

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

Operation Name: Education Excellence and Equity Project (P078933)	Project Stage: Implementation	Seq.No: 11	Status: ARCHIVED	Last Modified Date: 23-Nov-2010
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	25-Oct-2010
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

The latest implementation support visit to Albania noted that the pace of implementation continues to pick-up. Noteworthy progress include: (i) drafting of the pre-university education law; (ii) reform of the secondary education curriculum and drafting the curriculum framework for basic education; (iii) progress in the higher education reform, including the extensive consultations on the financing reform, preparation of the proposed Standards for Higher Education Institutions (HEI), and the launching of the Higher Education Program Ranking initiative; and (iv) establishment of the National Inspectorate for Pre-university Education.

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Important project outcomes include: (i) Increase in the computer-student ratio from 61 per student to 25 per student. (ii) Reduction in the percentage of students enrolled in multiple shift schools from 36% to 17.8% in basic education and from 15% to 5.8% in upper secondary between 2006 and 2009; and (iii) Increase in transition rates from basic to secondary education from 80% in 2006 to 91% in 2010.

Despite significant progress, the mission identified some key areas for MoES attention: (i) Implementation delays; (ii) Insufficient staff at MoES dedicated to the Project; (iii) Need for continuous attention by MoES to safeguard issues; and (iv) negative impact of budget cuts.

Results

Project Development Objective Indicators

Indicator	Baseline	Current	End Target
Indicator Name Reduction in basic education dropout rate.	Value 0.94%	Value 0.46%	Value 3%
Type Custom Indicator	Unit of Measure Text	Date 02-Jan-2006	Date 31-Dec-2010
	Comment 2005-2006 data provided by MOES in Nov. 2009 as no baseline data was available during appraisal. Still, this data is likely to be incorrect as it seems very low by any standards.	Comment (2009 data) MoES continues reporting extremely low drop out rates, but confirms the data as official figures.	Comment Target set before baseline was available, thus lower than actual baseline.
Indicator Name Increase in level of teachers' satisfaction in their working conditions	Value Satisfaction level: 29% high; 57% moderate; and 14% low.	Value N/A	Value upward from previous year
Type Custom Indicator	Unit of Measure Text	Date 31-Dec-2006	Date 31-Dec-2010
	Comment 2006 data	Comment New survey planned for 2011.	Comment

Indicator	Baseline	Current	End Target
<p>Indicator Name Improvement in secondary education enrollment rate, disaggregated by region and income groups</p> <p>Type Unit of Measure Custom Indicator Text</p>	<p>Value 55% (75% in Tirana, less than 50% in some regions)</p> <p>Date 01-Jun-2006</p> <p>Comment 2005/2006 data provided by MOES on November 2009 show: 53% overall (25% in rural and 85% in urban)</p>	<p>Value 60.5%</p> <p>Date 18-Oct-2010</p> <p>Comment (2009 data) - disaggregated data still not available. Bank requested that MoES provides disaggregated data.</p>	<p>Value 70%</p> <p>Date 31-Dec-2010</p> <p>Comment</p>
<p>Indicator Name Progression rate from basic to secondary education</p> <p>Type Unit of Measure Custom Indicator Percentage</p>	<p>Value 80.30</p> <p>Date 03-May-2006</p> <p>Comment 2005/2006 data provided on November 2009</p>	<p>Value 90.60</p> <p>Date 18-Oct-2010</p> <p>Comment (2010 data)</p>	<p>Value 90.00</p> <p>Date 31-Dec-2010</p> <p>Comment target met in 2010</p>
<p>Indicator Name Number of additional qualified primary teachers resulting from project interventions.</p> <p>Type Unit of Measure Core Indicator Number</p>	<p>Value 0.00</p> <p>Date 03-May-2006</p> <p>Comment Indicator 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."</p>	<p>Value 0.00</p> <p>Date 12-Aug-2010</p> <p>Comment (data not cumulative) 17% of all teachers participated in professional training in 2009.</p>	<p>Value</p> <p>Date</p> <p>Comment</p>

Indicator		Baseline	Current	End Target
Indicator Name		Value	Value	Value
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.		0.00	0.00	
		Date	Date	Date
		03-May-2006	12-Aug-2010	
Type	Unit of Measure	Comment	Comment	Comment
Core Indicator	Number	Indicator revised in August 2010 at the request of the Bank's Education Board - replaces "decline in short fall of classrooms in primary education."	2 school extensions completed. Bank requested MoES to inform on the number of additional classrooms.	

Intermediate Results Indicators

Indicator		Baseline	Current	End Target
Indicator Name		Value	Value	Value
% of school principals trained in management and education leadership		0	24% (data not cumulative)	70
		Date	Date	Date
		03-May-2006	18-Oct-2010	31-Dec-2010
Type	Unit of Measure	Comment	Comment	Comment
Custom Indicator	Text		(in 2007 100% principals trained; in 2008 62% trained; 2010 data not available until 2011)	

Indicator		Baseline	Current	End Target
Indicator Name		Value	Value	Value
Standard deviation of per student expenditure in basic education by regions		4435	2966 (LEK)	2500
		Date	Date	Date
		01-Jun-2006	18-Oct-2010	31-Dec-2010
Type	Unit of Measure	Comment	Comment	Comment
Custom Indicator	Text		(2009 data). Standard deviation seems to be on an upward trend since 2007. Team asked MoES to review data and confirm it as it does not appear consistent with past trend.	

Indicator	Baseline	Current	End Target
<p>Indicator Name Number of schools and clusters of schools engaged in school improvement activities</p> <p>Type Unit of Measure Custom Indicator Text</p>	<p>Value 0</p> <p>Date 03-May-2006</p> <p>Comment</p>	<p>Value 0</p> <p>Date 18-Oct-2010</p> <p>Comment School improvement projects not implemented yet and unlikely to be implemented under this project.</p>	<p>Value 400</p> <p>Date 31-Dec-2010</p> <p>Comment Activity dropped in August 2010 as part of prioritization of activities.</p>
<p>Indicator Name % of teachers who participate in continuous professional development</p> <p>Type Unit of Measure Custom Indicator Text</p>	<p>Value 0%</p> <p>Date 01-Jun-2006</p> <p>Comment</p>	<p>Value 17% (data not cumulative)</p> <p>Date 01-Jun-2010</p> <p>Comment in 2007 16% of teachers participated in training; in 2008 22% participated; this data is for 2009</p>	<p>Value 70%</p> <p>Date 31-Dec-2010</p> <p>Comment</p>
<p>Indicator Name % of students in schools with mutiple shifts (basic/secondary)</p> <p>Type Unit of Measure Custom Indicator Text</p>	<p>Value 36% (basic) / 15% (secondary)</p> <p>Date 01-Jun-2006</p> <p>Comment</p>	<p>Value 17.8%(Basic)/ 5.8% (secondary)</p> <p>Date 18-Oct-2010</p> <p>Comment (2009 data)</p>	<p>Value 25% (basic) / 8% (secondary)</p> <p>Date 31-Dec-2010</p> <p>Comment target met in 2009</p>
<p>Indicator Name Student-computer ratio in secondary education disaggregated by regions</p> <p>Type Unit of Measure Custom Indicator Text</p>	<p>Value 61 (urban 46, rural 133)</p> <p>Date 01-Feb-2006</p> <p>Comment 2005/2006 data provided during November 2009 supervision mission</p>	<p>Value 25 (urban24 rural 27)</p> <p>Date 01-Jun-2010</p> <p>Comment (2009 data)</p>	<p>Value 30</p> <p>Date 31-Dec-2010</p> <p>Comment</p>

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Indicator	Baseline	Current	End Target
Indicator Name % of universities which develop strategic plans	Value 0%	Value 100%	Value 100%
	Date 01-Jun-2006	Date 01-Jun-2010	Date 31-Dec-2010
Type Custom Indicator	Unit of Measure Text	Comment (2009 data)	Comment target met in 2009
Indicator	Baseline	Current	End Target
Indicator Name % of universities with external governing boards	Value 0%	Value 100%	Value 50%
	Date 01-Jun-2006	Date 01-Jun-2010	Date 31-Dec-2010
Type Custom Indicator	Unit of Measure Text	Comment (2009 data)	Comment target met in 2009
Indicator	Baseline	Current	End Target
Indicator Name % of schools with functioning board	Value	Value 90.00	Value 70.00
	Date	Date 01-Jun-2010	Date 31-Dec-2010
Type Custom Indicator	Unit of Measure Percentage	Comment (2009 data). While MoES reports this info. it is not clear the extend that these boards are really functioning.	Comment target met in 2007
Indicator	Baseline	Current	End Target
Indicator Name % of primary schools using new curriculum and textbooks	Value	Value 100%	Value 95%
	Date	Date 01-Jun-2010	Date 31-Dec-2010
Type Custom Indicator	Unit of Measure Text	Comment (2009 data)	Comment target met in 2007

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Indicator		Baseline	Current	End Target
Indicator Name Progress on the decentralization pilot		Value	Value 0	Value Evaluation of the decentralization pilot
		Date	Date 01-Jun-2010	Date 31-Dec-2010
Type	Unit of Measure	Comment	Comment	Comment
Custom Indicator	Text		The school grant program still hasn't been launched and most likely will not be launched under the project. Thus, this indicator is not likely to be achieved.	
Indicator		Baseline	Current	End Target
Indicator Name Progress on the revision of higher education law		Value	Value Law being reviewed and revised. Extensive consultation process taking place.	Value Implementation of Law
		Date	Date 03-Nov-2009	Date 31-Dec-2010
Type	Unit of Measure	Comment	Comment	Comment
Custom Indicator	Text		Previous ISR incorrectly reported that law had been approved. It is currently going through broad consultations and likely to be approved next year.	

Data on Financial Performance (as of 05-Oct-2010)

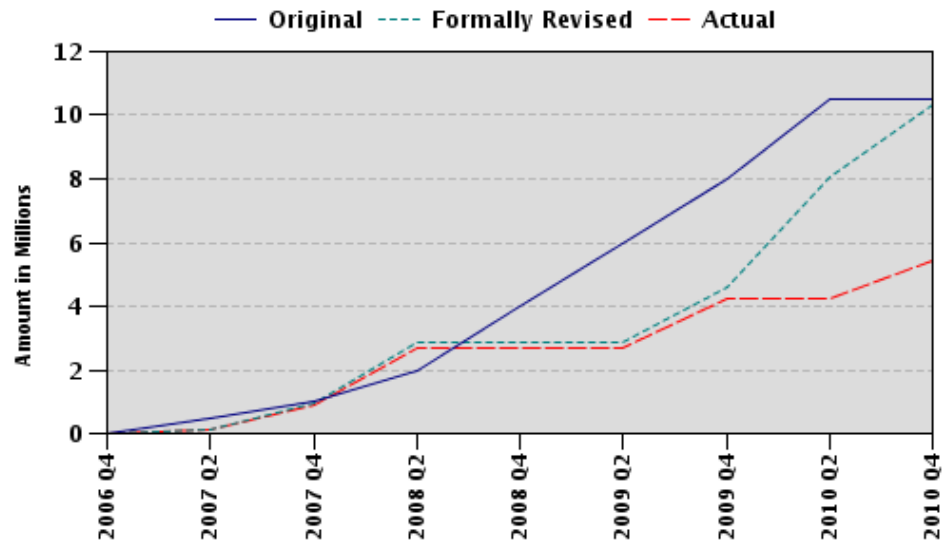
Financial Agreement(s) Key Dates

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	5.44	5.06	52.00

Disbursement Graph



Key Decisions Regarding Implementation

The Lezha school extension remains on hold while the land issue is being resolved. The Bank was informed that the municipal government, in agreement with affected parties and MoES, decided to expropriate the land in question. The process will need to be finalized before construction resumes. The Bank is providing advice on the process to be followed.

Restructuring History

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

Related Projects

There are no related projects.