



1. Project Data:		Date Posted : 03/29/2004	
PROJ ID: P035494		Appraisal	Actual
Project Name: Do- Basic Education	Project Costs (US\$M)	100	98.18
Country: Dominican Republic	Loan/Credit (US\$M)	36.6	35.4
Sector(s): Board: ED - Primary education (70%), Central government administration (17%), Tertiary education (9%), Health (2%), Other social services (2%)	Cofinancing (US\$M)	51.92	51.25
L/C Number: L3951			
	Board Approval (FY)		95
Partners involved : IADB	Closing Date	06/30/2001	06/30/2003
Prepared by :	Reviewed by :	Group Manager :	Group:
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2. Project Objectives and Components			
a. Objectives			
The project was to (a) improve the quality of basic education; (b) increase enrollment and especially completion rates, with priority directed to children from low income families; and (c) strengthen technical and resource management capabilities for basic education.			
b. Components			
Two main components included subcomponents as follows: Educational development (US\$82.8 million): (a) national curriculum reform through promotional campaign, curriculum implementation, on-going monitoring and evaluation; (b) educational materials and resources by providing textbooks, workbooks, and teachers' guides, supplementary learning materials, classroom materials and supplies, and institutional strengthening; (c) human resource development through in-service certificate training, in-service advanced training, and pre-service training; (d) national student assessment through institutional strengthening, improving design and quality of basic education, and studies; (e) school nutrition programs to include school feeding, micronutrients, deparasitation, institutional strengthening, and information, education and communication programs; (f) improving school facilities; and (g) designing a pilot program to support private schools assisting low-income populations. Management development (US\$16.7 million): (a) strengthening management procedures and staff development, (b) improving use of information, (c) expanding the role of parents, (d) monitoring and evaluation, and (e) project coordination.			
c. Comments on Project Cost, Financing and Dates			
The project was amended in 2000 to focus on textbooks, transfers to support school-based management, and early childhood education. The other sub-components were reduced but not canceled. Due to a late start, the project closed after extensions totaling two years; US\$1.2 million were canceled.			
3. Achievement of Relevant Objectives:			
Objectives were achieved with some shortcomings, as follows :			
(a) Improving quality of basic education Between 1997 and 2001, student performance was static in math (from 59.3% to 60.7%), improved in Spanish (from 59.3% to 72.7% respectively), and declined in natural sciences (from 60.9% to 51.1%). However, technical testing problems create difficulties in interpreting these results . Major investments took place in teacher training, but classroom behaviors and teaching methods apparently were not changed as a result. More than 22 million textbooks were produced and distributed (compared to a target of 18.6 million - despite distribution problems).			
(b) Increasing enrollment and completion rates : Net enrollment rates increased from 73% in 1996/97 to 94% in 2001/02, surpassing targets. Dropout rates decline from 16% to 5%, completion rates increase (from 25% to 53%). Repetition declined from 13% in 1994 to 7% in 2001, but the change reflects calculation changes . In fact repetition rose from 5% in 1996 to 7% in 2001 The 53% projected graduation rate in gr. 8 showed considerable improvement but is still low considering that enrollment is nearly universal .			
(c) Strengthening resource management : All activities were carried out; 6000 parent-teacher associations were established, though most of these remained nominal and inactive . Most evaluation activities were completed .			
4. Significant Outcomes/Impacts:			

About 518 classrooms were constructed, 22,777 others received preventive maintenance, and much furniture and equipment was distributed. The school feeding program was expanded to include all children up to grade 8. Curricula were reformed and materials produced as expected. More than 80,000 educators were trained in curriculum use; 5745 teachers received scholarships and obtained a teaching degree, 3536 others obtained a bachelor's degree, whereas 2412 obtained master's degrees. No evidence indicated improvements in classroom instruction, and it is unclear what competencies teachers acquired, if any.

5. Significant Shortcomings (including non-compliance with safeguard policies):

The project was complex, with 12 subcomponents and two cofinanciers whose framework of collaboration was unclear. The appraisal did not specify which items each bank would finance, and this resulted in considerable friction during implementation.

Central administration staff had limited interest in decentralization, private schools for poor students, increased community participation, or increased recurrent expenditures. There was no mechanism for targeting investments towards poor children, and interventions initially intended for poor children (e.g. feeding) were universalized. No monitoring or evaluation indicators were established to assess project impact on poor students. The achievement testing system was not improved as envisaged, and no support was given to private schools. Public expenditures on education did not increase; the GDP allocated to education declined to 2.3% in 2003, down from 3% in 2002.

6. Ratings:	ICR	OED Review	Reason for Disagreement /Comments
Outcome:	Satisfactory	Moderately Satisfactory	[The ICR's 4-point scale does not allow for a "moderately sat." rating]. Project objectives largely achieved but with shortcoming: despite progress in enrollments and much teacher training, some test results show static or deteriorating achievement; the testing system was not improved, making it hard to interpret results, and there was little support to private schools; the project failed to reach the poorest students and to increase public expenditures in education.
Institutional Dev.:	Modest	Modest	
Sustainability:	Likely	Likely	
Bank Performance:	Satisfactory	Unsatisfactory	Marginally unsatisfactory: the Bank overestimated overall implementation capacity and government willingness to finance private education for the poor. Poverty targeting was insufficient; proceeds were directed towards indiscriminate teacher training with an untested hypothesis that advanced degrees in education would lead to improved test scores. Detailed disbursement arrangements with IADB were not made before the project, and the subsequent friction between the two institutions delayed project implementation. During the first half of the project, Bank supervision was inadequate; and despite commitments, the Bank was not present at the mid-term review.
Borrower Perf.:	Satisfactory	Satisfactory	
Quality of ICR:		Satisfactory	

NOTE: ICR rating values flagged with '*' don't comply with OP/BP 13.55, but are listed for completeness.

7. Lessons of Broad Applicability:

- In-service teacher training programs do not necessarily improve teachers' classroom behaviors or improve student achievement. Offering monetary rewards for diplomas may encourage teacher participation in training, but training impact is unclear. There is a need to clearly define skills for which scholarships and improved salaries should be awarded
- Simply encouraging parents and community leaders to get involved in school management is not sufficient. To get involved effectively, parents require training, empowerment (authorization) and some control over financial resources to get engaged.
- School nutrition programs are an important incentive for student attendance and retention at school as well as of nutrition for poor children.
- Co-financed projects require careful project design and attention to the distribution of financing by components, sub-components and categories of investment. It is important that cofinanciers harmonize procurement procedures among them and with governments.

8. Assessment Recommended? Yes No

9. Comments on Quality of ICR:

The ICR offers useful details and provides thorough and candid insight into how various events unfolded.

