

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA8504

Date ISDS Prepared/Updated: 11-Jul-2014

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I. BASIC INFORMATION

1. Basic Project Data

Country:	Dominican Republic	Project ID:	P146831
Project Name:	Support to the National Education Pact Project (P146831)		
Task Team Leader:	Peter Anthony Holland		
Estimated Appraisal Date:	11-Jul-2014	Estimated Board Date:	06-Oct-2014
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	General education sector (70%), Public administration- Education (20%), Pre-primary education (10%)		
Theme(s):	Education for all (100%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	50.00	Total Bank Financing:	50.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			0.00
International Bank for Reconstruction and Development			50.00
Total			50.00
Environmental Category:	C - Not Required		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The proposed Project Development Objective is to improve the management of the education system, particularly in the areas of teacher management, evaluation, quality assurance of ECD centers, and school management.

3. Project Description

A. Project Components

The Project would consist of two components. The first component would be results-based, and would disburse against Disbursement Linked Indicators (DLIs) consisting of implementation progress and performance targets agreed with the government and related to the four priority areas. DLI targets would be in line with the existing national education policy documents (including the Pacto Educativo), with clear responsibilities for achieving them, and precise verification requirements and procedures. The number of DLIs achieved annually would determine the amount to be disbursed, and disbursements would be scheduled twice a year. Component 2 would disburse according to traditional methods, and would finance goods, consultant services, and non-consultant services relating to the carrying out of the requisite technical cooperation for each priority policy area.

Component 1: Supporting the Implementation of the National Education Pact. (Total: US\$48 million; Bank: US\$48 million). The objective of this component would be to improve the management of the education system by (i) improving teacher policies; (ii) developing a comprehensive evaluation system; (iii) strengthening the quality assurance of ECD systems; and (iv) enhancing the administrative capacity of MINERD. This section presents the Disbursement-Linked Indicators and accompanying technical cooperation, as well as the expected outcomes, for each of the priority policy areas.

Subcomponent 1.1: Improving teacher policies. This subcomponent would support a comprehensive revision of the teaching career, focusing on a) pre-service training and induction, b) in-service training, and c) evaluation and certification.

Pre-service training and induction: The Project would support the implementation of a scholarship program to attract high-performing secondary students to ISFODOSU pre-service degrees, as well as a revised remedial program for admitted students that have skill gaps. It would also support the design and implementation of a competitive induction exam and selection process for public sector teachers, administrators and staff.

In-service training: It would support the development, piloting and implementation of an in-service training program for specialized teachers in INAFOCAM (expected to train 3,500 teachers in the 2014-2016 period), a wide-ranging evaluation of in-training programs in Dominican universities, and the piloting and expansion of a school-based training program, informed by student assessment outcomes and implemented by universities and district specialists.

Evaluation and certification: It would support the design, and implementation of a revised teacher evaluation system by IDEICE. IDEICE is currently implementing a teacher evaluation program based on the current teacher profile. Building on this experience, an evaluation model based on the revised competence-based teacher profile designed by MINERD would be designed and piloted.

Subcomponent 1.2: Developing a comprehensive evaluation system. This would support the strengthening of the evaluation system concentrated in three areas: a) student assessment, b) school assessment, and c) institutional and technical capacity strengthening. This subcomponent would include a cross-cutting focus on improving the use of data generated to inform educational practices, for example, by determining school improvement plans, the design of training programs (pre and in-service), and the content of education materials.

Student assessment: It would support the implementation of i) a national census 4th grade student assessment, and ii) the application of the PISA and TERCE international student assessments.

School assessment: This would support the design and implementation of a revised school report system informed by student assessment results.

Institutional and technical capacity strengthening: It would support the design and implementation of a national evaluation strategy for MINERD, including the institutional strengthening of the Quality and Evaluation Office of MINERD. The Project would support training in evaluation methods and an increase in staff

Subcomponent 1.3: Strengthening the quality assurance of ECD institutions. This would support: a) the design of a pre-service training program for caregivers under the Quisqueya Empieza Contigo program, b) the design and implementation of a quality certification system for ECD centers and teachers, c) the development of an information and communications strategy to both increase public understanding of the program and improve parenting practices, and d) the organizational design and institutional strengthening of the National Institute of Comprehensive Care for Early Childhood (Instituto Nacional de Atención Integral a la Primera Infancia - INAIPI).

Pre-service training: The Project would support the design and implementation of competence-based standards and profiles for caregivers, educators, nutritionists, and other staff of the Quisqueya Empieza Contigo program.

Institutional strengthening of INAIPI and quality certification: It would support the drafting, approval, and implementation of the strategic plan for INAIPI.

Communications strategy: The communications strategy would aim to increase the participation of disadvantaged populations in the Quisqueya Empieza Contigo Program, as well as raising awareness and providing information on parenting practices.

Subcomponent 1.4: Enhancing the institutional capacity of MINERD. This would support: a) the modernization of the financial management systems of autonomous agencies; b) the decentralization of Ministry functions and resources by increasing the number of School Management Committees which are legally established and able to receive financial transfers directly from MINERD for pedagogical, school infrastructure and administrative purposes, based on their School Development Projects and Annual Operational Plans; and c) the strengthening of MINERD's human resources management system (both teaching and administrative staff) through updating and digitization of all personnel files as well as a web-enabled MIS system for human resource management.

Component 2: Technical Cooperation: The objective of this component would be to provide technical assistance to MINERD and the rest of agencies involved for the implementation of activities under component 1. It would disburse according to traditional methods, and would finance goods, consultant services, and non-consultant services relating to the carrying out of the requisite technical cooperation for each priority policy area.

B. Project Financing

The proposed loan instrument would be a Specific Investment Loan, in the amount of US\$50 million.

Project Cost and Financing

Total Project financing requirements are estimated at US\$50 million (see Table 1).

Table 1: Project Cost and Financing

Components

1. Supporting the Implementation of the National Education Pact: US\$ 48 million (100 percent Bank financing)

2. Technical Cooperation: US\$2 million (100 percent Bank financing)

Total Project Costs: US\$ 50 million (100 percent Bank financing)

C. Lessons Learned and Reflected in the Project Design

The Project design is informed by lessons learned from other Bank projects, namely the three phases of the PASS Development Policy Loan (P116972), and the Dominican Republic Early Childhood Development Project (P079566). The Project has also incorporated experiences from other DLI-based Projects such as the Second Sindh Education Sector Project (P125952). The main lessons learned regarding (1) project ownership, (2) coordination with donors, (3) financial instrument design, and (4) implementation arrangements are shown below.

Project ownership: Political economy is a key determinant of the outcome of a project. The three phases of the PASS DPL were successful due to the high level of Government ownership of the policy reforms supported by the program. This high-level political mandate and sustained support in the context of an economic crisis helped counteract interest group resistance to reforms. Based on that experience, the Project has focused on an agenda that supports, and is directly linked to the policy reforms and activities endorsed by Government, teacher unions, and civil society in the Pacto Educativo. Also, given effectiveness delays registered in the Dominican Republic Early Childhood Development Project, due to a 15-month delay in Project approval by Congress, the Bank has made a concerted effort to reach out to all agencies involved in implementation and approval. There is widespread support and political backing for the Project and the calendar is expected to align with the Congressional session, thereby reducing the risk of delays in declaring effectiveness.

Coordination with donors: The PASS DPL series has shown the importance of coordinating with other interventions, especially when the approach targets several themes. The Bank has maintained an ongoing dialogue with AECID, UNICEF, and the IDB, among other partners, to avoid duplications, explore synergies and design a program of intervention that is highly complementary to other donors' efforts currently underway.

Financial instrument design: The DLI-based Project design seeks to align interests of all parties around national results, while simplifying fiduciary procedures governing Bank financing. As per experiences elsewhere, disbursements would occur twice a year, with a flat amount to be disbursed each year, in order to provide sustained and predictable financing to the sector. As in the Second Sindh Education Sector Project (P125952, Loan No. 52180), project disbursements under Component 1 would occur on a reimbursement basis, with assessment of DLIs occurring well ahead of planned disbursements, in order to provide maximum budget planning for the MINERD and the Ministry of Finance.

Implementation arrangements: During the implementation of the Early Childhood Development Project, personnel rotation and excessive red tape in the institutional structure of OCI caused significant delays in implementation. This is reflected in a higher risk rating for this Project. The OCI is currently undergoing a reform of its institutional structures, which would help streamline processes by decreasing dependency on MINERD bureaucracy and increasing the autonomy of the OCI.

4. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

Nationwide.

5. Environmental and Social Safeguards Specialists

Glenn S. Morgan (OPSOR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	The Project team proposes an environmental category of C per OP/BP 4.01 since the nature and scope of Project activities are not expected to cause adverse environmental impacts.
Natural Habitats OP/BP 4.04	No	The Project will not affect any natural habitats. The Project will not support actions linked to the construction or rehabilitation of schools and/or other civil works that could adversely degrade or convert critical natural habitats.
Forests OP/BP 4.36	No	The Project does not involve the management or use of forest resources. The Project will not support actions linked to the construction or rehabilitation of schools and/or other civil works that could adversely degrade or convert critical forest areas.
Pest Management OP 4.09	No	The Project will not involve the purchase or use of any significant quantities of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The Project will not result in any impacts on physical cultural resources. The project will not support activities that will impact the quality or management of physical cultural resources as defined under the policy.
Indigenous Peoples OP/BP 4.10	No	There are no indigenous groups in the DR that meet the characteristics as specified in the policy.
Involuntary Resettlement OP/BP 4.12	No	The Project will not support construction or other activities that would lead to involuntary resettlement or land acquisition.
Safety of Dams OP/BP 4.37	No	The Project will not support the construction or rehabilitation of dams nor will it support investments which rely on the operation of existing dams.

Projects on International Waterways OP/BP 7.50	No	The Project will not affect any international waterways as defined under the policy.
Projects in Disputed Areas OP/BP 7.60	No	The Project will not be implemented in areas known to be disputed or affect disputed areas as defined under the policy.

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>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.</p> <p>The team is preparing a social assessment to analyze potential negative social impacts on vulnerable populations by using existing data from standardized student assessments and the 2010 census. This will be important to identify whether parts of the design of the evaluation system and/or the teacher training (i.e. additional support for poor performing students or schools) would have to be tailored to students. These measures will help prevent any potential adverse distributional impacts the Project might have.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>N/A</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p> <p>N/A</p>
<p>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.</p> <p>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 gender and intergenerationally inclusive manner.</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p> <p>N/A</p>

B. Disclosure Requirements

<p>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.</p>
<p>If in-country disclosure of any of the above documents is not expected, please explain why:</p>

C. Compliance Monitoring Indicators at the Corporate Level

The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [] No [] NA [×]
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 [] No [] NA [×]
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [] No [] NA [×]
Have costs related to safeguard policy measures been included in the project cost?	Yes [] No [] NA [×]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [] No [] NA [×]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [] No [] NA [×]

III. APPROVALS

Task Team Leader:	Name: Peter Anthony Holland	
<i>Approved By</i>		
Practice Manager:	Name: Janet K. Entwistle (PMGR)	Date: 11-Jul-2014