

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

Operation Name: Education Excellence and Equity Project (P078933)	Project Stage: Implementation	Seq.No: 18	Status: ARCHIVED	Archive Date: 23-Jun-2013
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	01-Sep-2008	Last Archived ISR Date	17-Nov-2012
Effectiveness Date	04-Oct-2006	Revised Closing Date	30-Jun-2013	Actual Mid Term Review Date	01-Dec-2008		

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objectives of the Project are to support the Recipient's Program: (a) to improve quality of learning conditions for students; (b) to increase enrollment of students in general secondary education; and (c) to initiate higher education reform.

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 Unsatisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory	Moderately Satisfactory
Overall Risk Rating	Moderate	Moderate

Implementation Status Overview

This is the final implementation supervision report for this project. However, as agreed with management, the World Bank will retain its supervisory role along CEB and EIB until their financing of the Project also closes at the end of 2013.

The EEE-P Project has been under implementation for about seven years. During that period it has sought to: (a) improve quality of learning conditions for students; (b) increase

enrollment of students in general secondary education; and (c) initiate higher education reform. The achievement of these objectives is measured against four outcome indicators, three of them achieved: (i) dropout rates in basic education have remained below 3%; (ii) the level of teachers' satisfaction with their working conditions increased; and (iii) the progression rate from basic to secondary education increased from 80.3% to 91.2%. The fourth indicator, increase in net secondary enrollment rates, shows an increase from 55% to 60.5%, but remains below the target of 70%. It should be noted, however, that enrollment data is subject to revisions once the new census data is made available; preliminary data points to further improvements in enrollment rates. Finally, the Ministry of Education and Science (MoES) significantly advanced its higher education reform, far beyond what was foreseen at project design: a higher education strategy was fully developed and is on its early implementation stages.

In addition to the achievement of most of its outcome indicators, the following intermediate indicators also point to the Project's contribution to improving the quality of learning conditions: (i) 100% of primary schools are using a new curriculum and textbooks; (ii) 100% of secondary schools have adopted a revised curriculum; (iii) the number of students in schools with multiple shifts was reduced from 36% to 14% in basic education and 15% to 5.6% in secondary education; (iv) triple shift schools were eliminated; and (v) the number of students per computer decreased from 61 to 14.

At the same time, project implementation was marked by many challenges, including budget constraints in the last two years. While most of these challenges were overcome in the course of implementation, budget ceilings have continued to affect the education sector and are expected to do so in the near future. As such, the World Bank's team remains concerned about the sustainability and/or continuity of some of the interventions. A second concern related to some of the interventions supported under Project is their required follow up by municipal authorities. This is particularly true in the case of the schools that were rehabilitated, extended or built with project funds; some of these schools still require repairs, others are pending access to utilities, while all of them require sufficient funds for maintenance. Throughout implementation, the level of municipal engagement, responsiveness, and institutional capacity has varied widely, and the mechanisms for MoES to engage municipalities seem insufficient. The absence of a clear mechanism to ensure that municipalities comply with their education responsibilities is a risk to these investments.

In summary, all evidence confirms that the Project played an important part in supporting improvements in the quality of learning and in institutional development, as well as in launching higher education reform. At the same time, taking into consideration efficiency and sustainability concerns and unresolved problems with civil works, the Project's development objective is considered Moderately Unsatisfactory. Given that the Bank's team will continue supervising the Project for another six months, it is still possible that this rating would be revised to Moderately Satisfactory, if the highlighted concerns are addressed by then.

Locations

Country	First Administrative Division	Location	Planned	Actual
Albania	Not Entered	Pogradec		
Albania	Not Entered	Peshkopi		
Albania	Not Entered	Permet		
Albania	Not Entered	Lazarat		
Albania	Not Entered	Kukes		
Albania	Not Entered	Krume		
Albania	Not Entered	Korce		
Albania	Not Entered	Lukove		
Albania	Not Entered	Zall-Mner		
Albania	Not Entered	Khafzotaj		

Country	First Administrative Division	Location	Planned	Actual
Albania	Not Entered	Ura Vajguore		
Albania	Not Entered	Tirana		
Albania	Not Entered	Shkoder		
Albania	Not Entered	Lezhe		
Albania	Not Entered	Kruje		
Albania	Not Entered	Kamez		
Albania	Not Entered	Fier		
Albania	Not Entered	Durres		
Albania	Not Entered	Ballsh		
Albania	Not Entered	Frakulla e Vogel		
Albania	Not Entered	Bajram Curri		

Results

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
Reduction in basic education dropout rate	<input type="checkbox"/>	Percentage	Value	0.94	0.37	3.00
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments	2005-2006 data provided by MOES in Nov. 2009 as no baseline data was available during appraisal.	Achieved. (2010-11 school year data). Official MoES data but, as stated earlier, we believe it to be incorrect.	Target set before baseline was available based on acceptable int'l standards. Once baseline data was available, it was lower than 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.	39% high; 48% moderate; 13% low.	upward from previous year
			Date	31-Dec-2006	24-May-2013	30-Jun-2013
			Comments	2006 data	Achieved.	target met in 2012.
Progression rate from basic to secondary education	<input type="checkbox"/>	Percentage	Value	80.30	92.00	90.00
			Date	01-Jun-2006	24-May-2013	30-Jun-2013

			Comments	2005/2006 data provided on November 2009	Achieved. (2011 data)	target exceeded by 2010
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)	60.5% NER; 76.1% GER;	70% overall
			Date	01-Jun-2006	24-May-2013	30-Jun-2013
			Comments	2005/2006 data provided by MOES on November 2009 show: 53% overall (25% in rural and 85% in urban)	2009 data based on old census. MoES has not provided official new data; unofficial data shows target has been met but MoES has not authorized their use. (PAD doesn't specify whether the target was for NER or GER but given the baseline data, the team assumes the target is for NER. As such, the target hasn't been met.)	target exceeded.

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
Progress on the decentralization pilot	<input type="checkbox"/>	Text	Value	None	No pilot in place.	Evaluation of the decentralization pilot
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target not met.	target not met
% of school principals trained in management and education leadership	<input type="checkbox"/>	Text	Value	0	100%	70%
			Date	03-May-2006	20-May-2013	30-Jun-2013
			Comments		target surpassed	target surpassed by 2008
% of schools with functioning board	<input type="checkbox"/>	Percentage	Value		90.00	70.00
			Date		20-May-2013	30-Jun-2013
			Comments		target surpassed	target surpassed
Standard deviation of per student expenditure in basic education by regions	<input type="checkbox"/>	Text	Value	3745	8900	2500
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments	(2007 data as baseline data was not available at time of preparation)	Not achieved. Data shows an increasing trend and MoES explains that is the result of higher teacher salaries, plus bonus for transport for rural areas. In most cases, the data shows greater	target not met

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					expenditures in rural areas, than urban areas.	
% of primary schools using new curriculum and textbooks	<input type="checkbox"/>	Text	Value	60%	100%	95%
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target surpassed.	target surpassed by 2007
Number of schools and clusters of schools engaged in school improvement activities	<input type="checkbox"/>	Text	Value	0	0	400
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target not met	target not met 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%	2%	70%
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target not met. Data not cumulative. MoES claims that all teachers participate in training every year, as required by law. However, only 2% of those were financed with project money.	target not met
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	20-May-2013	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."	target not met	target not met. Project target is 70% cumulatively.
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	518.00	
			Date	02-Aug-2010	24-May-2013	30-Jun-2013
			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."	revised target not met. 22 schools completed, compared to 30 schools established during implementation	No baseline in original design but established at 30 new or rehabilitated schools during implementation.

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% of students in schools with mutiple shifts (basic/secondary)	<input type="checkbox"/>	Text	Value	36% (basic) / 15% (secondary)	13.9% (basic)/5.6% (secondary)	25% (basic) / 8% (secondary)
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target surpassed	target exceeded by 2009
Student-computer ratio in secondary education disaggregated by regions	<input type="checkbox"/>	Text	Value	61 (urban 46, rural 133)	14 (urban 14, rural 13)	30
			Date	01-Feb-2006	20-May-2013	30-Jun-2013
			Comments	2005/2006 data provided during November 2009 supervision mission	target surpassed	target exceeded by 2009
Progress on the revision of higher education law	<input type="checkbox"/>	Text	Value	None	Law starting implementation but financing part of it will not be implemented in 2013-14 academic year	Implementation of Law
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target met	
% of universities which develop strategic plans	<input type="checkbox"/>	Text	Value	0%	100%	100%
			Date	01-Jun-2006	20-May-2013	30-Jun-2013
			Comments		target met. (2011-12 school year data)	target met by 2009
% of universities with external governing boards	<input type="checkbox"/>	Text	Value	0%	100%	50%
			Date	01-Jun-2006	24-May-2013	29-Jun-2013
			Comments		target surpassed. (2011-12 school year data)	target exceeded by 2009
Revised secondary education curriculum implemented in schools	<input type="checkbox"/>	Text	Value	0%	100%	100%
			Date	01-Jun-2006	29-May-2013	29-Jun-2013
			Comments	New indicator added by team for record keeping	All secondary schools have implemented a new curriculum.	

Data on Financial Performance (as of 15-May-2013)

Financial Agreement(s) Key Dates

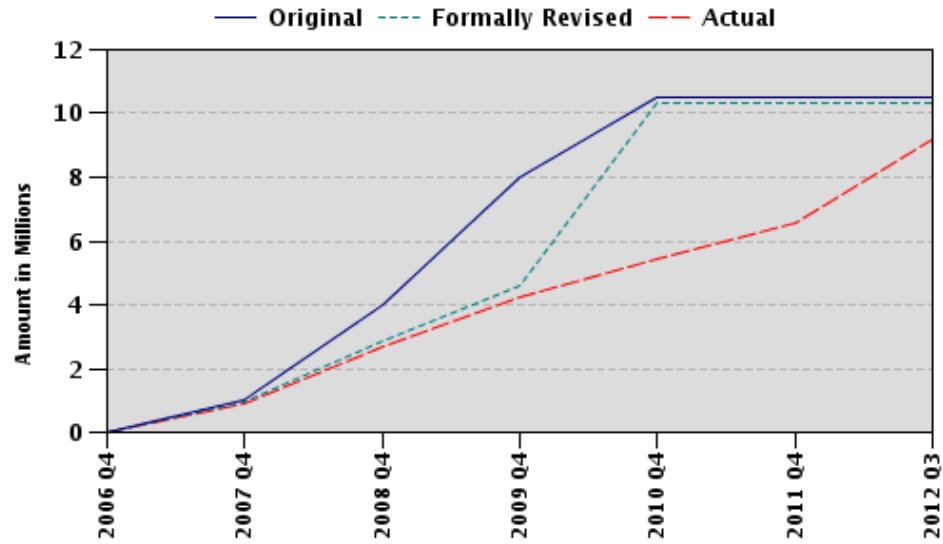
Project	Ln/Cr/Tf	Status	Approval Date	Signing Date	Effectiveness Date	Original Closing Date	Revised Closing Date
P078933	IDA-41800	Effective	01-Jun-2006	06-Jul-2006	04-Oct-2006	31-Dec-2010	30-Jun-2013

Disbursements (in Millions)

Project	Ln/Cr/Tf	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P078933	IDA-41800	Effective	XDR	10.50	10.50	0.00	9.21	1.29	88.00

Disbursement Graph

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Key Decisions Regarding Implementation

Development Partners asked the Ministry of Education to follow up on outstanding issues related to civil works in the schools.

Restructuring History

Level one Approved on 19-Mar-2010, Level one Approved on 01-Oct-2010, Level one Approved on 14-Dec-2011, Level one Approved on 22-Mar-2012

Related Projects

There are no related projects.

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