher training and the evaluation and monitoring of the programs offered; (iii) INAFOCAM: salaries of staff, which includes staff in charge of carrying out the overall evaluation and monitoring and the design of programs of in-service teacher training; and (iv) IDEICE: salaries of staff, which includes salaries of those staff conducting research and evaluation in the education system. The following EEPs will be removed: INABIE and INEFI salaries of staff, as these institutions have not been an integral part of Project implementation. In addition, to support MINERD’s strengthening of teacher management and student assessment, the following EEP will be added: salaries of staff employed by MINERD. Under the Eligible Expenditure Program (EEP), the budget line on remuneration of staff of INABIE and IENFI would be removed, and budget lines on remuneration of staff employed by MINERD salaries added.

As with the original Project, retroactive financing will be allowed under the AF up to a maximum of US\$10 million (20 percent of the AF) conditional on i) achievement of DLIs and ii) eligible expenditures under the EEPs made one year before the Loan Signing Date.

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

Nationwide.

G. Environmental and Social Safeguards Specialists on the Team

Gibwa A. Kajubi, Social Safeguards Specialist
Nyaneba E. Nkrumah, Environmental Safeguards Specialist

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	
Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	



Indigenous Peoples OP/BP 4.10	No
Involuntary Resettlement OP/BP 4.12	No
Safety of Dams OP/BP 4.37	No
Projects on International Waterways OP/BP 7.50	No
Projects in Disputed Areas OP/BP 7.60	No

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:

The Additional Financing is a scale-up of the original Project, meaning the nature of the activities and original assessments have not changed. There are no large scale significant and/or irreversible impacts. The Project is expected to have a positive impact on students from vulnerable groups attending schools affected by the Project.

The team will continue to support MINERD in using data from standardized student assessments and other sources to monitor differences across population groups and to use this data to better tailor policies and programs, such as the content of assessments and the approaches taught in teacher training. These measures will help prevent any potential adverse distributional impacts the Project might have.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

N/A

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

N/A

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.

To ensure that the Project does not have any negative social impacts and is sensitive to the needs of ethnic minorities, assessment information at the individual level will be confidential and new assessments will be included as diagnostic tools and not used for student promotion purposes. These measures in the Project will (a) avoid potentially adverse effects on the ethnic minorities; and (b) ensure that the ethnic minorities benefit from the project in a culturally appropriate and inclusive manner for both gender and across generations.

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

N/A



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

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)

CONTACT POINT

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APPROVAL

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