



Support to the National Education Pact Project (P146831)

LATIN AMERICA AND CARIBBEAN | Dominican Republic | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2016 | Seq No: 4 | ARCHIVED on 20-Dec-2016 | ISR26358 |

Implementing Agencies: Ministry of Education

Key Dates

Key Project Dates

Bank Approval Date:30-Sep-2015

Effectiveness Date:09-Dec-2016

Planned Mid Term Review Date:--

Actual Mid-Term Review Date:--

Original Closing Date:30-Jun-2020

Revised Closing Date:30-Jun-2020

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objective of the Project is to improve the Borrower's 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.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components

Name

Improving capacity to recruit and train primary and secondary school teachers:(Cost \$25.37 M)

Improving capacity to assess student learning in primary and secondary education:(Cost \$13.00 M)

Improving capacity to evaluate the quality of service provided by public early childhood development centers:(Cost \$5.00 M)

Improving capacity to enhance the process of decentralized school management:(Cost \$6.50 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Moderately Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Satisfactory
Overall Risk Rating	● Substantial	● Substantial



Implementation Status and Key Decisions

The Project became effective on December 9, 2016. Implementation of activities advance in a satisfactory manner with only a few delays.

Improving capacity to recruit and train primary and secondary school teachers : MINERD has carried out several teacher entrance exams over the last two years to select new teachers for the system and there is a plan for its strengthening aligned with the standards developed for teachers (although the implementation of the plan is somewhat delayed due to the lack of TA under the project); ISFODOSU is advancing on the design of the new curricula aligned with the 2015 regulation that requires substantive changes in the way teachers are trained and has revised the way in which assesses potential students. INAFOCAM has advanced on the implementation of their new school-centered training methodology and has adjusted to the challenges faced. TORs for the formative evaluation of teachers have been developed but the procurement process has been stalled.

Improving capacity to assess student learning in primary and secondary education: The MINERD through the National Education Council has approved a new regulation that changes and improves the way in which student assessments are to be carried out, designed, and applied. Implementation of the new regulation starts with the application of the new 3rd grade assessment, which is going faster than anticipated, and the dissemination strategy for assessments has been designed and will be piloted during school year 2016-2017. PISA 2015 has been applied and their results publicly disseminated.

Improving capacity to evaluate the quality of service provided by public early childhood development centers: The lack of TA of the project has impeded more progress on the development of the quality assurance system for centers. In any case, knowledge was transferred to advance. INAIPI, in any case, has advanced in the definition of programs and protocols that will be a central part of the system.

Improving capacity to enhance the process of decentralized school management: The number of legalized Juntas that received direct transfers has increased. MINERD has concrete plans to increase supervision of Juntas and make the system more flexible. The process has slowed down as a consequence of the lack of TA before effectiveness and while the new administration define its priorities.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	● Substantial	● Substantial	● Moderate
Macroeconomic	● Moderate	● Moderate	● Moderate
Sector Strategies and Policies	● Substantial	● Substantial	● Substantial
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial	● Substantial
Fiduciary	● Moderate	● Moderate	● Moderate
Environment and Social	● Low	● Low	● Low
Stakeholders	● Moderate	● Moderate	● Moderate
Other	--	--	--
Overall	● Substantial	● Substantial	● Substantial

Results

Project Development Objective Indicators



► Teacher positions staffed through the revised teacher entrance exam (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	30-Jun-2014	20-Jun-2016	10-Dec-2016	31-Dec-2019

► Positions to study teaching degrees at ISFODOSU filled through revised entry exam (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	30-Jun-2014	20-Jan-2016	10-Dec-2016	31-Dec-2019

► Student learning outcomes for the first cycle of primary education analyzed and disseminated (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	30-Jun-2014	20-Jun-2016	10-Dec-2016	31-Dec-2019

Comments

The activities supporting this is advancing as planned. See description of implementation for a summary. Progress of activities indicates that by 2018 the target will be achieved.

► Percentage of QEC care centers that have been evaluated against quality standards and their results analyzed (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	30-Jun-2014	20-Jun-2016	10-Dec-2016	31-Dec-2019

Comments

Some delays due to delays in effectiveness.



► Increasing percentage of fully functional school management committees (Juntas de Centro) implementing their school development plans (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0 percentage points	--	0 percentage points	10 percentage points
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019

Comments

To be updated after PIU submits first implementation report with detail data. But more

Overall Comments

PDO indicators suggest good implementation progress despite delays in the effectiveness of the project. It is expected that implementation of activities would speed up now that the project is effective.

Intermediate Results Indicators

► Design and implementation of ISFODOSU revised entrance examination (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Revised entrance examination designed.	--	Revised entrance examination designed.	ISFODOSU revised entrance examination is applied to all its applicants.
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019

► Number of positions to study teaching degrees at ISFODOSU filled through revised entry exam (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,600.00
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019



▾ Percentage of Female (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	65.00

► Implementation of ISFODOSU secondary-level teaching degrees (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	--	Not started	ISFODOSU offers at least two secondary level teaching degrees and advances on implementation of curricula.
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019

► ISFODOSU has started the implementation of its own teaching career (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	--	Not started	ISFODOSU has started the implementation of its own professional development plan for its educators
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019



► Design and adoption of professional standards for teachers (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Design and adoption completed by MINERD	--	Design and adoption completed by MINERD	Professional standards for teachers adopted and disseminated
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019

► Design and implementation of competitive entrance exam for teachers (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	MINERD applies competitive entrance exam to hire teachers (Concurso de Oposición)	--	MINERD applies competitive entrance exam to hire teachers (Concurso de Oposición)	MINERD applies entrance exam (Concurso de Oposición) aligned with professional standards for teachers
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019

► Design and adoption of teaching career proposal, and implementation of teacher evaluation system (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Career proposal drafted	--	Career proposal drafted	At least 40% of teachers have been evaluated using the revised teacher evaluation system, which is aligned with professional standards for teachers
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019



► Design and adjustment of INAFOCAM in-service training programs (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	--	Not started	INAFOCAM adjusts in-service training programs based on results from assessments and/or impact evaluations
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019

► Number of teacher positions staffed through the teacher entrance exam (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6,000.00	--	6,000.00	19,000.00
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019

▾ Percentage of Female (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00

► Implementation of SIGEF in MINERD decentralized agencies (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Planning for implementation in both institutions	--	Planning for implementation in both institutions	INAFOCAM and ISFODOSU's annual financial reports are prepared using SIGEF
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019



► Student learning outcomes for the first cycle of primary education analyzed (including by gender) and disseminated (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	--	Not started	MINERD's Student Assessment Directorate staff have received training on sampling, item design, database management, and statistical software.
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019

► Application and dissemination of international student assessments (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	PISA 2015 pilot applied	--	PISA 2015 pilot applied	Workshop on use and dissemination of international assessment
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019



► Capacity strengthening of INAPI and assessment of QEC centers (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Discussions about the themes the content of INAPI's strategic plan	--	Discussions about the themes the content of INAPI's strategic plan	50% of functioning Public Early Childhood Development Centers are assessed for quality standards
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019

► Number of School Management Committees (SMCs) receiving funds directly (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,021.00	1,021.00	1,021.00	1,750.00
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019

► Implementation of revised SMC guidelines (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	--	Not started	Implementation advanced on revolving budgets and notification to SMCs.
Date	30-Jun-2014	20-Jan-2016	20-Jan-2016	31-Dec-2019

► Beneficiary feedback included at different level (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	--	Not started	All three mechanisms in place and implemented
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019



► Direct project beneficiaries (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	455,520.00
Date	30-Jun-2014	20-Jun-2016	20-Jun-2016	31-Dec-2019

▲ Female beneficiaries (Percentage, Core Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	53.00

► System for learning assessment at the primary level (utility of learning assessment) (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes (3.0)	--	Yes (3.0)	Yes (4.0)
Date	30-Jun-2014	--	20-Jun-2016	31-Dec-2019

Overall Comments

Data on Financial Performance

Disbursements (by loan)

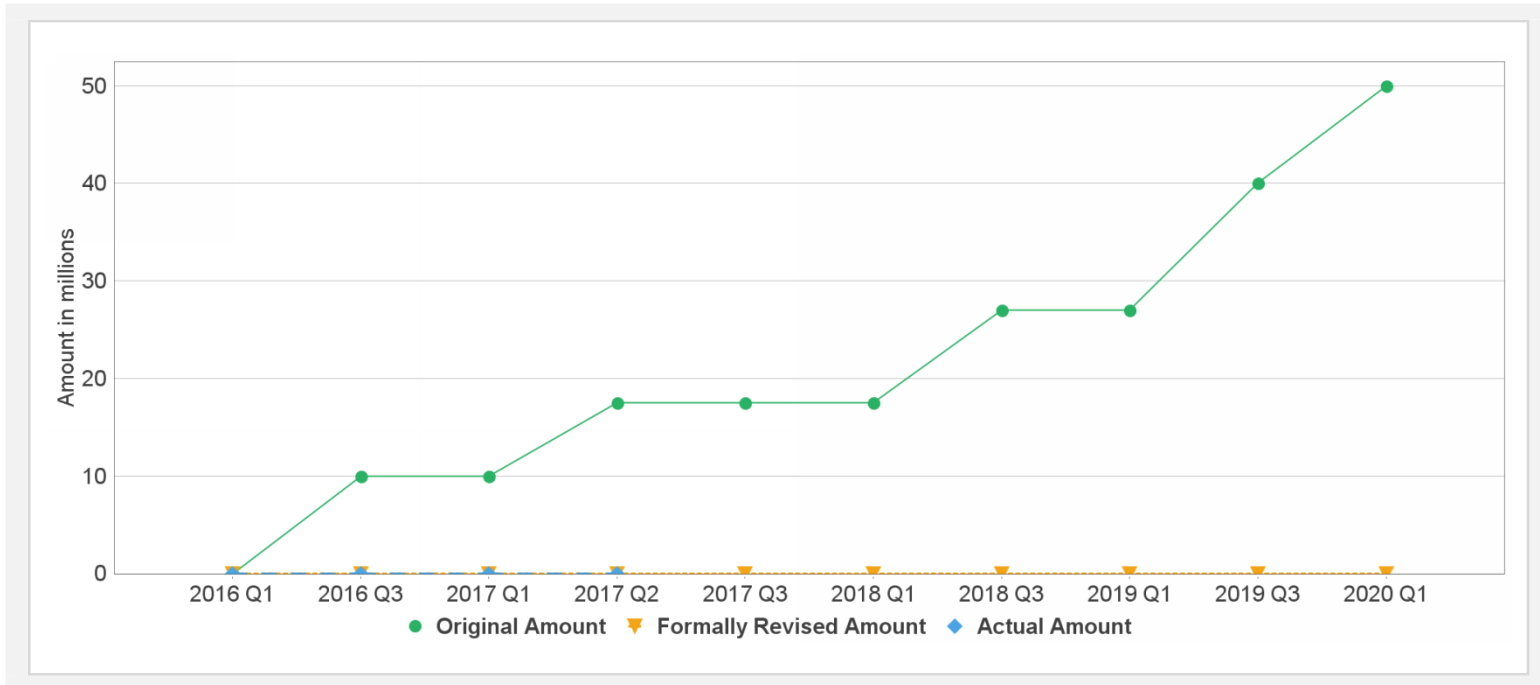
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P146831	IBRD-85400	Effective	USD	50.00	50.00	0.00	0.13	49.88	0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P146831	IBRD-85400	Effective	30-Sep-2015	08-Oct-2015	09-Dec-2016	30-Jun-2020	30-Jun-2020



Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.