

Implementation Status & Results
Albania
Education Excellence and Equity Project (P078933)

Operation Name: Education Excellence and Equity Project (P078933)	Project Stage: Implementation	Seq.No: 14	Status: ARCHIVED	Archive Date:
Country: Albania	Approval FY: 2006			
Product Line: IBRD/IDA	Region: EUROPE AND CENTRAL ASIA	Lending Instrument: Specific Investment Loan		
Implementing Agency(ies):				

Key Dates

Board Approval Date	01-Jun-2006	Original Closing Date	31-Dec-2010	Planned Mid Term Review Date	Last Archived ISR Date	12-Oct-2011
Effectiveness Date	04-Oct-2006	Revised Closing Date	31-Dec-2011	Actual Mid Term Review Date		

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The proposed EEE-P will support Government in the implementation of the first phase of Albania's National Education Strategy (NES). The objective of EEE-P is improved quality of learning conditions for all students and increased enrollment in general secondary education, especially for the poor.

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

Yes No

Component(s)

Component Name	Component Cost
Strengthening leadership, management and governance of the system	10.00
Improving conditions for teaching and learning	26.00
Improving and rationalizing education infrastructure	32.00
Setting the Stage for Higher Education Reform	7.00

Overall Ratings

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

Implementation Status Overview

As reported in the last Implementation Status Report, the Project has basically met most of its outcome indicators. Basic education drop-out rates remain very low, transition rates between basic and secondary education have exceeded 90%, and secondary gross enrollment rates reached 70%. Another important achievement is the students' increase in performance at the 2009 PISA, the third country with the largest gains since 2000.

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Since May 2011, project implementation has improved substantially, though this is not yet reflected in overall disbursement. Disbursement has now reached EUR 36.7 million, reaching 62% of total project cost, compared to about EUR 32 million in May 2011. Out of this amount, EUR 27 million have been spent and accounted for. The Government also has EUR 17.3 million in unpaid commitments (signed contracts). Given the latest information, there are currently almost EUR 16 million in project funds still available, EUR 12.5 million of which from the Development Partners.

Under the first priority area supported by the Project, "Strengthening management, leadership and governance in the education system," most of the foreseen outcomes have not been achieved and will likely not be achieved. Notwithstanding, there are noteworthy developments (i) the pre-university education law is undergoing intensive consultations and should be finalized soon; (ii) there has been progress in the development of the Education Management Information System (EMIS); and (iii) the fiduciary capacity of the MoES has improved during implementation but the result is mixed at the municipal level.

Under the second priority area supported by the Project, "Improving the quality of teaching and learning conditions," the results have also been mixed and below expectations. In some areas, like curriculum development, only now one sees evidence of professional growth and increased competence. The school improvement process and school grants have not started and currently the only initiative that seems to be supportive of this model is the #school self-evaluation# that the National Inspectorate expects to introduce, but is not yet functioning. On the positive side, the revised secondary education curriculum has been completely rolled out while the basic education curriculum has been the subject of a thorough evaluation and is in the processes of being revised. In May 2011, the MoES approved a reform of the teacher and school principal training system to systematically enhance in-service teacher training and to link it to professional development. As part of the reform, MoES has developed a Regulation on Professional Development of Teachers, and defined the criteria for accreditation of all training providers. In addition, MoES has developed the criteria for teacher professions, which regulates the requirements and qualifications needed to enter the profession. Matura continues to be implemented and Albania is due to participate in the PISA 2012.

Under the third priority area, "Improving and rationalizing education infrastructure," progress is noted, with implementation of civil works picking up and other activities moving. Five schools are completed, 10 are expected to be delivered by the end of 2011, another three by June 2012, and the last four by the end of 2012; schools are better equipped with furniture, science and computer labs; 300 teachers have received training in the use of science equipment in the new labs and more than 2,000 teachers have been trained in the basic use and maintenance of IT equipment. With direct support from the Project, MoES has been able to decrease the student-computer ratio in secondary schools from 61-1 to 25-1. With the purchase of the additional computers, this ratio is expected to further decrease to 19-1.

Under the last priority area, "Setting the stage for higher education reform," progress has surpassed expectations. A Higher Education Reform Action Plan has been developed and it is expected to be submitted to the Council of Ministers before the end of 2011. The strategy has undergone several consultations with stakeholders and also a full day consultation with a panel of foreign experts. The consensus is that the reform is going in the right direction, but there were recommendations for some fine tunings. All universities have established external governing boards and developed strategic plans. It should be noted, however, that the universities# capacity to operate autonomously still needs much strengthening, and the MoES is planning some consultancies toward that end. The Project also supported the purchase and distribution of laboratory equipments for 12 universities. All of the universities successfully procured these purchases. Currently, there are procurement processes underway to further equip these universities.

Locations

No Location data has been entered

Results

Project Development Objective Indicators

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Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
Increase in level of teachers' satisfaction in their working conditions	<input type="checkbox"/>	Text	Value	Satisfaction level: 29% high; 57% moderate; and 14% low.	N/A	upward from previous year
			Date	31-Dec-2006	02-Nov-2011	31-Dec-2011
			Comments	2006 data	Firm hired to do survey. Results to be available in December 2011.	
Improvement in secondary education enrollment rate, disaggregated by region and income groups	<input type="checkbox"/>	Text	Value	55% (75% in Tirana, less than 50% in some regions)	76.1%	70%
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments	2005/2006 data provided by MOES on November 2009 show: 53% overall (25% in rural and 85% in urban)	(2009 data for upper secondary education. Net enrollment rates data is from 2009 and is 60.5%. New data is not available but census currently being carried out so data should be available in 2012.)	
Progression rate from basic to secondary education	<input type="checkbox"/>	Percentage	Value	80.30	91.19	90.00
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments	2005/2006 data provided on November 2009	(2010-11 school year data)	target met in 2010
Reduction in basic education dropout rate	<input type="checkbox"/>	Percentage	Value	0.94	0.43	3.00
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2010
			Comments	2005-2006 data provided by MOES in Nov. 2009 as no baseline data was available during appraisal.	(2010-11 school year data). MoES informed that the definition of drop outs excludes students who move to other areas during the school year; these students' movement is measured by the number of students leaving the school during the year who file a form informing they are going to another school either in the same area or in a different city. Thus, we believe this data is under-reported and not comparable to int'l data.	Target set before baseline was available based on acceptable int'l standards. Once baseline data was available, it was lower than target.

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
% of school principals trained in management and education leadership	<input type="checkbox"/>	Text	Value	0	100	70
			Date	03-May-2006	02-Nov-2011	31-Dec-2011
			Comments		By 2008 all principals and deputy principals had been trained in school management. Principals who joined the system since then have not been trained.	
Standard deviation of per student expenditure in basic education by regions	<input type="checkbox"/>	Text	Value	3745	3153	2500
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments	(2007 data as baseline data was not available at time of preparation)	(2010 data)	
Number of schools and clusters of schools engaged in school improvement activities	<input type="checkbox"/>	Text	Value	0	0	400
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		School improvement projects not implemented yet and unlikely to be implemented under this project. MoES is in process of signing contract with consultant to help them with this effort.	Activity dropped in August 2010 as part of prioritization of activities.
% of teachers who participate in continuous professional development	<input type="checkbox"/>	Text	Value	0%	42.9%	70%
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		(2010-11 school year data)	
% of students in schools with mutiple shifts (basic/secondary)	<input type="checkbox"/>	Text	Value	36% (basic) / 15% (secondary)	16.3% (basic) /6.4% (secondary)	25% (basic) / 8% (secondary)
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		(2010-11 school year data)	target met in 2009
Student-computer ratio in secondary education disaggregated by regions	<input type="checkbox"/>	Text	Value	61 (urban 46, rural 133)	25 (urban 24, rural 27)	30
			Date	01-Feb-2006	02-Nov-2011	31-Dec-2011
			Comments	2005/2006 data provided during November 2009 supervision mission	(2009-2010 school year data)	

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Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
% of universities which develop strategic plans	<input type="checkbox"/>	Text	Value	0%	100%	100%
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		(2010-11 school year data)	target met in 2009
% of universities with external governing boards	<input type="checkbox"/>	Text	Value	0%	100%	50%
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		(2010-11 school year data)	target met in 2009
% of schools with functioning board	<input type="checkbox"/>	Percentage	Value		92.00	70.00
			Date		02-Nov-2011	31-Dec-2011
			Comments		(2010-11 school year data). While MoES reports this info., the team believes that this is about the percentage of schools w/ boards, not necessarily functioning boards-functioning, particularly as they do not yet have an official role in the school.	target met in 2007
% of primary schools using new curriculum and textbooks	<input type="checkbox"/>	Text	Value	60%	100%	95%
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		Initial curriculum reform completed in school year 2007-08 and teachers have fully adopted it. Currently, curriculum is being fine-tuned to adjust to issues identified since it was implemented.	target met in 2007
Progress on the decentralization pilot	<input type="checkbox"/>	Text	Value	None	None	Evaluation of the decentralization pilot
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments		The school grant program still hasn't been launched and will not be launched under the project. Thus, this indicator will not be achieved.	

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Progress on the revision of higher education law	<input type="checkbox"/>	Text	Value	None	Draft finalized and extensive consultations carried out. Law expected to be in place by Dec. 2011	Implementation of Law
			Date	01-Jun-2006	02-Nov-2011	31-Dec-2011
			Comments			
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	72.00	
			Date	02-Aug-2010	09-Jun-2011	31-Dec-2011
			Comments	Indicator revised in August 2010 at the request of the Bank's Education Board - replaces "decline in short fall of classrooms in primary education."	Plus another 29 secondary school classrooms.	30 new or rehabilitated schools
Number of additional qualified primary teachers resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	12509.00	20429.00
			Date	02-Aug-2010	09-Jun-2011	31-Oct-2011
			Comments	Core indicator added after approval and revised in August 2010 at the request of the Bank's Education Board -- to replace "decline in shortfall of qualified teachers at the primary level."	Between 2007-11, 12,509 teachers (43% of all primary and general secondary teachers) have been trained under the project.	Project target is 70% cumulatively.

Data on Financial Performance (as of 14-Oct-2011)

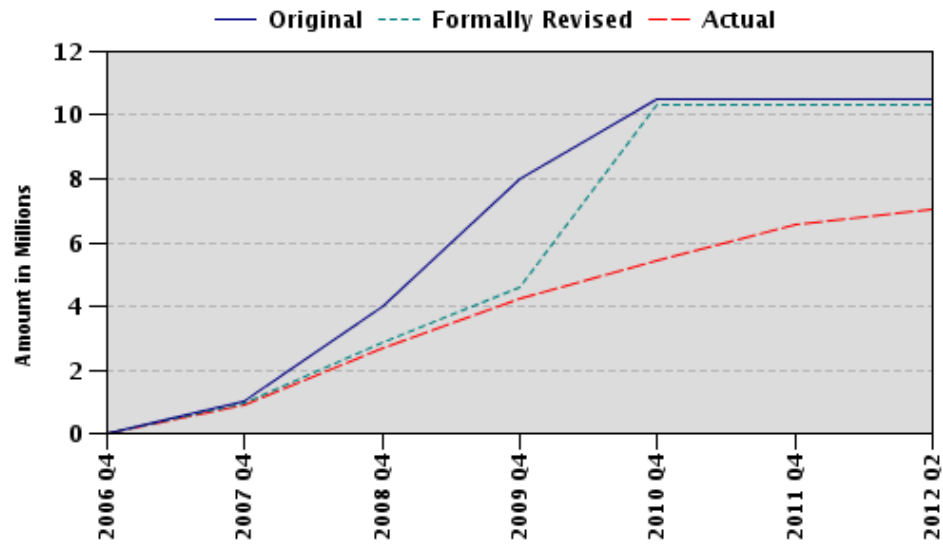
Financial Agreement(s) Key Dates

Project	Loan No.	Status	Approval Date	Signing Date	Effectiveness Date	Closing Date
P078933	IDA-41800	Effective	01-Jun-2006	06-Jul-2006	04-Oct-2006	31-Dec-2011

Disbursements (in Millions)

Project	Loan No.	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P078933	IDA-41800	Effective	XDR	10.50	10.50	0.00	7.07	3.43	67.00

Disbursement Graph



Key Decisions Regarding Implementation

In order to consider a 12 month extension of the Project, Development Partners would like to receive reassurance from the Ministers of Finance and of Education and Science that expenditure ceilings will not slow down project implementation, and that counter-part requirements will be waived.

Restructuring History

Level one Approved on 19-Mar-2010, Level two Approved on 01-Oct-2010

Related Projects

There are no related projects.