



## 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: 8 | ARCHIVED on 18-Sep-2018 | ISR33833 |

Implementing Agencies: Ministry of Education, Dominican Republic

### Key Dates

#### Key Project Dates

Bank Approval Date: 30-Sep-2015	Effectiveness Date: 09-Dec-2016
Planned Mid Term Review Date: 31-Jul-2018	Actual Mid-Term Review Date: 31-Jul-2018
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	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Satisfactory
Overall Risk Rating	● Substantial	● Substantial

### Implementation Status and Key Decisions

As part of the Mid-Term Review, we are recommending to restructure the project to anticipate issues during 2019, adjust some indicators (including a couple of Disbursement-Linked Indicators), and better document other activities. The Project continues to show strong results as it aligns with the reform that is being implemented by the government in the education sector. The following is the progress by component:

*Component I. Improve the capacity to recruit and train primary and secondary teachers.*



1. In terms of pre-service teacher training, the project has supported and achieved substantial results, among them: (i) the review and adjustment of ISFODOSU's study plans and their graduation profiles, aligning them with the new curriculum based on primary and secondary competencies (including the opening of three new teacher training programs in basic sciences for secondary school); (ii) progress in the processes that will lead to ISFODOSU in the implementation of an internal quality assurance system, such as the signing of an international agreement with a Spanish accreditation firm, and the creation of a team within the institute in charge of the accreditation process; (iii) the implementation of a scholarship program and a better selection of students through more sophisticated exams for candidates applying to ISFODOSU, as well as the adjustment in the propaedeutic programs used by the institute to help students who were not accepted, but were close to the cutoff point, to retake the admission exams. Additionally, the institute experiences a delay regarding the definition of the new structure of the teaching career, given the particular nature of its officials as public employees and university employees (governed by the MESCyT). In this subject, the institute continues advance in defining the road map of advancing the establishment of the teaching career model.
2. The management of human resources has experienced significant progress, including: (i) the implementation and achievement of professional standards for the redesign and the implementation of an open hiring process, for the selection process of teachers and administrative personnel for schools and the Ministry, although an open hiring process (aligned with standards) has not yet been implemented (significant process has been made in the development of a bank of items for an open hiring process); (ii) the launch of an online teacher recruitment system that has already been applied in past open hiring processes; (iii) the development of the Ministry's information system called SIGERD, which has been strengthened and integrates information from different areas of the MINERD, including schools. The development of this information system presents some challenges, such as the integration of different areas of MINERD to quickly advance some of the issues of the opening hiring process, in addition to the necessary technical activities.
3. Within the teaching career, there has been significant progress, such as: (i) a revised design of the teaching career, despite pending approval by the Education Council; (ii) the development of a teacher evaluation aligned with international practices; and (iii) the implementation of the teacher evaluation and an induction program to support the implementation of the teaching career. The Project time frame has led to some challenges and delays regarding teacher certification.
4. There has been important progress regarding in-service teacher training, such as (i) the development and piloting of teacher training programs through INAFOCAM; (ii) the revision of existing program evaluation materials and strategies, including the school-centered ongoing training program; and (iii) the implementation of activities designed to increase the institutional capacity of the INAFOCAM evaluation office, including exchanges for Dominican personnel and teachers for training programs in the Universidad Pedagógica in Bogotá, Colombia, and curriculum design training, including how pedagogy changes and how it is evaluated under this strategy. The randomized impact evaluation of INAFOCAM's teacher trainings is pending, but officials are currently discussing the development of a digital platform for training that could serve as an opportunity to carry out the impact evaluation. The INAFOCAM evaluation office is considering other analytical activities for training programs.

*Component II. Improving the capacity to evaluate primary and secondary student learning.*

This component has supported a substantial reform and its implementation regarding student diagnostic evaluation, including: (a) the adjustment and implementation of the national learning assessment strategy for primary and secondary schools, which radically changed the existing system through diagnostic exams that will guide system improvement; (b) the participation and dissemination of results from international evaluations (PISA 2015), in preparation for participation in PISA 2018 and in the regional exam that follows TERCE; (c) the technical improvement of student national exams, which is being developed while the implementation of the new exam advances (exams for the third, sixth, and ninth grades); (d) the design and implementation of a result dissemination system for evaluations that includes simplified reports at each level of the system (center, district, regional, national) and is disaggregated by gender, rural vs. urban, socio-economic index, etc. Progress in the use of this information will allow a greater focus on teacher education programs, a better-informed system, and for developing the district and regional officials' capacity to support schools in incorporating learning results in improvement plans; and (e) the development and implementation of the national diagnostic exam in the first cycle of primary school, specifically in third grade, which has been implemented for the first time, its results analyzed, disseminated, and the information is being used to increase MINERD's planning capacity for teacher training. .

*Component III. Improving the capacity to evaluate the quality of services delivered by early child development public centers.*

The activities that support the INAIPI under the Project have been slightly delayed. This situation is a result of the following: (i) a rapid expansion of the services provided by the institute, along with the parallel creation and definition of said institute and its operations which for some time prevented the monitoring systems to be a priority; (ii) a lack of necessary resources for technical assistance to provide strong support to the institute. Despite these challenges, an agreement between IDEICE and INAIPI allowed for the development and progress of quality standards for early childhood centers and its personnel. An information and communication strategy has been implemented for the institute and its personnel to increase public understanding of the programs "Quisqueya Empieza Contigo" offers.

*Component IV. Improving capacity to deepen the decentralization process of the public-school centers' management.*

To advance the decentralization of the system and to improve the management of public education centers, MINERD has made progress in the following areas: (i) an increased number of School Councils for established public school centers (despite having to start over when the national audit office asked for a National Taxpayer Registry as a requirement for individual education centers.); (ii) a draft of the regulation to increase the efficiency of the establishment of the Councils and to establish effective processes to open related accounts; (iii) a draft of a new functional financial management system for the Centers' Councils that eliminate the limitations from the 40-40-20 and replaces it for center POAs; (iv) reviewed the



follow-up, monitoring, complementary, and evaluation processes, and cleaned the centers' transfer database, while reviewing the legal requirements and making the requirements for physical documents more flexible, where possible, and replacing them for digital copies. Additionally, this initiative led to the establishment of a collaboration between the planning vice ministry and other branches of the MINERD to review the district and regional operational manuals, develop indicator systems and setting educational goals, the initial phase of a competitive selection process for regional directors, among other activities, to deepen the system's decentralization and to improve its management.

*Other activities: feedback activities for beneficiaries.* Questions regarding satisfaction with different aspects of the system have been included in the complementary questionnaires of national diagnostic assessments for students, teachers, directors, and parents. *Gender activities.* Besides generating gender information within Component II, the project is also beginning to implement workshops on violence prevention within teacher training curricula, with the support of experts from the region who have developed similar activities and strategies in other countries, such as Nicaragua and Colombia. The first workshop is scheduled for the second week of September and it will apply the CEPREV methodology, which aligns with existing regulations in the Dominican Republic and MINERD. It is important that implementation reports include progress updates for these activities, and documents the statistic results with information that is already available.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	● Substantial	● Moderate	● 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

### PDO Indicators by Objectives / Outcomes

Improve the Borrower's capacity to recruit and train primary and secondary school teacher				
▶ Teacher positions staffed through the revised teacher entrance exam (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	No	Yes



Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Government is not currently hiring new teachers. "Teacher positions" refers to positions for teachers and directors hired by MINERD. "Teacher entrance exam" refers to the Concurso de Oposicion. "Revised" means aligned with Professional Standards for Teachers. "Staffed" refers to the action of hiring teachers and directors for available positions as teachers or school principals in primary and secondary school levels.			
<b>►Positions to study teaching degrees at ISFODOSU filled through revised entry exam (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	"Positions to study teaching degrees at ISFODOSU" refers to students that ISFODOSU could accept to study a teaching degree. "Entry exam" refers to an assessment of potential candidates for those positions that at least assesses content knowledge in key areas. "Revised entry exam" refers to an exam that has incorporated technical improvements recommended by an expert on student assessment.			

**Improve the Borrower's capacity to assess student learning in primary and secondary education**

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Student learning outcomes are defined as the results obtained by students in standardized test that measures learning during the first three grades of primary education. These must include the rollout of the dissemination strategy. "Analyzed" means reporting and publishing results by area of learning (and subarea if possible), area, gender, type of school, rural/urban, and school district or other geographic disaggregation. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators.			

**Improve the Borrower's capacity to evaluate the quality of service provided by Public Early Childhood**

**►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	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Good progress has been made in the tools that will be used to measure this indicator. An action plan is under development and tools are being piloted this week.  The assessment must be in accordance with the guidelines established in the strategic plan for INAIPI, and for the last year should be verified by an independent agency according to Table A2.3. Protocols for Verifying Disbursement-Linked Indicators. The analysis should include improvement plans with specific areas of improvement, a self-evaluation tool, and a fixed time frame for improvement and verification of improvement.			

Improve the Borrower's capacity to enhance the process for decentralizing public school management				
►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	Not available yet	Needs to be calculated from existing data	10 percentage points
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	<p>The Bank has recommended that this indicator be adjusted during restructuring. It can also be reconstructed from available data.</p> <p>The percentage of schools that are implementing their projects would be determined through a school sample. An audit would be carried out by an agent external to MINERD, and the estimation of the percentage would be based on a random sample of the SMCs that are legally constituted, with an improvement plan, with a bank account, and receiving transfers from MINERD. By implementing it is meant that SMCs spend the money according to the improvement plan and with the participation of all members of the SMCs in decision making. Guidelines for evaluating successful implementation of improvement plans would be jointly designed by MINERD and the Bank, and they would be made clear in the terms of reference of the agent that would verify the achievement. The size of the sample and the actual random draw of the sample would be done by an expert in sampling. Units of measure for this indicator are percentage points and it is cumulative.</p>			

### Intermediate Results Indicators by Components

Improving capacity to recruit and train primary and secondary school teachers				
►Design and implementation of ISFODOSU revised entrance examination (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Revised entrance examination designed.	Entrance examination is currently being further improved. It would align with new regulation by the Ministry of Tertiary Education (MESCYT). Improvements have been applied already to new cohorts of students.	ISFODOSU revised entrance examination is applied to all its applicants.	ISFODOSU revised entrance examination is applied to all its applicants.
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	The entrance examination refers to the test ISFODOSU applies to admit students into its programs. The revision refers to a technical improvement in the instruments used. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators. "Revised" means that an expert on student assessment has revised the test.			
►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	9,976.00	9,976.00	5,600.00
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019



Comments:	"Positions to study teaching degrees at ISFODOSU" refers to number of students that ISFODOSU could accept to study a teaching degree. "Entry exam" refers to an assessment of potential candidates for those positions that at least assesses content knowledge in key areas. "Revised" means that an expert on student assessment has revised the test. Unit of measure for this indicator is number and it is cumulative			
<b>▲Percentage of Female (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	79.00	79.00	65.00
<b>►Implementation of ISFODOSU secondary-level teaching degrees (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	ISFODOSU has gotten the approval to offer two new secondary level teaching degrees. The curricula is designed and approved, and students should start those programs in September 2017.	ISFODOSU began to offer two new secondary level teaching degrees in September 2017.	ISFODOSU offers at least two secondary level teaching degrees and advances on implementation of curricula.
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	"Secondary-level degrees" refers to degree programs in any of the following areas: mathematics, chemistry, social sciences/history, and other sciences. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators.			
<b>►ISFODOSU has started the implementation of its own teaching career (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	Not started	Not available	ISFODOSU has started the implementation of its own professional development plan for its educators
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	ISFODOSU teaching career refers to career development and evaluation system of ISFODOSU educators (teachers of teachers) focused on standards and competencies, with clear incentives to stimulate professional development of educators. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators.			
<b>►Design and adoption of professional standards for teachers (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Design and adoption completed by MINERD	Design and adoption completed by MINERD, and fully disseminated and used to align activities in the system.	Professional standards for teachers adopted and disseminated	Professional standards for teachers adopted and disseminated
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Professional standards for teachers refer to the standards for teacher performance designed by the Vice-Ministry for Certification within MINERD, which teachers must know and apply. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators.			



►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), however the exam is not yet aligned with standards.	No entrance exam this year, but preparing items bank for revised exam	MINERD applies entrance exam (Concurso de Oposición) aligned with professional standards for teachers
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Competitive examination or concurso de oposición refers to the entrance exam applied to all candidates applying to be hired as teachers by MINERD. Professional standards for teachers refer to the standards for teacher performance designed by the Vice-Ministry for Certification within MINERD that teachers must know and apply. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators.			
►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 but not approved yet. MINERD is planning to implement teacher assessment in collaboration with the OEI. We have close collaboration with the OEI.	No, the proposal was discussed and suggestions were made but it has not yet been adopted.	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	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Teaching career proposal refers to a document establishing the guidelines for the components of a teaching career, including entrance, progress, and exit. It should also include issues such as the selection process for teachers, in-service training, professional standards, a growth-oriented teacher evaluation system, an attractive career in terms of responsibilities (career advancement, definition of each stage of the teaching career with requirements for entry and exit), links to certification and teacher induction, and teacher development and improvement options, among others. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators.			
►Design and adjustment of INAFOCAM in-service training programs (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	Not started	INAFOCAM adopts new designs of in-service training aligned with professional standards for teachers.	INAFOCAM adjusts in-service training programs based on results from assessments and/or impact evaluations
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	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	9,526.00	15,793.00	19,000.00
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019



Comments:	"Teacher positions" refers to positions for teacher and directors hired by MINERD. Teacher entrance exam refers to the Concurso de Oposicion. Note that this indicator tracks staffing using either the test that has been used and recently adopted and/or the revised test. The 2015 number is the one for that year, all others are cumulative.			
<b>Percentage of Female (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	79.00	79.00	80.00
<b>Implementation of SIGEF in MINERD decentralized agencies (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Planning for implementation in both institutions	Both INAFOCAM and ISFODOSU have advanced in the implementation of SIGEF. We are waiting for the evidence that will trigger the disbursement, as there is a DLI attached to this activity.	Yes, INAFOCAM has it already, ISFODOSU will be able to produce reports in 2018	INAFOCAM and ISFODOSU's annual financial reports are prepared using SIGEF
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	SIGEF refers to the national comprehensive financial management system implemented nationwide. Implementation means the use of SIGEF to produce financial reports.			

### Improving capacity to assess student learning in primary and secondary education

<b>Student learning outcomes for the first cycle of primary education analyzed (including by gender) and disseminated (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	Student assessment carried out. Analysis and processing of data under way.	MINERD piloted and revised the dissemination component of the Student assessment strategy	MINERD's Student Assessment Directorate staff have received training on sampling, item design, database management, and statistical software.
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Student learning outcomes are defined as the results obtained by students in standardized test that measure learning during the first three grades of primary education. These must include the rollout of the dissemination strategy. "Analyzed" means reporting and publishing results by area of learning (and subarea if possible), area, gender, type of school, rural/urban, and school district or other geographic disaggregation. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators included in this indicator.			
<b>Application and dissemination of international student assessments (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	PISA 2015 pilot applied	PISA 2015 applied, data analyzed and disseminate, pilot of PISA 2018 underway in 2017.	PISA 2015 applied, data analyzed and disseminated, pilot of PISA 2018 underway in 2017.	Workshop on use and dissemination of international assessment



Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	PISA refers to the Programme for International Student Assessment of the OECD. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators. Dissemination refers to activities that share the main lessons learned from the participation in international assessments to a wider audience.			
<b>►System for learning assessment at the primary level (utility of learning assessment) (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes (3.0)	Yes (3.0)	Yes (3.0)	Yes (4.0)
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Assessment refers to sample- of census based assessment in primary education carried out at least once every 5 years. For score, see Bank Guidelines on core sector indicators.			

<b>Improving capacity to evaluate the quality of service provided by public early childhood development centers</b>				
<b>►Capacity strengthening of INAIPI and assessment of QEC centers (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Discussions about the themes the content of INAIPI's strategic plan	Discussions about the content of INAIPI's strategic plan continue	A pilot is advancing with the standards (the other instruments need to be developed)	50% of functioning Public Early Childhood Development Centers are assessed for quality standards
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Strategic plan refers to a document providing guidelines in terms of: i) Organizational and operational structure of the Institute, including administrative and management structure; ii) strategic framework (mission, vision, values, operational manual); and iii) a system of quality management including service delivery standards. In place refers to the fact that is used to assess quality of service delivery and it is used for decision making in terms of improving quality in centers. The assessment must be in accordance with the guidelines established in the strategic plan for INAIPI, and should be verified by an independent agency according to the protocols of verification of DLIs			

<b>Improving capacity to enhance the process of decentralized school management</b>				
<b>►Number of School Management Committees (SMCs) receiving funds directly (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,021.00	1,021.00	1,021.00	1,750.00
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Requirements to be considered a fully functional SMC that was able to receive funds, changed during project implementation. The process of meeting new requirements is underway.			
<b>►Implementation of revised SMC guidelines (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	Revision is underway but no official document has been provided	Proposal and guidelines are being discussed.	Implementation advanced on revolving budgets and notification to SMCs.



Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	New guidelines refer to the revision of the ordinances and resolutions regulating SMCs to provide more flexibility to the SMCs in terms of allowable expenses and streamlining financial flows. See also Table A2.3. Protocols for Verifying Disbursement-Linked Indicators. Report on the characteristics of School Management Committees' (Juntas Escolares) improvement projects could be done in 2017 and 2019.			
<b>►Beneficiary feedback included at different level (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	Questions included in the 3rd grade assessment questionnaires for parents. Data will be available by December 2017	SIGERD new parents' module capability currently being discussed.	All three mechanisms in place and implemented
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Reports of the data collected are published and analyzed. Details of the type and opportunities for beneficiary feedback will be included in the Operational Manual.			
<b>►Direct project beneficiaries (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	524,476.00	524,476.00	455,520.00
Date	30-Jun-2014	26-Jun-2017	31-Dec-2017	31-Dec-2019
Comments:	Direct beneficiaries are people or groups who directly derive benefits from an intervention (i.e., children who benefit from an immunization program; families that have a new piped water connection). Please note that this indicator requires supplemental information. Supplemental Value: Female beneficiaries (percentage). Based on the assessment and definition of direct project beneficiaries, specify what proportion of the direct project beneficiaries are female. This indicator is calculated as a percentage.			
<b>▲Female beneficiaries (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	58.00	58.00	53.00

## Overall Comments

Comments have been included on reporting of indicators as a guide for the Ministry to improve the quality of data in the result framework.

## Disbursement Linked Indicators

<b>►DLI 1 DLI 1: ISFODOSU's revised standardized entrance examination is applied to all its applicants (Yes/No, Process, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	Yes	--



Date	--	--	15-Aug-2018	--
<b>►DLI 2 DLI 2: MINERD administers competitive entrance exam to hire teachers (Concurso de Oposición) (Yes/No, Process, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	Yes	--
Date	--	--	15-Aug-2018	--
<b>►DLI 3 DLI 3: PISA 2015 applied by MINERD (Yes/No, Intermediate Outcome, 3,000,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	Yes	--
Date	--	--	15-Aug-2018	--
<b>►DLI 4 DLI 4: 250 additional School Management Committees (Juntas de Centro) receive Transfers to SMC (Number, Intermediate Outcome, 2,000,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	0.00	--	250.00	--
Date	--	--	15-Aug-2018	--
<b>►DLI 5 DLI 5: Dissemination of professional standards for teachers started (Yes/No, Process, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	Yes	--
Date	--	--	15-Aug-2018	--
<b>►DLI 6 DLI 6: MINERD aligns entrance exam (Concurso de Oposición) with professional standards for teachers (Yes/No, Process, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--
Date	--	--	15-Aug-2018	--
<b>►DLI 7 DLI 7: The implementation of the Student assessment strategy has started (Yes/No, Intermediate Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	Yes	--



Date	--	--	15-Aug-2018	--
<b>►DLI 8 DLI 8: ISFODOSU offers two new degrees for training secondary-level teachers (Number, Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	0.00	--	2.00	--
Date	--	--	15-Aug-2018	--
<b>►DLI 9 DLI 9: Teaching career and evaluation system (based on standards) has been adopted by MINERD (Yes/No, Process, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--
Date	--	--	15-Aug-2018	--
<b>►DLI 10 DLI 10: MINERD pilots, and based upon the results of the pilot, revises the dissemination component of the Student assessment strategy (Yes/No, Intermediate Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	Yes	--	Yes	--
Date	--	--	15-Aug-2018	--
<b>►DLI 11 DLI 11: New functional spending guidelines for School Management Committees (Juntas de Centro) adopted by MINERD (Yes/No, Intermediate Outcome, 2,000,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--
Date	--	--	15-Aug-2018	--
<b>►DLI 12 DLI 12: INAFOCAM and ISFODOSU's annual financial reports are prepared using SIGEF (Number, Intermediate Outcome, 3,000,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	0.00	--	1.00	--
Date	--	--	15-Aug-2018	--
<b>►DLI 13 DLI 13: 20% of public school teachers have been evaluated using the teacher career and evaluation system (Yes/No, Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--



Date	--	--	15-Aug-2018	--
<b>►DLI 14 DLI 14: MINERD administers a student assessment for the first cycle of primary education (Yes/No, Outcome, 2,500,000.00, 100.00%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	Yes	--
Date	--	--	15-Aug-2018	--
<b>►DLI 15 DLI 15: Pilot assessment for Public Early Childhood Development Centers carried out (Yes/No, Intermediate Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--
Date	--	--	15-Aug-2018	--
<b>►DLI 16 DLI 16: 1,750 School Management Committees (Juntas de Centro) are fully functional (Number, Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	0.00	--	0.00	--
Date	--	--	15-Aug-2018	--
<b>►DLI 17 DLI 17: ISFODOSU has started the implementation of its own professional development plan for its educators (Yes/No, Intermediate Outcome, 2,375,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--
Date	--	--	15-Aug-2018	--
<b>►DLI 18 DLI 18: INAFOCAM adjusts in-service training programs based on results from assessments and/or impact evaluations (Yes/No, Outcome, 2,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--
Date	--	--	15-Aug-2018	--
<b>►DLI 19 DLI 19: MINERD's Student Assessment Directorate staff have received training on sampling, item design, database management, and statistical software. (Yes/No, Intermediate Outcome, 2,500,000.00, 0.00%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	No	--	No	--



Date	--	--	15-Aug-2018	--
▶DLI 20 DLI 20: 50% of functioning Public Early Childhood Development Centers are assessed for quality standards (Percentage, Outcome, 2,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	30-Jun-2020
Value	0.00	--	0.00	--
Date	--	--	15-Aug-2018	--

### Data on Financial Performance

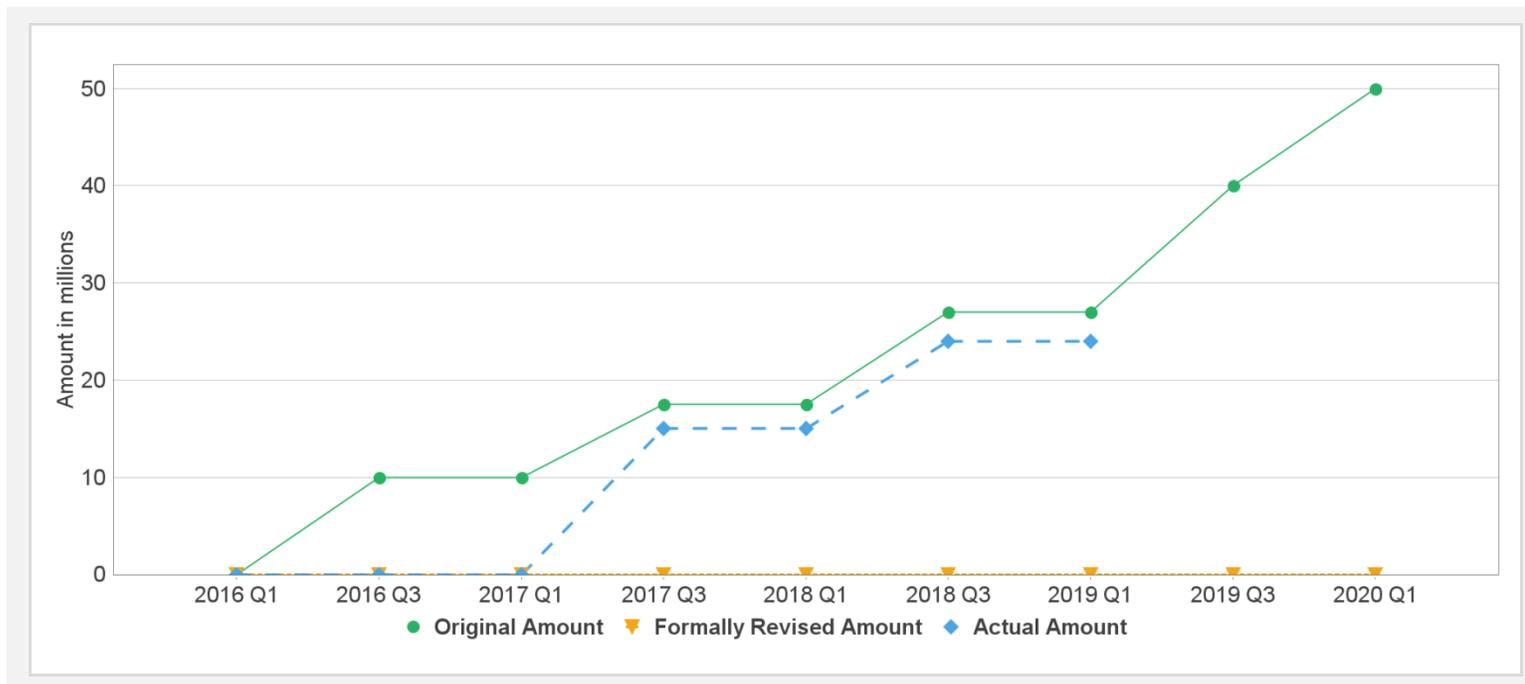
#### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146831	IBRD-85400	Effective	USD	50.00	50.00	0.00	24.13	25.88	48%

#### 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)**

P167815-Additional Financing - Support to the National Education Pact Project

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