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ANNEX

of the Commission Decision on the Annual Action Programme 2016 in favour of the Dominican Republic

Action Document for *Programme in Support of Technical and Vocational Education and Training in the Dominican Republic*

| 1. Title/basic act/CRIS number | Programme in Support Technical and Vocational Education and Training in the Dominican Republic  
CRIS number: FED/2016/039-312  
financed under European Development Fund |
|---|---|
| 2. Zone benefiting from the action/location | Caribbean, Dominican Republic (DR)  
The action shall be carried out at the following location:  
The Dominican Republic, at national level and managed from Santo Domingo. |
| 4. Sector of concentration/thematic area | Sector 1 of NIP: Inclusive productive development and capacity building for quality employment.  
DEV. Aid: YES |
| 5. Amounts concerned | Total estimated cost: EUR 16,000,000  
Total amount of the European Development Fund contribution EUR 16,000,000 of which EUR 11,000,000 for budget support and EUR 5,000,000 for complementary support. |
| 6. Aid modality(ies) and implementation modality(ies) | Budget Support  
Direct management - Budget Support: Sector Reform Contract;  
Direct management - Procurement of services (Audit, evaluation)  
Indirect management with Spanish International Cooperation Agency |
7 a) DAC code(s)  
11120 - Education facilities and training  
11330 - Vocational training  
15150 - Democratic participation and civil society  

b) Main Delivery Channel  
Recipient government - 12000: 340 Dominican Republic (Main channel)  
Third Country Government (Delegated co-operation) – 13000: 50 Spain  

8. Markers (from CRIS DAC form)  
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<thead>
<tr>
<th>General policy objective</th>
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<td>Gender equality (including Women In Development)</td>
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<td>Trade Development</td>
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<td>Reproductive, Maternal, New born and child health</td>
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9. Global Public Goods and Challenges (GPGC) thematic flagship  
Within the framework of “Human development, including decent work, social justice and culture” the Program seeks to support high levels of productivity and decent employment through Vocational Education and Training (VET).  

SUMMARY  
Strengthening technical and vocational education and training sector (TVET) is an essential part of the National Development Strategy (NDS) to fight against poverty and to obtain a sustained and sustainable growth and it is considered a priority by the Dominican Republic (DR) government beside other ongoing initiatives undertaken to achieve the national and international development targets. The TVET offer is currently obsolete and young people lack technical skills needed by the labour market. The system is characterized by fragmentation and lack of coordination among the stakeholders involved, contributing to low efficiency and scarce relevance of the TVET system. The bases for a National Qualification Framework (NQF) have already been elaborated and agreed in the framework of the previous EU funded program and it will be developed and implemented under the coordination of the Presidential Office Ministry jointly by the Ministry of Education (MINERD), Ministry of Higher Education (MESCyT) and the Technical and Vocational Training Institute (INFOTEP). Capacity building and technical assistance will be provided in order to strengthen local institutions and ensure gender mainstreaming and inclusion of vulnerable groups through the implementation of NQF and TVET curricula revision. To this
regards, the action will promote a structured and institutionalized dialogue among all stakeholders, including strengthening of public-private partnerships and alliances, to ensure aware participation and ownership of private sector during validation and implementation of the NQF, revision and implementation of TVET curricula as well as establishing mechanisms and regulation for work based learning schemes and anticipation of job skills needs. During the last ten years the EU has built a solid cooperation relationship with the Ministry of Education (MINERD). A significant part of the achievements in terms of transparency and accountability achieved by the MINERD are attributable to this strategic alliance. This places the EU in a preferential position to catalyse complex sector reforms. The added value of the programme will be then primarily a better integrated education and TVET policy dialogue and a strengthened participation of private sector in DR TVET system.

1  CONTEXT

1.1  Sector/Country/Regional context/Thematic area

As described in the 11th EDF National Indicative Programme (NIP), signed with the Dominican Republic in 2014, the political and socio-economic context in which this program will be implemented is that of a consolidating democracy, despite persistent challenges in terms of rule of law, and of a growing, middle income economy, where growth has nevertheless largely failed to benefit the majority and to impact significantly on human development parameters. The Dominican Republic can be described as a fairly robust and stable democracy since 1978, which for over a decade has had peaceful elections and transitions of power. Despite these undeniable democratic achievements, important governance challenges persist, particularly in terms of efficiency, accountability and transparency of public administration. Overall, the country's institutions are still vulnerable and in need of having support. The Dominican Republic shares the island with Haiti, with contrasting situations but complex inter-dependence in many matters.

The Dominican labour force for year 2014 was 4,913,588, approximately 57% of the working age population (69% men; 46% women) and the unemployment rate for the same year was at 14.5% (men 8.7%; women 23.1%) showing a significant gender gap. The secondary education coverage rate for academic year 2012-2013 was at 54%, while the secondary technical education coverage rate for academic year 2012-2013 was at 7.21%, very low if compared to the 20% of the region. According to the census of 2010 the number of young people nor working or studying was 484,863, representing 26.1% of 15-24 years old population: out of them, 59% were women. Gini coefficient for year 2013: 0.471.

The European Union (EU) has accompanied the country during the implementation of the education sector reform for over 15 years with a budget of more than EUR 120 million. The increase of sector budget from a sustained 2% of the gross domestic product (GDP) up to a historic 4% from year 2013, is an indicator of the government political willingness to mark a before and after of the education in the Dominican Republic. However, with regards to the TVET sub-sector significant gaps are still recorded.
1.1.1 Public Policy Assessment and EU Policy Framework

Based on the assessment shared by the EU Member States and other key development partners, the Dominican Republic National Development Strategy 2030 (NDS), adopted as a law in 2012, can be used as main reference to align and coordinate development cooperation.

During the last four years the government devoted conspicuous efforts and resources to implement institutional reforms, infrastructure, energy and financial sector development, as well as enlargement of formal economic sector through support to creation and strengthening of SMEs among other initiatives. Besides these initiatives, the NDS recognize that the promotion of an equity-creating economic growth depends dramatically on an improved Technical and Vocational Education and Training system, on its quality and offer, in order to improve employability of Dominican workers together with productivity and competiveness of the private sector.

The TVET public policy framework includes also the Decennial Plan for Education 2008-2018 and more recently the National Pact for Education Reform 2014-2030, signed by the President of the Dominican Republic and the national Economic and Social Council composed by all stakeholders including civil society and private sector.

The NDS sets the priorities for the TVET Sector within its Axes 2 (specific objectives 2.1.1, 2.1.2, 2.3.2) and Axes 3 (specific objectives 3.3.3, 3.4.2). TVET is considered essential to improve the entrepreneurial and productive capacity as well as the employability of Dominican workers, in particular youths and women.

Specifically, the NDS establishes the need to break away with the high social deficit accumulated over the past decades. The promotion of an equity-creating growth aiming at strengthening the productive and entrepreneurial skills of the population and creating decent jobs is at the core of this national strategy.

The Decennial Plan for Education 2008-2018 Specific Objective 2.1 prioritises the consolidation, expansion, and diversification, while improving quality, of the TVET as a step towards the insertion of the youth to employment.

With the National Pact for Education Reform 2014-2030, the government assumed also the commitment to: "develop, in coordination with the Ministry of Education (MINERD), the Ministry of Higher Education (MESCyT) and the Technical and Vocational Training Institute (INFOTEP) and the private sector, the instruments necessary for the country to have an integrated and articulated TVET curricular offer in the three different educational levels in order to ensure quality, easy transit of graduates from one level to another and respond to labour market requirements, in line with the strategic objectives of the country and based on the recommendations of the prospective studies to be realised during the period"

In 2015, the total MINERD investment for TVET, including construction and enlargement of technical schools, has reached EUR 102 million (over 4% of total pre university public education budget). According to the MINERD Planning and Educational Development Office the programmed and budgeted investment for TVET for 2016 is EUR 121 million, with an increase of about 19%. At the same time the Ministry is projecting to more than double TVET budget before 2020.
INFOTEP and MESCyT are also showing positive trends in the amount and execution of their budgets. INFOTEP has increased its total budget by 11% between 2014 and 2015 and about 9.5% in 2016, due to its autonomous funding mechanism with the private sector and despite the fact that the amount transferred from the national budget has remained unchanged during the last 3 years. In 2016 the execution of the budget is expected to reach almost EUR 62 million.

Even if MESCyT budget is still far to reach the 2% of GDP as foreseen in its Decennial Plan for Higher Education (in 2014 only received 0.4% of GDP), it also shows a positive trend in its budget.

As a matter of fact, the government has declared employment and social inclusion its priority, targeting especially the youth.

This policy framework is also reflected within the 11th EDF National Indicative Programme (NIP) whose rationale to support inclusive productive development and capacity building for quality employment is based on the emphasis of the NDS on the reorientation of the Dominican economic model towards stronger poverty reduction and social inclusion. Since an employment-related action must jointly aim at expanding employment opportunities and improving the productive capacity and employability of workers, this is why the focus of the government and of EU support has been agreed to be on these two complementary pillars: (i) fostering job creation through productive sector development, notably SMEs (targeted in the already approved BS Program Quality Strengthening for SMEs Development (CRIS number: 2014/037-869) with whom clear synergies are expected to be established and maintained) and (ii) improving employability of the labour force through upgrading and development of skills.

Vocational education and training has been an essential part of EU policy since the very beginning of the European Community within and outside its borders. The Communication entitled Increasing the Impact of Development Policy: An Agenda for Change (COM(2011) 637) discusses the importance of providing the workforce, particularly young people, with skills that respond to labour market needs. It reaffirms EU commitment to supporting education and VET in partner countries through its various instruments based on countries' needs, capacities, commitments and performance and potential EU impact. It also highlights the importance of the sector as part of the support for social inclusion and human development.

The EC Communication: A Decent Life for All: Ending poverty and giving the world a sustainable future (COM(2013) 92) emphasizes the need to deliver on the unfinished business of the current Millennium Development Goals (MDG) agenda, but also to go beyond the present framework and to move from purely quantitative goals to address quality and inequalities, recognising the key role education and VET play.

1.1.2 Stakeholder analysis

The Presidential Office is the actor that has promoted and boosted the National Qualifications Framework (NQF) and TVET reform process in last years through the National Education Pact and putting TVET as a priority in its government plan for the next 4 years (2016-2020) as an essential element to reach national development objectives. It will have a pivotal role in insuring
progress and coordination of all concerned actors in developing the NQF and achieving the expected results' indicators. It can count with a renewed and strengthened mandate as a result of the 2016 presidential elections. It has recently (June 2016) issued the Presidential Decree n. 173-16 that institutionalize the Committee for the Elaboration of the NQF, identifying actors with a tripartite representation and the time frame to produce its outputs.

The Presidency will lead the political debate while a technical committee will be set up in order to define the methodological approach for the new governance of TVET system to inform the decisions of the political committee. Within the newly established National Qualifications Framework (NQF) Committee the following stakeholders, that will also be the main actors of the program, will coordinate their role and initiatives:

- The Ministry of Education of the Dominican Republic (MINERD), which regulates pre-university education or primary and secondary schools under the General Education Law No. 66-97. The latter is divided in the categories: General, Technical-Vocational and Arts. Moreover it exist a subsystem of Youth and Adult Education (YAE). As traditional partner of EU cooperation in the Dominican Republic, MINERD is the actor more advanced in developing a high-quality, learner-centred and responsive technical education offer as a result also of PAPSE II technical assistance.

- The Ministry of Higher Education, Science and Technology (MESCOYT), which is responsible for promoting, regulating and administering higher education and scientific and technological research in the Dominican Republic, under the Law 139-01. This institution primarily works with universities and the newly established higher technical education institutes. Its priority is expanding and reviewing its higher technical education offer.

- The National Institute of Technical-Vocational Training (INFOTEP) is the governing body of the national system of vocational training of the Dominican Republic. It is presided by and ascribed to the Ministry of Labour but still is an autonomous institution, regulated by Law 116-80 and regulation n.1894. This institution has a tripartite governing committee and devotes 98% of its capacity to the provision of technical training for the labour force.

Additionally to the before mentioned 3 leading TVET institutions, the following actors will be actively involved within their mandate and responsibility in order to ensure policy relevance and coherence with other national development policies and efforts:

- The Ministry of Labour is the leading institution for work related policies for the private sector. According to its mandate, it has the responsibility to address the needs of the labour market actors in order to contribute to the social and labour peace and national development. Its role in TVET has been so far quite limited, nevertheless it can still play an important role in sharing information on labour market, in regulating work based learning and internships schemes, supporting transition from TVET to labour market and promoting social dialog.

- The Ministry of Economy, Planning and Development (MEPyD) is in charge of monitoring and fostering the implementation of the National Development Strategy. The Educational Pact assigns to it the role of promoting and realizing sectorial and regional prospective studies in order to define strategies for providing the country with the work force.
for growth and competitiveness. For this purpose it has already been supported through the PAPSE II to develop a multi stakeholder platform and to design a model for anticipation of labour market skills demand and supply for the regular production of national prospective studies.

- **Public Administration Ministry** (MAP), **Industry and Commerce Ministry** (MIC) and the **National Statistics Office** (ONE) will also be involved in specific actions for their leading role related respectively to employment in public sector, small and medium enterprises (SMEs) promotion and production and processing of reliable statistic data. Particular attention will be devoted to develop synergies with the program EU funded through MIC to support SMEs sector.
- In order to ensure predictable and timely budget and financial sustainability to the supported policy the **Ministry of Finance** will also be involved.

As labour oriented education, TVET reform requires an active participation of private sector and labour union. The most representative organizations have already been appointed as members of the Presidential Committee for the National Qualifications Framework (NQF). They will have an important role in mobilizing enterprises and civil society within the program all over the country to ensure dialogue and collaboration during preparation and implementation of the reform at central and local level.

Consultation meetings with all relevant stakeholders have been conducted. The problem analysis and the proposed action have been shared with all main actors in order to validate it and deepen the analysis.

### 1.1.3 Priority areas for support/problem analysis

The focus on the TVET subsector responds to the national priority to reduce poverty and inequalities by stimulating the generation of decent jobs, in which the TVET curricular offer plays a key role. This subsector’s enrolment is slowing growing but still present a limited offer compared to the demand.

Despite to that this subsector still presents big challenges and weaknesses that need to be addressed. During identification and formulation phase the following three priority areas, already foreseen in the National Indicative Programme (NIP), have been confirmed:

1) **Formulation, validation and implementation of the National Qualifications Framework:**

**Problem analysis:**
The governance of the TVET subsector is shared among three institutions (MINERD, MESCyT and INFOTEP): moreover the private sector is also a provider of vocational training. All these actors are interacting without a specific and common framework and rules, on voluntary and occasional basis.

This situation has led to low quality of the educational offer and scarce efficiency of the system with frequent difficulties for an institution of recognising the competencies and skills provided by other entities. The TVET provision has also a low level of transparency: this affects the capacity
of an entrepreneur to know in advance the graduates' competencies and the level of autonomy in relation to specific occupations; it also affects the general population, which ignores the educational opportunities available and thus the opportunities for learning.

The fragmentation of the system is also reflected in the fact that every institution has its own mechanisms of dialogue with the private sector and there is no common institutional quality assurance mechanism.

**Area of support:**
The Dominican government and TVET related institutions are already aware that a clear regulatory framework for TVET sector and a common mechanism for skills validation and certification would permit to create a coherent system where different institutions can promote dialogue and guarantee the permeability between subsectors, i.e. the capacity to allow students to pass from a system to another and to progress in their personal life learning process. On this base and for the need to build a TVET system based on quality and transparency, by end of June 2016, the President of the Dominican Republic issued the Decree n.173-16 establishing the national Committee for the Elaboration of the National Qualification Framework (NQF), integrated by all main stakeholder already mentioned, including a qualified representation of private sector and labour unions.

The program will then support the formulation, validation and implementation of the NQF, according to the pathways that will be indicated by the Committee and the guidelines included in the document "Marco Nacional de Cualificaciones para Republica Dominicana. Bases" elaborated and agreed in the framework of the EU funded PAPSE II programme. According to such document the NQF is intended to be a tool that links education and job training, while expressing the consensus of the stakeholders on the structure and classification of qualifications levels and on equivalence and progression routes of people through these levels. For the private sector, the NQF supports the definition of professional standards, as the description of qualifications is based on the job profiles defined by (or together with) the social partners. For the workers, the ultimate beneficiaries of the Qualification Framework, it allows to build lifelong learning schemes, representing an important achievement for the insertion of the labour force into labour market. The confluence of these various interests coexisting during the design, validation and implementation of the NQF will enhance the ownership of the framework for all the TVET stakeholders.

2) Implementation of the revised TVET curricula in order to meet the demand of the productive sector:

**Problem analysis:**
The Dominican TVET curricula have remained unchanged for several years and are currently unable to respond to the needs of the private sector and labour market. During 2014 and 2015 the MINERD Vocational Training Directorate has taken important steps to revise the design of TVET curricula reorganizing its educational offer in two qualification levels and 17 professional families in accordance with the requirement of the labour market marking an important reference for the future NQF. However the implementation of these new curricula that foresee an additional
module of work based learning and require and enhanced collaboration with the private sector represent still a big challenge for the institution.

On the other hand, higher technical education is not sufficiently expanded in the country. It entails a chronical lack of high-level technicians with relevant skills and a limited geographical coverage. Its offer is not well coordinated with MINERD and INFOTEP and doesn't allow provide graduates with progression pathways to continue to further university studies. Lack of coordination and complementarity with other TVET institutions affects also INFOTEP training offer. Even if it has a tripartite governing body and institutional mechanism to dialogue with private sector, INFOTEP offer is still not able to cover the demand of skilled workers coming from private enterprises.

**Area of support:**

The program will provide support to TVET curricula update and responsiveness to labour market needs for the three concerned institutions. As traditional partner of EU cooperation in the Dominican Republic, **MINERD** will be supported implement its renewed curricula based on learning outcomes with special attention to the implementation of an extended work based learning program in alliance with private sector. It will be also supported in applying the necessary adjustments when NQF will be available.

**MESCyT** puts its priority in expanding and reviewing its higher technical education offer. The programme will ensure support to MESCyT in order to develop relevant offer of high-level and technological skills and to increase higher technical education offer respondent to local labour market needs according to the levels assigned to higher education in the NQF. The support will include the implementation of this renewed offer in existing higher technical education institutes.

**INFOTEP** will be primarily supported in its role of leading technical training institution providing continuous training to employees and in supporting enterprises in identifying skills update needs. It will also be supported in aligning, updating and coordinating its offer with the NQF.

Recognition and certification of non-formal/informal learning as well as distance learning have been recognized as important subjects for cooperation. Technical assistance and capacity development on recognition of skills for young people and adults should be provided by the program.

3) **Strengthening public-private partnerships and alliances:**

**Problem analysis:**

High skills mismatch has been identified as a weakness of the system, due to lack of structured mechanisms of communication between TVET system and labour market. Strategic information about expected labour market needs and priority sectors for future quality job production is also limited or missing: a model for the anticipation of demand and supply of job skills and regular perspective studies are still not fully available.
The private sector often considers the TVET offer as inadequate for the lack or not relevant skills of students graduated in the formal technical education channels. Women suffer also additional difficulties due to gender discrimination in many technological or non-traditional areas. Even though work based training and internships have shown to be helpful in reducing the gap between technical education and labour market still many enterprises don't take advantage of this opportunity as long as the legal framework is not sufficiently clear to this regard.

Area of support:

In this scenario, in order to provide relevant offer of high level skills training, it is necessary to involve permanently the private sector in the design of curricula and to promote work-based learning schemes.

Linkages between the existing and forthcoming prospective and sectorial studies with TVET provision should be created in order to facilitate and regulate the revision of curricula and to connect this mechanisms with employment strategies. Similarly, the need to strengthen research and information on educational system has been highlighted. Permanent mechanisms for the analysis and anticipation of skills needs should be promoted by the programme, with reference to national and local development strategies in collaboration with MEPyD.

Work based learning and internships schemes are the best way for providing people with relevant skills and facilitating job insertion. This entails the need of a regulatory framework that clarifies the incentives for employers to engage learners in alternance programmes. These can be financial incentives, such as tax reductions, but also non-financial, such as access to support services. Relieve employers from the administrative burdens that are often associated with different forms of WBL provision and assist them in locating information and organizing the training should also be contemplated within the reform.

Within this component of the program the role of MIT in TVET should be strengthened. The enhancement of existing guidance services, led by MIT and the regular updating the National Occupational Classification will also contribute to the reduction of skills mismatch. The program should ensure support to MIT in order to improve its performance and create better linkages with TVET institutions.

The program will support association of enterprises already aware of these challenges and active in the dialogue and collaboration with technical education sector in order to mobilize and connect the entrepreneurial environment around technical education institutions at all levels, to develop and implement innovative WBL/internships schemes, foster the support and collaboration with the formal educational institutions.

Transversal approach to these three components is intended to mainstream gender equality not only for general access, but for inclusion of women in no traditional technical careers.
1.2 Other areas of assessment

1.2.1 Fundamental values

Based on the latest Risk Management Framework (February 2016), political risks in the Dominican Republic remain moderate. Major risks are related to Human Rights issues, linked to the migrant's regularisation process and the naturalisation process for the Dominican of Haitian descent.

The Delegation has closely followed the regularisation process and it has even been financed actions to support both the Government and the civil society to ensure that more migrants could benefit from the Regularisation Plan. The Government has issued permits to 180,000 migrants who registered in the Plan for a period of one or two years, and has approved another 52,000 applications. The dialogue with the authorities (Ministry of the Presidency and Ministry of Interior and Police) has been permanent during this process and the EU Delegation considers that the levels of risk have decreased.

In addition, the recommendation that a national human rights strategy should be developed and implemented has been addressed seriously. A well organised and inclusive consultation process has been launched, in which the most representative and some of the most critical human rights organisations have been included. In view of its final approval the Ministry of Foreign Affairs is developing different indicators to monitor its implementation. The European Union is following the process.

Apart from Human Rights issues, there are other aspects on fundamental values that have to be taken into consideration in terms of democracy, rule of law and insecurity; corruption; extrajudicial killings; and the presence of organised crime, in particular drugs and human trafficking.

Overall, there are different areas of improvement in terms of fundamental values, but there have been relevant progresses in very sensitive issues during the last year. At the moment, the Delegation is in close contact with the Government on Human Rights, the biannual EU-DR Political Dialogue always includes human rights issues and there are several EU financed projects on HR that complement this dialogue. The existence of a local EU strategy to support defenders of HR also sends a message to the Government.

1.2.2 Macroeconomic policy

The Dominican Republic is a middle income country, which has achieved sustained economic growth for the last decades. Since the early nineties, the Dominican Republic experienced sustained economic growth with low inflation rates. The implementation of consistent fiscal and monetary policies explains the period of sustained expansion. After a 7.3% GDP growth in 2014, driven by strong activity in construction, mining, tourism and other services, expansion continued in 2015, 7% of GDP, and 7.4% of GDP in the first semester of 2016. US growth supports the Dominican economy, which depends heavily on the US for trade, investment, remittances and tourism.
Fiscal policy has gained credibility because deficit targets were achieved in the last three years: 2.8% GDP for 2013, 2.57% GDP for 2014, 2.37% GDP for 2015. The budget draft for 2016 has set up a deficit target of 2.3% GDP. Transfers to the electricity industry were USD 930 million (1.4% of GDP), down from USD 1.2 bn (1.8% of GDP) in 2014. There is a program to reduced losses and fraud of energy (financed by the EIB, IDB and WB) and the government is building two coal plants that will contribute to the reduction of prices from 2017 on. In this context the government, private sector and civil society are discussing the electricity pact mandated by the National Development Strategy 2030.

After a current-account deficit of 3.2% of GDP in 2014, there was a significant narrowing in 2015 to 1.9% of GDP, owing to a sharp decline in the average price of oil, increase of remittances and tourism. Peso nominal depreciation in 2015 was a modest 2.6%. The exchange rate closed 2015 at 45.55/USD 1 (under the budgeted target 46.75/USD). Peso has not experienced the same volatility of other emerging-market currencies. Turbulences are not expected when the Fed raises interest rate, however, any loss of confidence in fiscal policy or unexpected difficulties in financing the deficit could spur stronger depreciation pressures.

Financial system indicators are broadly satisfactory. The average capital adequacy ratio of the banking system as of September 2015 was 16.23% (well above 10% minimum requirement by law) and the non-performing loan ratio declined to 1.62% percent, with a return on equity of 17.74% and of 1.97% in assets.

The successful fundraising in public debt markets has allowed the government to meet its public financing needs without having a new programme with the IMF, while at the same time gaining the Fund's approval for its macroeconomic policy. It is worthwhile indicating that the country has completely reimbursed the last Stand-by Agreement.

The country has also cancelled US$4.1bn in debt owed under Petro-Caribe at a discount of 52% of face value in 2015. This transaction reduced more than 3% of GDP the non-financial public-sector debt. The consolidated public sector debt burden will remain large, however, due to debt repayment, strong GDP growth and moderate fiscal deficits, the debt ratio remained at around 46% of GDP at the end of 2015. In May 2015, Standard & Poor's raised its long-term sovereign credit ratings on the Dominican Republic to 'BB-' from 'B+', citing an improved monetary and fiscal stance.

Summarising, during 2013, 2014 and 2015 performance of real, monetary, fiscal, financial and external sectors have been positive. Following the article IV mission in November 2015, the International Monetary Fund (IMF) stated that: "The Dominican Republic remains among the most dynamic economies in the region, having benefitted from a strengthened policy framework and external tailwinds. Growth averaged 7% during 2014 and the first three quarters of 2015, the fiscal position improved, the external position strengthened, and inflation remains low. The current cyclical upturn provides a good opportunity to address remaining vulnerabilities, build buffers against risks, and strengthen the foundations for a sustainable and more inclusive growth in the future."
1.2.3 Public Financial Management (PFM)

Maintaining fiscal discipline through close monitoring of revenue and expenditure oriented to reach the fiscal deficit target for 2015 was the main objective in the short term. The deficit of the central government ended at 2.37% GDP (Central Government Deficit Target for 2015 is 2.4% GDP).

The Ministry of Finance expects to reduce the gap with the Organisation for Economic Co-operation and Development (OECD) standards on the medium to long term in order to consolidate non-financial public sector budget formulation, execution and evaluation as well as having a substantial progress on results oriented budgeting and public policies. With the objective of improving public services to the citizen and strategic allocation of resources at the same time that fiscal discipline targets are reached.

There is not an overall PFM reform strategy since it involves independent institutions, of the State (Ministry of Finance, Internal Controller Office, Ministry of Economy and Ministry of Public Administration and Court of Auditors), with different Strategic and Operational Plans. The Ministry of Finance has an Institutional Strategic Plan and also there are subsystem reform strategies in line with this plan: reform priorities and sequencing with direct impact on fiscal discipline have been defined by the Dominican Directorate-General for Budget; reform plans on the treasury management (Single Treasury Account) have been formulated by the National Treasury and Public Procurement Reform Strategic and Operational Plans have been formulated by DG Public Procurement. The Court of Auditors and Internal Controller Office have, also, its own strategic plans.

In order to have a consolidated follow up of the implementation of the strategy, the Ministry issues, since 2013, a semi-annual report on progress of the PFM based on the Public expenditure and financial accountability (PEFA) indicators which is shared and discussed with Donors and IFI’s. Together with the report the Ministry also provides a summary of main objectives and achievements on the medium and short-term. At the moment the delegation is carrying out the PEFA exercise 2016 and the final report is expected to be completed at the end of the year. This PEFA exercise, based in the new methodology, will be the baseline for the new budget support programmes in terms of public finance management and transparency.

During 2015 significant progress has been made in PFM according to the above mentioned progress reports of the Ministry of Finance. Comparing with previous PEFA reports -2010 and 2012-, 11 indicators have shown satisfactory progress (mainly in the area of budget credibility, comprehensiveness, transparency; predictability in the availability of funds for commitment of expenditures; public procurement competition, value for money and controls); 17 have not shown substantial progress in order to improve scores. 7 of them because had already a good score in 2012 (ID-10, ID-11, ID-13, ID-14, ID-17, ID-22, ID-23). Others cannot make a substantial progress until other reforms are in place (ID-9 improvement of this indicator is very difficult until new budget classifiers are implemented); ID-12 progress on this indicator needs a consolidated budget, which is under construction). ID-21 scored a C; ID-24 Quality and Timeliness of Annual Financial Statements had a very slow progress. And particularly two of them, External scrutiny (ID 27 and 28) showed no progress at all during the last three years.
In terms of the Budget Credibility, the aggregate expenditure deviation, regarding the originally budgeted in the last three years, was less than 5.0%. Also, expenditure levels considered for contingencies have been reduced to zero in the last three years.

With regard to the Predictability and Control in Budget Execution, the Conceptual Model for Financial Programming Automatization has been developed. An Inter-institutional Committee defines the Quarterly Commitment ceilings which are introduced and communicated through the SIGEF. Any endorsement for loans and credits requires the approval of the Minister of Finance and reporting to Congress quarterly about the public debt, as well as recording in the system of debt management (SIGADE).

The National Treasury has implemented the Single Treasury Account (STA) since 2011. 255 institutions have included their "own revenue resources" in the STA for 107.553 mill pesos (3.236 mill pesos in the first quarter of 2016) and closed 3.203 accounts. This corresponds to 96% of the Central Government and most of De-centralized and Social Security Institutions.

DG Public Procurement has implemented an on line Procurement portal http://www.comprasdominicana.gov.do/. 116 institutions have uploaded procurement plans. Publication of public tenders has increased from 3.755 in 2012 to 75.367 in 2015. The register of suppliers have increased from 25.000 to 61.000 and 24 civil society oversight commissions have been set up for the oversight of public procurement processes and contract administration.

During the 2015 has continued the implementation of the International Accounting Standards for the Public Sector (IPSAS), which already has a new proposed legal framework and a new Accounts classifier in line with the new budget classifier for Non-Financial Public Sector.

All in all the current administration has shown commitment and determination to progress in structural reforms to address PFM weaknesses and the first draft of 2016 PEFA confirms our positive opinion in the reforms carried out in the last four years.

### 1.2.4 Transparency and oversight of the budget

The Government has published enacted budgets in 2015 and 2016 within the previous year. The 2015 enacted budget was published on 12th November 2014. With regards to the 2016, draft budget was presented the 30th of September 2015 to the National Congress for discussion and published the 16th of November 2015.

The entry point is considered as met, because the Executive's 2016 Enacted Budget was published on 16th November 2015.

The Dominican Republic’s score on the Open Budget Index has advanced significantly (51/100 in 2015 versus 29/100 in 2012 and 14/100 in 2010), which is an encouraging development. Also the estimation of the PEFA indicators is positive.
### Open Budget Index (OBI)


| Public Expenditure and Financial Accountability (PEFA) Framework |
| --- | --- | --- |
| ID-6 | Comprehensiveness of information included in budget documentation | C | B | A |
| ID-10 | Public access to key fiscal information | B | B | A |
| ID-24 | Quality and timeliness of in-year budget reports | C+ | C+ | C+ |
| ID-25 | Quality and timeliness of annual financial statements | C+ | C+ | C+ |
| ID-26 | Scope, nature and follow-up of external audit | D+ | C+ | In discussion |
| ID-27 | Legislative scrutiny of the annual budget law | D+ | D+ | D+ |
| ID-28 | Legislative scrutiny of external audit reports | D | D | D |

ID-6 Comprehensiveness of information included in budget documentation. Of the nine reports requested by ID-6 in the budget documentation, Directorate General Budget presented 6 in the 2015 budget and 8 in the draft budget of 2016 (Debt stock, including details at least for the beginning of the current year and prior year’s budget outturn have been attached to the budget. The only document left is the one related to Financial Assets).

DG Budget published quarterly budget execution reports on use of public resources. At the end of January 2014, DG of Budget (DIGEPRES) placed on its website the first version of the Citizen's Budget 2014 over the Enacted Budget. In June that year, the process of consultation with civil society and the government culminated, achieving the final version of it in two ways: (a) a narrative in friendly language and (b) a comic version. Directorate General of Budget (DIGEPRES) has also published the 2015 and 2016 Citizen’s budgets with a campaign in for communication in newspapers, schools and universities.

On the other hand, in 2015 DIGEPRES released for the first time the mid-year review report, including the revision of the Macroeconomic framework as requested by the International Budget Partnership (IBP) in order to accept the completion of the mid-year report. The only requirement left and underlined by IBP is the Pre-Budget Statement available to the public.

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1 In order to compare the progress since 2012 the PEFA 2016 has an annex with scores based on 2011 methodology. These are preliminary results that may change in the PEFA final report.
ID-10 Public Access to key fiscal information. Annual budget documentation has been completed as indicated in ID-6. In-year budget execution reports, year-end financial statements, external audit reports, information on resources available to primary service units were released in time. A great progress has been done in the publication of contract awards above USD 100,000 which is available by electronic means; not only the award, but also the details of bidding processes, contract administration and state of payments.

ID-24 Quality and timeliness of in-year budget reports. Classification of data allows comparison to budget but only with some aggregation. Expenditure is covered at both commitment and payment stages. Information includes all items of budget estimates. Reports are prepared quarterly, and issued within 4 weeks of end of period. However there are some concerns about the accuracy of information, which may not always be highlighted in the reports: payroll, public investment and fixed assets inconsistencies in Information Systems (SIGEF, SASP and SIAB); differences between accrued and paid expenses. These inconsistencies do not fundamentally undermine the usefulness of information.

ID-25 Quality and timeliness of annual financial statements. A consolidated government statement is prepared annually. Information on revenue, expenditure and bank account balances may not always be complete, but the omissions are not significant. The statement is submitted for external audit within 6 months of the end of the fiscal year. IPSAS are partially applied together with national regulations. DG of Accounting, during 2014, began implementation of the IPSAS, and its products, such as: 1) Draft Legal Framework; 2) Accounting Framework and 3) Development of a new Accounting Unique Plan for NFPS.

The Ministry of Finance recently launched the new Fiscal Transparency Portal containing comprehensive and disaggregated information for areas of Non-Financial Public Sector. This platform provides timely information on the execution of public expenditure, revenue and financing as well as, for the first time, consolidated and unified central government statistics according to the methodology of the International Monetary Fund. It also shows information on the execution of the 4% of GDP in education and other social policies. Initially all the information to be presented includes the General Government (Central Government Autonomous Decentralized Public Institutions and Non-Financial and Public Institutions of Social Security). Later on, upon completion of the project Centralization of Financial Reporting (CIF) will publish information from local governments and Non-Financial Public Enterprises, completing the Non-Financial Public Sector. All information and queries come from the Financial Management System of the State (SIGEF). With this website and information included, the Ministry of Finance addresses one of the main findings pointes out by the Court of Auditors.

Moreover, the Dominican Republic is a country member of the Open Government Alliance from April 2012 and has created the DG of Ethics and Government Integrity (DIGEIG) as governing board of transparency, government ethics, public access to information and open government. The DIGEIG promotes initiatives on Open Government. The government have made mandatory that all institutions' websites have a transparency sub-portal and a specific section for purchases and contracts.
The US Department of State Fiscal Transparency Report for 2016 has included Dominican Republic among the governments meeting the minimum requirements of fiscal transparency for 2016 (in 2015 was among the governments that did not meet the minimum requirements).

PI-26. Scope, nature and follow-up of external audit. The Court of Auditors fulfils the mandate of the Constitution and sends the public budget execution report to National Congress in a timely manner. It is also published on its website and available for downloading and consultation. It is not possible to determine the scope of audits for each year because many audits take a longer period and there is no evidence of implementation of audit recommendations according to the PEFA 2016. However, findings and recommendations of the Court of Auditors reveal significant management weaknesses in the public finance management such as a breach of the principle of sincerity and integrity of the public budget. These audit findings and recommendations need a better follow up. The Court of Auditors has set up the National Audit and Control System (together with Internal Control, Budget Directorate General, National Treasury and Public Procurement) to monitor implementation of recommendations. Also the Court of Auditors is working with the Internal Comptroller Office to coordinate further implementation of internal controls. The weakest point is the lack of action when findings are communicated either to the Attorney General Office or to the National Congress. Further work needs to be done to better articulate and coordinate corruption and fraud investigations among institutions involved. The Court of Auditors has institutionalized the process of social control of the budget and it has made progress in establishing a formal mechanism through which citizens can report irregularities. It also has organized in 2015 a register of declarations of assets for authorities and civil servants, who are obliged to present a declaration at the beginning and at the end of their mandate.

The institution continues a strengthening process assisted by international organizations (EU, UNDP, IDB), in order to provide the institution with the means to carry out its external control function. During the last years some staff has been dismissed and a new group of auditors have carefully selected in order to improve the audit capacity but this change will take some time to produce results in terms of scope and quality of audits.

PI-27. Legislative scrutiny of the annual budget law. National Congress review budget revenue and expenditure but there is no evidence of an analysis of medium-term priorities and the Macro-fiscal Framework. These deficiencies in the examination are also due to technical limitations of both houses of the National Congress, or to political reasons that hinder a thorough analysis by working committees. The practice of budget amendments introduced by the government does not have specific rules in terms of scope and mechanism to be applied in budget amendments.

PI-28. Legislative scrutiny of external audit reports. There is no evidence of systematic scrutiny of budget execution and Court of Auditor’s reports, hearings of government members or recommendations from Congress to Government.

With regards to budget oversight, the quality of audit reports has improved, but the coercive capacity of control institutions remain a structural challenge. There is evidence of improvement in control mechanisms promoted by the Court of Auditors (e.g.: National System of Control Institutions, "Ad Honorem" Committee, declaration of assets of public authorities and official). There is a legislative scrutiny of the annual draft budget, but there is no evidence of progress in the scrutiny of the Budget execution and audit reports by the National Congress.
## Risks and Assumptions

<table>
<thead>
<tr>
<th>Risks</th>
<th>Risk level (H/M/L)</th>
<th>Mitigating measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The eventual change of government ministers may involve the substitution of decision makers at ministerial level generating changes in employment and TVET policies or a slowdown in the reform process.</td>
<td>L</td>
<td>These policies are prioritised within the main axes of the National Development Strategy, that is a national Law. A ministerial commitment already exists. It is also expected to be followed up through political dialogue and by civil society and private sector that have also assumed such policies as a priority. (Education Pact for Quality Education).</td>
</tr>
<tr>
<td>The private sector involvement in TVET could remain stable or reduce for lack of incentives or vision.</td>
<td>L</td>
<td>The program will articulate with private sector leading associations from the beginning and will allocate specific TA resources to enhance its participation and contribution.</td>
</tr>
<tr>
<td>A possible decline of national or international economic activity would likely result in an increase of unemployment and a lower demand of young professionals and technicians.</td>
<td>L</td>
<td>DR has a sustained trend toward increase of GDP and reduction of unemployment. Monitoring of the macroeconomic developments in the country and selection of strategic economic sectors for TVET will be performed.</td>
</tr>
<tr>
<td>Natural risks: a major natural disaster (the country is prone to hurricanes and earthquakes for example) could set back productive development, and change policy priorities and budget allocations. In the short and medium term climate change can undermine progress towards sustainable socio-economic development.</td>
<td>M</td>
<td>In addition to the fact that the EU support disaster risk management at regional level, EU interventions need to allow for some flexibility in implementation in cases of force majeure.</td>
</tr>
</tbody>
</table>

### Assumptions

- The Government and concerned Ministries and Institutions maintain commitment to consolidate the TVET.
- The MINERD, MESCyT and INFOTEP budget and human resources allocation are sufficient for reaching the objective of the program.
- The government is committed to strengthening its institutions, avoiding fragmentation of the project and involvement of institutions without a clear relevance in the fields of action.
- Highly skilled human resources are available for the implementation of the programme.
3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The lessons learnt during the implementation of previous programmes as well as the country's achievement over the past decade, in response to a strong political willingness to improve its social indicators, allow concluding that a sustained EU support in this sector is relevant, strategic and timely. In particular the provision of support in the form of technical assistance and methodological tools has shown to be an added value for a better integrated sector reform and policy dialogue, facilitating the participation of a variety of actors.

During the last ten years, the EU has built a solid cooperation relationship with the MINERD. Part of the achievements in terms of transparency and accountability achieved by this institution during these years are attributable to this strategic alliance. This places the EU in a preferential position to catalyse reforms and push for complex processes as the implementation of the qualifications framework and the promotion of partnerships for a constructive dialogue between the public sector, the private sector and the civil society would be.

The programme is formulated in response to the request of the government to support the national priority of creating decent jobs by improving the TVET offer in the country. The country has achieved significant outcomes in this subsector during years 2014 and 2015, nevertheless it is important to take into consideration that the achievement of the three expected results are highly dependent on the political willingness to push for these processes. In particular, the implementation of the NQF and the implementation of new TVET curricula responding to the demand of the labour market in coordination with the private sector encompass a change in the manner the TVET provision has been conceived and managed in the Dominican Republic. This is why this programme will have an inter-sectoral approach (education, productive sector, employment sector) and multi-actors approach integrating a wide range of actors and institutions responsible for the implementation of the commitments assumed.

The credibility achieved by the EU in facilitating multi-sectoral approach to reforms and multi-actor alliances adds a significant value to the present TVET sector reform program.

3.2 Complementarity, synergy and donor coordination

The Ministry of Economy, Planning and Development, specifically its Vice-ministry of International Cooperation, is responsible for coordinating external cooperation, in alignment with the NDS. Direct dialogue with relevant line ministries is fluid, particularly with the Ministry of Education, Higher Education and with INFOTEP.

The Dominican Initiative for a Quality Education (IDEC), led by the Ministry of Education with the support of civil society, private sector and the donor community, is an active forum of donor coordination and policy dialogue, in which the EU plays a prominent role. This initiative has been quite successful and innovative and all stakeholders, including public authorities are willing to continue and expand the experience to accompany the implementation of the National Education Pact.
The program is consistent with a number of past and present EU interventions in the education sector: 8th EDF PROETP, 9th FED PAPSE I and the ongoing 10th FED PAPSE II that will be concluded by the end of 2016.

Moreover, it is consistent with the recently approved 11th EDF Program for the Strengthening of SMEs in the Dominican Republic.

Other donors active in this sector are IDB, USAID, World Bank, OEI (Organización de Estados Iberoamericanos), AECID and AFD. The Regional Programme NEO (New Employment Opportunities) of IDB aims at providing vocational training to vulnerable young people in 13 provinces in partnership with the private sector and the public sector. The USAID funded project Alerta Joven provide technical training to vulnerable youths of central and northern regions of DR. AECID is currently supporting the TVET curricular revision carried out by the General Directorate of Technical Education of the Ministry of Education while AFD is mainly supporting INFOTEP with the construction of a new training centre in the east of the country.

Since 2003, the World Bank and IDB are funding the program "Juventud y Empleo" aiming to improve the employability of young people of low income and at risk, through theoretical and practical technical and vocational training through INFOTEP and a first work experience through internships in private companies.

The OEI is providing technical assistance to the education sector, especially MINERD, on a regular basis through its network of expert consultants from the region. Since last quarter of 2015 has been organizing round tables and meeting with local stakeholders, including EUD and PAPSE II program, for the formulation of a project for Dominican Republic for strengthening TVET in the framework of a regional initiative aiming at the achievement of the Educational Goals 2021 related to TVET.

Within the private sector, it is worthy to mention the Private Companies Initiative for Technical Education that is supporting technical and vocational education institutes based on a specific education methodology and Inicia Educación, which is one of the most important private sector foundations financially supporting education sector.

### 3.3 Cross-cutting issues

The programme will primarily address cross-cutting issues related to inequalities of accessing to technical professions and decent jobs. In this sense, a starting point of the programme is that the unequal access to the labour markets is not only marked by the education attainments, but is also highly dependent on the gender, the household's social level, disabilities and is also dependent on the place where people is born or live. Therefore women, people with disabilities and people living in rural and marginal urban areas are the groups with lower educational attainments and facing the greatest difficulties in accessing employment. Taking all this into consideration, the programme foresees mechanisms to enhance the inclusion of these groups in the processes supported by the programme, either through policy dialogue or by identifying concrete initiatives supported by specific technical assistance to foster gender issues and social inclusion in the revised curricula, access of women to non-traditional occupations, access to labour market for vulnerable groups, training of teachers and sensitization and mobilization of private sector.
On this regard Ministry of Women has already signed institutional agreements with the Ministry of Education in order to mainstream gender in its policies and to design gender action plans for the institutions with the support of Un Women and EU co-funding. The programme will coordinate and support this initiative and will promote the adoption of similar plans and agreements also in MESCyT and INFOTEP.

The program offers also the opportunity to integrate climate change adaptation, mitigation and cleaner production measures within the foreseen actions. Specific technical assistance will be provided to ensure that new curricula and teaching materials will mainstream this approach.

4 DESCRIPTION OF THE ACTION
4.1 Objectives/results and options

This programme is relevant for the Agenda 2030. It primarily contributes to the progressive achievement of SDG N.4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and N.8 "Promote inclusive and sustainable economic growth, employment and decent work for all", but also promotes progress towards Goals N.5 "Achieve gender equality and empower all women and girls" and Goal N.10 "Reduce inequality within and among countries". This does not imply a commitment by the country benefiting from this programme.

The general objective of the program is: Contributing to the national strategy of reducing poverty by increasing the employability of the labour force.

The specific objective of the program is: Strengthened and improved national TVET system to better respond to the demands of the productive sector and the needs of the labour force.

Three main results have been identified as necessary to achieve the specific objective as already stated in the National Indicative Program 2014-2020 for Dominican Republic.

1) A National Qualification Framework formulated, validated and implemented: The main output would be the design, validation and implementation of the National Qualification Framework according to the proposal and recommendation issued by the National Committee for the Elaboration of the NQF, presided by the DR Presidency and composed by all TVET relevant stakeholders (public and private). This will lead to a sustained policy dialogue to ensure the inclusiveness and gender equal treatment of the final products of the process.

2) The revised TVET curricula responsive to the demand of productive sector implemented: The main outputs identified would be oriented towards supporting the national efforts to reduce skills mismatch, through the revision and implementation of new curricula designed according to the NQF, based on labour market needs with the participation of private sector.

The new curricula will be progressively implemented within an expanded geographical coverage of TVET.
3) Public-private partnerships and alliances strengthened: The main outputs identified would be oriented towards increasing institutionalization and participation of private sector in TVET. This will include identification of labour market needs, curricula update and implementation through WBL/internships schemes.

4.2 Main activities

4.2.1 Budget support

The main activity will be the preparation of budget support disbursement dossier and the related transfer of the foreseen BS tranches over the period of the program.

The EU Delegation will pursue a continued sector policy dialogue with the Government of Dominican Republic and in particular with the ministries and institutions involved in the National Committee for the NQF, which will be conducted in regularly and formally organised sessions as well as with other informal exchanges and official meetings. The dialogue would in particular focus on key sector issues including crosscutting issues as women and person with disability inclusion and climate change mitigation and adaptation measures.

The programme foresees the disbursement of a total amount of EUR 16,000,000, of which EUR 11,000,000 are budget support; EUR 4,700,000 are for complementary support including technical assistance/capacity development and EUR 300,000 are reserved for evaluation and audit of the operation.

4.2.2 Complementary support

Complementary support will focus mainly on technical assistance and capacity development for the key-institutions of the TVET sector participating in the National Committee for the NQF. It will include, beside the MINERD, MESCyT, INFOTEP, MIT and MEPyD also the private sector associations and labour unions, in order to enable all these actors to deliver their contributions to the sector reform. This support would be, to a large extent, based on the experience already acquired during PAPSE II and in continuity with part of the already performed technical assistance, as well as in coordination and complementarity with other donor intervention (in particular AECID, OEI, IDB).

The complementary support will also foster and support the participation and ownership of the private sector within the program and the policy dialogue. Specific initiatives targeting private sector associations and other civil society actors will be identified in order to increase the number, the awareness and the capacity of private enterprises to participate in the TVET offer through direct linkages with education institutes and work based learning programs.

Main activities for the EU Delegation will be the preparation and signing/endorsing of contractual documents and participation in a steering committee and other fora concerning the monitoring and coordination of capacity development activities.
4.3 Intervention logic

Strengthening TVET sector is an essential part of the National Development Strategy to fight against poverty and to obtain a sustained and sustainable growth and it is considered a priority by the DR government beside other ongoing initiatives undertaken to achieve the national and international development targets.

The public TVET offer is currently obsolete and young people lack technical skills needed by the labour market. The system is characterized by fragmentation and lack of coordination among the stakeholders involved, contributing to low efficiency and scarce relevance of the TVET system.

The formulation and implementation of a NQF has been already identified as a key element for better quality, transparency and relevance of TVET. The bases for a NQF have already been elaborated and agreed in the framework of the EU funded PAPSE II programme. It will be developed jointly by the Ministry of Education (MINERD), Ministry of Higher Education (MESCyT) and the Technical and Vocational Training Institute (INFOTEP), even though MINERD already shows an important progress in this regard. Technical Assistance will be provided in order to ensure coordination and facilitate the implementation of NQF. The Ministry of Labour (MIT) will also be associated to the institutional dialogue while the involvement of the Presidency and MEPyD will facilitate this process and will ensure its effectiveness.

The adoption of the NQF will be a key step to proceed to an articulated revision and implementation of new technical and vocational education offer that meet the demand of the private sector. To this regards, the action will promote a structured and institutionalized dialogue among all stakeholders, capacity building and sensitization of private sector and public stakeholders (including the social partners, technical institutes' managers, teachers, trainers, etc.).

Regarding the activities aimed at strengthening public-private partnerships and alliances, it will be finalized to ensure an expanded and aware participation and ownership of private sector during validation and implementation of the NQF, revision and implementation of TVET curricula as well as establishing mechanisms and regulation for WBL and anticipation of needs of job skills. Based on the recognition of work based learning as the best way for providing people with relevant skills and facilitating job insertion, particular attention will be devoted to institutionalization and promotion of a regulation of WBL/internship schemes. Implementation modalities, monitoring and evaluation measures as well as role and responsibilities of private sector will be clarified and formalized in order to ensure the success of the measures that will be undertaken. For this reason the strengthening of the role of MIT has also been foreseen. The support to the private sector will include pilot activities aimed at supporting the enterprises providing WBL opportunities (through incentives, advice and counselling) and at strengthening the capacity of TVET stakeholders, especially TVET managers and for ensuring appropriate support in providing WBL.

Linkages between the existing and forthcoming prospective and sectorial studies with TVET provision should be created in order to facilitate and regulate the revision of curricula and to connect these mechanisms with employment strategies and avoid skills mismatch.

Similarly, the need to strengthen research and information on educational system has been highlighted. Permanent mechanisms for the analysis of skills needs and anticipation of skills
needs should be promoted by the programme, with reference to national and local development strategies.

The added value of the programme will be then primarily a better integrated education and TVET policy dialogue and a strengthened participation of private sector in DR TVET system.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country, referred to in Article 17 of Annex IV to the ACP-EU Partnership Agreement.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.1 will be carried out and the corresponding contracts and agreements implemented, is 48 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission’s authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute non-substantial amendment in the sense of Article 9(4) of Regulation (EU) No 322/2015.

5.3 Implementation of the budget support component

5.3.1 Rationale for the amounts allocated to budget support

The amount allocated for budget support component is EUR 11,000,000. For complementary support EUR 4,700,000 are allocated to a Delegation Agreement with AECID: this amount include EUR 2,700,000 for capacity development and technical assistance, EUR 1,850,000 for launching a call for proposal and EUR 150,000 for visibility and communication for the program. For audit and evaluation EUR 300,000 will be managed through a direct procurement of services. The total amount of EUR 16,000,000 is based on the allocation established within the National Indicative Plan and corresponds to 50% of the amount allocated for Sector 1 "Inclusive productive development and capacity building for quality employment" (the remaining 50% has already been approved for the SMEs support and development program). The distribution between budget support and complementary support is based on the foreseen technical assistance and capacity building of all involved stakeholder including the launch of a call for proposal for private sector and social actors as detailed above. Complementary support through AECID is considered critical for adding value to the program and for maximizing the EU's contribution to TVET reform and hence providing important leverage to the EU Delegation's policy dialogue.

The budget support component will be disbursed in one fix tranche the first year (EUR 1 million) and three variable tranches (VT) the following years (respectively EUR 3 million in 2018, EUR 3.5 million in 2019 and EUR 3.5 million in 2020). To calculate the amount of the VTs will be considered the data as of 31st December of the previous year and provided by the Dominican institutions no later than the month of July of the year of the payment.
### Indicative breakdown

<table>
<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year: 2017</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year: 2018</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; year: 2019</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; year: 2020</th>
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<tr>
<td>Fixed tranche</td>
<td>1,000,000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Variable tranche</td>
<td></td>
<td>3,000,000</td>
<td>3,500,000</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Total BS program</td>
<td>EUR 11,000,000</td>
<td>1,000,000</td>
<td>3,500,000</td>
<td>3,500,000</td>
</tr>
</tbody>
</table>

#### 5.3.2 Criteria for disbursement of budget support

a) The general conditions for disbursement of all tranches are as follows:

- Satisfactory progress in the implementation of National Pact for Educational Reform and continued credibility and relevance thereof;
- Implementation of a credible stability-oriented macroeconomic policy;
- Satisfactory progress in the implementation of Public Financing Management reforms;
- Satisfactory progress with regard to the public availability of timely, comprehensive and sound budgetary information.

b) The specific conditions for disbursement that may be used for variable tranches are the following:

- Increased access and coverage of TVET
  1. Number of students enrolled in public formal secondary vocational technical education
  2. Percentage of economically active population (15 years or more) attending vocational training programs that give at least a certificate of professional qualification
- Progress in the implementation of NQF and of competences based technical education
  3. Legally binding norm for the implementation and regulation of the National Qualification Framework issued and applied
  4. Percentage of total public secondary vocational education centres where new curricular offer is being implemented
  5. Legally binding norm that sets the parameters and criteria for the approval of higher technical education programs issued by Higher Education, Science and Technology Ministry
  6. Percentage of the higher professional technical offer adapted the standards of National Qualification Framework
  7. Percentage of INFOTEP professional qualification training offer, prioritized and defined within the NQF, updated to the new standards
- Strengthened public private partnership and alliances in TVET sector
  8. An official regulation for internships and training in the workplace issued by the Ministry of Education
9. Percentage of students enrolled in the third year of public formal secondary vocational and technical education who are attending a work based training module

10. Number of workers who have completed an INFOTEP training program or update of their skills within an agreement with a private company

The chosen performance targets and indicators to be used for disbursements will apply for the duration of the programme. However, in duly justified circumstances, National Authorising Officer of the Dominican Republic (DIGECOOM) may submit a request to the Commission for the targets and indicators to be changed. The changes agreed to the targets and indicators may be authorised by exchange of letters between the two parties.

In case of a significant deterioration of fundamental values, budget support disbursements may be formally suspended, temporarily suspended, reduced or cancelled, in accordance with the relevant provisions of the financing agreement.

5.3.3 Budget support details

Due to the relatively limited amount of budget support amount that can be provided to each involved institution compared to the sector budgets, BS is expected to have its major effect in improving execution rate of sector budgets, supporting the acceleration of reforms and capacity development with a significant positive impact on sector outcomes.

Budget support is provided as direct untargeted budget support to the national Treasury. The crediting of the euro transfers disbursed into Dominican Peso (DOP) will be undertaken at the appropriate exchange rates in line with the relevant provisions of the financing agreement.

5.4 Implementation modalities for complementary support of budget support

5.4.1.1 Procurement (direct management)

<table>
<thead>
<tr>
<th>Subject in generic terms, if possible</th>
<th>Type (works, supplies, services)</th>
<th>Indicative number of contracts</th>
<th>Indicative trimester of launch of the procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit</td>
<td>Services</td>
<td>1</td>
<td>Last trimester</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Services</td>
<td>1</td>
<td>Last trimester</td>
</tr>
</tbody>
</table>

5.4.1.2 Indirect management with a Member State

A part of this action may be implemented in indirect management with the Spanish Agency for International Development Cooperation (AECID) in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012 applicable by virtue of Article 17 of Regulation (EU) No 323/2015. This implementation entails the technical assistance and capacity development components under this program targeting the various TVET related stakeholders of Dominican
Republic. This implementation is justified because AECID has been supporting the education sector in DR since 1994: overall, AECID has managed more than EUR 30 million of non-reimbursable aid to support the Ministry of Education during the implementation of national and local education sector policies. More specifically AECID has supported TVET Directorate of MINERD for more than 15 years. Furthermore, the methodology, tools, experts used to date are inspired by the Spanish education model. Therefore, the sustained support of AECID and of the Spanish experts that have accompanied the TVET Directorate during these years is paramount to guarantee the sustainability of the processes supported both by the EU and by AECID in the country.

During 2008-2010 AECID has jointly coordinated with the EU a targeted budget support program (EUR 4.5 million) aiming at increasing the quality of the sector service delivery by strengthening the Quality Support Institute for the Dominican Education System (IDEICE for its Spanish acronym).

The Spanish cooperation agency is also implementing the complementary actions of the PAPSE II program (10th EDF) for a total of EUR 3.9 million (approximately 50% of the actions are in the TVET subsector). During these years, a solid relation between MINERD and AECID has been built. This has facilitated the TVET curricular revision, the first steps undertaken for the formulation of the NQF, the exchange of regional experiences, professors, experts, processes, tools.

The trust built during these years is a key ingredient for the success of the programme since it foresees the implementation of complex reforms requiring a strong political willingness achieved during these years and that are directly attributable to the support and guidance of AECID. The partner country, represented by the National Authorizing Officer (NAO) and the Vice Minister of Planning of Education requested explicitly the EU to continue with the EU/AECID delegation agreement. AECID is not a substitute to the setting up of technical assistance. It is indeed a key actor to increase the EU leverage to push for difficult reforms like the implementation of the NQF and the implementation of the new TVET curricula.

The entrusted entity would carry out budget-implementation tasks concerning capacity development. This would include the management of internal or externally organised training activities for various staff levels, long and short term, technical assistance services, realization of studies and analysis, organizing meeting and conferences, procurement of soft and hardware supply components.

5.5 **Scope of geographical eligibility for procurement and grants**

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission’s authorising officer responsible may extend the geographical eligibility in accordance with Article 22(1)(b) of Annex IV to the ACP-EU Partnership Agreement on the basis of urgency or of unavailability of products and services in the markets of the countries.
concerned, or in other duly substantiated cases where the eligibility rules would make the realization of this action impossible or exceedingly difficult.

### 5.6 Indicative budget

<table>
<thead>
<tr>
<th>Item</th>
<th>EU contribution (amount in EUR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct management BS operation – SRC, out of which</td>
<td>11,000,000</td>
</tr>
<tr>
<td>Fixed tranche</td>
<td>1,000,000</td>
</tr>
<tr>
<td>First variable tranche</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Second variable tranche</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Third variable tranche</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Indirect management – agreement with AECID</td>
<td>4,700,000</td>
</tr>
<tr>
<td>o Technical assistance and capacity development</td>
<td>2,700,000</td>
</tr>
<tr>
<td>o Call for proposals</td>
<td>1,850,000</td>
</tr>
<tr>
<td>o Visibility and communication</td>
<td>150,000</td>
</tr>
<tr>
<td>Audit, evaluation</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16,000,000</strong></td>
</tr>
</tbody>
</table>

### 5.7 Organisational set-up and responsibilities

The Ministry of Education (MINERD), the Ministry of Higher Education, Science and Technology (MESCYT) and the National Institute for Vocational Training (INFOTEP) will be the three institutions responsible for the component implemented via the budget support, as governing bodies for the technical and vocational training at the different levels. Nevertheless these three institutions will be coordinated by the Presidential Office that is also chairing the Commission for the Formulation of the national Qualification Framework and already put the strengthening and enhancing of the TVET offer as one of its main priority for the new government plan for the next four years.

Private Sector as well as Ministry of Labour (MIT) and Ministry of Economy and Planning (MEPyD) will be an important part of the action for their key role in the articulation of education sector with labour market. These institutions will be mainly targeted and involved through the complementary measures.

A programme Steering Committee will be set up at the beginning of the programme for monitoring and decision-taking purposes, composed by the EU Delegation, NAO, DR Presidency
Other actors should be included in these coordination meetings, like private sector associations and civil society organizations representing specific vulnerable groups.

5.8 Performance monitoring and reporting

Regular quarterly monitoring meetings with all stakeholders participating in the Steering Committee will be organized. An annual sector performance evaluation will be carried out. An annual meeting of stakeholders is foreseen (indicatively in the first quarter of each year) as the best way of preparing the disbursement request. Minutes of this meeting will be part of the disbursement request. Performance monitoring through joint assessment missions with other donor partners (WB, Inter-American Development Bank, OEI, AECID) in the education sector will be encouraged as it provides greater dialogue, consistency and impact of the sector external support. Non-state actors and civil society groups interested in the education sector will be also invited to the annual meetings since their contribution might be of great value with special regard to cross-cutting issues.

AECID and the EU Delegation will associate the other EU Member States represented in the Dominican Republic to the disbursement decision. For the AECID and the EU Delegation to evaluate the fulfilment of the general conditions the Dominican Republic government shall communicate sufficient information and documentation.

The Government's assessment report of progress in the implementation of the education component of the NDS, will be based on the sector objectives contained in the NDS and the monitoring system established in the strategic document. Sector statistical data from MINERD, INFOTEP and MESCyT are nowadays considered sufficient and reliable. Capacity development / technical assistance measures are foreseen within delegation agreement for sector performance analysis and evaluation; organisation of stakeholders' meetings; social dialogue and increased participation; studies; etc. which would facilitate monitoring the programme results.

During previous budget support program PAPSE II the government set up the Dominican Initiative for Quality Education (IDEC), a participatory initiative for dialogue and consultation between the Dominican government, civil society, international organizations and the private sector to foster the achievement of the educational goals agreed in the Education Pact. Since the government has manifested its intention to continue with this initiative due to its positive outcome the new program will continue to support IDEC for monitoring the progress in the implementation of the prioritized actions, including the publication of the biannual monitoring report.

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner’s responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports providing accurate account of implementation of the action, difficulties encountered,
changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the list of result indicators.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.9 Evaluation

Having regard to the importance of the action, a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that it support an innovative policy reform for the TVET sector and will test pilot actions for institutionalize articulation and coordination mechanisms of educational institutions and between these institutions and the private sector.

The Commission shall inform the implementing partner at least one month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Indicatively, one contract for evaluation services shall be concluded under a framework contract during the last trimester of the action.

5.10 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

Indicatively, one contract for audit services shall be concluded under a framework contract during the last trimester of the action.
5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation and supported with the budget indicated in section 5.6 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

For the scope of this program the beneficiary country should take care of the visibility from the BS funds while earmarked funds will be included in the Delegation agreement with AECID according to the indicative budget in order to contract specific professional communication and visibility services.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.
APPENDIX - INDICATIVE LIST OF RESULT INDICATORS (FOR BUDGET SUPPORT)\(^2\)

The inputs, the expected direct and induced outputs and all the indicators, targets and baselines included in the list of result indicators are indicative and may be updated during the implementation of the action without an amendment to the financing decision. The table with the indicative list of result indicators will evolve during the lifetime of the action: new columns will be added for intermediary targets (milestones), when it is relevant and for reporting purpose on the achievement of results as measured by indicators. Note also that indicators should be disaggregated by sex whenever relevant.

<table>
<thead>
<tr>
<th>Results chain</th>
<th>Indicators</th>
<th>Baselines (incl. reference year)</th>
<th>Targets (incl. reference year)</th>
<th>Sources and means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall objective: Impact</td>
<td>Contributing to the national strategy of reducing poverty by increasing the employability of the labour force</td>
<td>1. Extended unemployment rate of the population aged 15 and over (NDS indicator 2.37)*</td>
<td>1. Year 2015: 14.1</td>
<td>1. Year 2020: 7.6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Percentage of young people aged 15 to 19 who do not study and are unemployed (NDS indicator 2.48)*</td>
<td>2. Year 2015: 6.35</td>
<td>2. Year 2020: 2.80)</td>
</tr>
<tr>
<td>Specific objective(s): Outcome(s)</td>
<td>Strengthened and improved national TVET system to better respond to the demands of the productive sector and the needs of the labour force</td>
<td>Progress with regards to the specific objective of the NDS related to TVET:</td>
<td>2015:</td>
<td>Sources and means of verification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Number of students enrolled in public formal secondary vocational technical education</td>
<td>40,224</td>
<td>MINERD statistic department and planning department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Percentage of economically active population (15 years or more) attending vocational qualification</td>
<td>5.4% (269,533)</td>
<td>INFOTEP Planning and Statistic Department</td>
</tr>
</tbody>
</table>

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\(^2\) Mark indicators aligned with the relevant programming document mark with '*\)' and indicators aligned to the EU Results Framework with '**\}'.

32
<table>
<thead>
<tr>
<th>Induced outputs</th>
<th>2015</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A National Qualification Framework formulated, validated and implemented:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interinstitutional agreement for the implementation and regulation of the National Qualification Framework signed and applied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Percentage of total public secondary vocational education centers where new curricular offer is being implemented</td>
<td>0%</td>
<td>85%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>5. Legally binding norm that sets the parameters and criteria for the approval of higher education programs adapted to the standards of the NQF issued by Higher Education, Science and Technology Ministry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Percentage of the higher professional technical offer adapted the standards of National Qualification Framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Percentage of INFOTEP professional qualification training offer, prioritized and defined within the MNC, updated to the new standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Revised TVET curricula responsive to the demand of productive sector implemented: |                       |                       |      |      |
| 3. Interinstitutional Committee for the formulation of NQF established by presidential decree. |                       |                       |      |      |
| Norm and standards not yet available |                       |                       |      |      |
| Legally binding norm issued by MESCyT |                       |                       |      |      |
|                       |                       |                       |      |      |
| 0%                    |                       |                       |      |      |

<table>
<thead>
<tr>
<th>2015</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominican Republic Presidential Office Information Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MINERD statistic and planning departments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education, Science and Technology Ministry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFOTEP Planning and Statistic Department;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Percentage of students enrolled in the third year of public formal secondary vocational and technical education who are attending a work based training module</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Number of workers who have completed an INFOTEP training program or update of their skills within an agreements with a private company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>8. No regulation available stating roles and responsibilities</td>
<td>8. Official regulations issued by MINERD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>0%</td>
<td>-</td>
<td>-</td>
<td>280,000</td>
</tr>
<tr>
<td>231,322</td>
<td>255,000</td>
<td>267,700</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>8. MINERD statistic and planning departments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. MINERD statistics and planning department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. INFOTEP Planning and Statistic Department;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Direct outputs**

Increased institutional capacity of TVET institutions and related bodies in Dominican Republic.

The current programme supports the priority lines and targets of the TVET reform policy agreed with all the concerned institutions. However, during the formulation the beneficiary institutions defined the following priority lines that will base the programme policy dialogue strategy.

Gender and environment mainstreaming will also supported through the Delegation Agreement with AECID.

**1. Progress in the implementation of National Qualification Framework**

- Increased capacities for formulation, validation and implementation of the NQF, according to the pathway that will be indicated by the National Committee
- Strengthened permanent mechanisms for the analysis and anticipation of skills needs, with reference to national and local development strategies in collaboration with MEPyD
- Supporting the national adaptation of international classifications, such as the International Standard Classification of Occupations (ISCO) and the International Standard Classification of Education (ISCE)

Interinstitutional NQF Committee established by presidential decree.

Weak capacities for designing NQF Occupation catalogues and INFOTEP and MESCyT qualification not adapted to international standards.

The 3 TVET institutions have the capacities to design and implement the NQF according to international standards and classifications and based on permanent mechanism for analysis and anticipation of skills needs.

Dominican Republic Presidential Office Information Service.
### 2: Improved quality of TVET offer

- Increased MINERD, MESCyT and INFOTEP capacities and technical assistance for curricula actualization and labour market needs responsiveness for the three concerned institutions
- Capacity development for recognition of skills and certification of non-formal/informal learning for young people and adults.
- Establishing indicators and tools for quality TVET monitoring and evaluation
- Increased and more structured private sector participation in the design of curricula and promotion of work-based learning schemes.
- Integrating climate change adaptation, mitigation and cleaner production issues in the curricula revision and qualification system.

### Weak capacities for curricula update and informal skills recognition
- Insufficient data and no evaluation mechanism available
- Reduced and no structured private sector participation
- Weak climate change approach in curricula revision

### The updated TVET offer at all levels comply with the standards of the NQF and counts with mechanisms for its regular actualization with the participation of the private sector and including a strengthened climate change approach.

### Validation, evaluation and certification Departments of the MINERD, MESCyT and INFOTEP
### 3. Improvement and expansion of public-private partnership

- Increased capacities and technical assistance to design work-based learning (WBL) schemes and regulatory framework for TVET institutions and enterprises.
- Increased number of companies providing work-based types of pre-employment training.
- Strengthened productivity support and training services offered to companies.

| Lack of experience and existing regulatory framework for designing and implementing WBL schemes. |
| Limited interest of enterprises in WBL. |
| Enterprises not satisfied with the availability of productivity support services. |

**During the implementation of the program at least 1 proposal for institutionalization of public-private mechanisms of governance of TVET sector has been elaborated and is high on the government agenda.**

- By 2019 100% of secondary technical education schools have agreements with local enterprises to implement WBL schemes.
- 80% of enterprises that receive productivity support, training services or implement WBL schemes are satisfied with the services and public-private alliance.

**Dominican Republic Presidential Office Information Service**

**MINERD Statistic and Planning Department**

**INFOTEP Planning and Statistic Department**
### 4: Improved inclusion in TVET

- Increased gender mainstreaming and equality within educational institutions
- Increased capacity to promote and include women students within no traditional technical careers
- Promoting access to TVET and labour market for persons with disability and other vulnerable people.
- Promoting policy development to foster labour rights and decent work

| Only MINERD has signed an agreement with MEPyD and Ministry of Women for gender mainstreaming Framework law about disability not applied for lack of implementing regulation Low awareness about labour rights and decent work issues | The 3 TVET institutions have made satisfactory progress in applying gender mainstreaming and human rights approach to their policy and services in line with the National Development Strategy 2030. Labour rights and decent work are included in policy dialogue agenda | National Development Strategy Performance Assessment report MINERD Statistic and Planning Department INFOTEP Planning and Statistic Department |