**Progress Report on Moldova Education Reform Project activity**

**as of December 31, 2017**

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# Summary

Moldova Education Reform Project (MERP) supports the Government of Moldova’s reform program by financing activities that will strengthen the quality of education, namely:

* Development and implementation of a school improvement package for receiving schools based on quality assurance standards, developed by the Ministry of Education;
* Implementation of an updated modern system for training of school directors and teachers;
* Use of consolidated Education Management Information System (EMIS), which will improve policy making based on current and accurate information in the area of education;
* Consecutive and continued participation in the Program for International Student Assessment PISA.

MERP is a World Bank-financed Specific Investment Loan, to be implemented between April 2013 and June 2019. It follows a performance-based approach, and as such, its disbursements are triggered by the achievement of agreed specific results known as Disbursement Linked Indicators (DLIs), which lead to the achievement of the Project Development Objective.

The MERP has three components.

* *Component 1: Strengthening the quality of education*,
* *Component 2: Improving the efficiency of the education sector*
* *Component 3: Improving the Ministry of Education’s capacity to monitor the reform.*

For the first two project components, a set of DLIs against which disbursements take place, has been established. The third component,which supports technical assistance (TA), follows traditional disbursement methods.

As of December 31, 2017, the following activities have been carried out for MERP implementation:

# Component 1: Strengthening the quality of education:

*The objective of this component is to contribute to the strengthening of the quality of education in the general education sector in Moldova*. MERP supports four priority areas of intervention: (i) development and implementation of quality assurance standards in receiving schools; (ii) establishment of teachers and directors’ training and remuneration programs; (iii) improvement of the student assessment system; (iv) strengthening the quality of data and the education management information system.

## Implementation of quality assurance standards for receiving schools

The school quality assurance standards are a target for improvement of the general education system. Based on these quality assurance standards, the Ministry of Education defined and approved the ***minimum operating standards*** for receiving schools, through the Order no. 61 dated February 10, 2015. These “minimum operating standards” consist of a set of measurable indicators that each school needs to meet in order to be considered compliant with the quality standards.

During 2017 year, the Ministry of Education (MoE)[[1]](#footnote-1) continued to implement quality assurance standards in six receiving schools, financed from the state budget. *Annex 1 presents the list of schools rehabilitated by MoE.*

During January - December 2017, twenty-nine public procurement procedures have been carried out for rehabilitation works, technical supervision services, and copyright control services in the six selected schools. Following the public biddings, 7 contracts have been signed for rehabilitation works, 4 contracts for technical supervision services, seven contracts for copyright control services, 3 contracts for design verification services needed for additional works that appeared during execution of rehabilitation works, one amendment to contract for rehabilitation works and 7 amendments for extension of contracts on rehabilitation works and technical supervision services.

At the same time, the execution terms for rehabilitation works have been extended for all 6 schools (7 contracts):

* “Mesterul Manole” Lyceum in Salcuta village, Causeni rayon – until June 30, 2018 (Minutes no. 35 dated December 07, 2017);
* ”Alexandru cel Bun” Gymnasium in Varzaresti village, Nisporeni rayon – until May 30, 2018 (Minutes no. 30 dated November 23, 2017);
* “Lucian Blaga” Lyceum in Iargara Town, Leova rayon (building situated on Scolii Street 1)– until May 30, 2018 (Minutes no. 37 dated December 07, 2017);
* “Lucian Blaga” Lyceum in Iargara Town, Leova rayon (building situated on 27 August Street)– until June 30, 2018 (Minutes no. 27 dated November 16, 2017);
* “Vasile Pirvan” Lyceum in Gotesti village, Cantemir rayon – until June 30, 2018 (Minutes no. 29 dated November 23, 2017);
* “S. Lucaci” Lyceum in Costesti town, Riscani rayon – until June 30, 2018 (Minutes no. 36 dated December 07, 2017);
* “Mihai Eminescu” Lyceum in Sipoteni village, Calarasi rayon – until July 15, 2018 (Minutes no. 34 dated November 23, 2017).

At present, the negotiation procedures have been initiated for additional rehabilitation works at the following schools:

* “Mihai Eminescu” Lyceum in Sipoteni village, Calarasi rayon;
* „Lucian Blaga” Lyceum in Iargara Town, Leova rayon (building situated on 27 August Street).

To finance the rehabilitation works in six schools, renovated by the MECR, the amount of 110 million lei was provided in the State Budget Law for 2017 year. As of December 31, 2017, the rehabilitation works for these six schools have been executed in the amount of 79, 3 million lei. For 2018 year, the amount of 57,8 million lei has been budgeted for rehabilitation works.

Civil works specialist under MERP provided monitoring of execution of rehabilitation works in the above-mentioned schools, by paying regular on-site visits, in cooperation with the Education Rayon Departments and local public authorities responsible for school rehabilitation.

The table below presents the percentage of rehabilitation works execution as of December 31, 2017.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***No*** | ***School Name*** | ***Execution of works as of December 31, 2017***  ***(million lei)*** | ***Contract amount, million lei*** | ***Percentage of execution (%)*** |
| 1 | „M. Manole„ Lyceum in Salcuta village, Causeni rayon | 19, 414,42 | 25, 997,36 | 74,60 |
| 2 | ”Alexandru cel Bun” Gymnasium in Varzaresti village, Nisporeni rayon | 6, 158,11 | 13, 355, 84 | 46,10 |
| 3 | “Lucian Blaga” Lyceum in Iargara Town, Leova rayon (building situated on Scolii Street 1) | 11, 707,11 | 13, 542,97 | 86,44 |
| 4 | “Lucian Blaga” Lyceum in Iargara Town, Leova rayon (building situated on 27 August Street) | 3, 009,59 | 7, 786, 98 | 38,65 |
| 5 | “Vasile Pirvan” Lyceum in Gotesti village, Cantemir rayon | 14, 001,26 | 21, 458,10 | 65,20 |
| 6 | “S. Lucaci” Lyceum in Costesti town, Riscani rayon | 15, 034,05 | 18, 946,13 | 79,40 |
| 7 | “Mihai Eminescu” Lyceum in Sipoteni village, Calarasi rayon | 9, 978,63 | 24, 876 ,43 | 40,10 |
|  | TOTAL: | 79, 303,17 | 125, 963,81 |  |

***Environmental screening***

During 2017, the activity has been focused on implementation of the Environmental Management Framework (EMF) in the school rehabilitation process under MERP. The screening checklists, the Environmental Management Plan (EMP) and EMP screening checklists and the Monitoring Plan have been developed and attached to the rehabilitation works contracts for the following 6 schools: *1) „L. Blaga” Lyceum in Iargara town, Leova rayon; 2) „V. Pirvan” Lyceum in Gotesti village, Cantemir rayon; 3) „S. Lucaci” Lyceum in Costesti town, Riscani rayon; 4) M. Eminescu” Lyceum in Sipoteni village, Calarasi rayon; 5) „Mesterul Manole” Lyceum in Salcuta village, Causeni rayon; 6) „Alexandru cel Bun” Gymnasium in Varzaresti village, Nisporeni rayon.*

Additional, these materials were developed and attached to the contract for rehabilitation works in “Lucian Blaga” Lyceum in Iargara town, Leova rayon (Primary school located on 27 August Street).

During 2017, in order to follow the provisions of the EMF, the rehabilitation works have been monitored for the above-mentioned schools. The environmental specialist under MERP regularly visited these schools and developed reports on the monitoring results, which have been submitted to the school directors, entrepreneurs, Ecological inspections, providing recommendations and advice on the EMF implementation.

According to the provisions of the EMF and the WB’s requirements, the public consultations have been organized and carried out on the Environmental Management Plan for building of boiler room and wastewater treatment station at “Vasile Pirvan” Lyceum in Gotesti village, Cantemir rayon and the construction of teachers’ workshop in “Mesterul Manole” Lyceum in Salcuta village, Causeni rayon, with participation of teaching staff, representatives of Mayoralties, civil society, businessmen, local advisers and citizens from the mentioned communities. Based on public consultations, the Minutes were developed, which have been submitted to the World Bank. The documents requested by the World Bank on the construction of boiler room in “Vasile Pirvan” Lyceum in Gotesti village, Cantemir rayon and of the teachers’ workshop in “Mesterul Manole” Lyceum in Salcuta village, Causeni rayon have been developed and submitted to the World Bank.

In 2017 year, the Environmental Management Framework has been updated and has been submitted to Moldova Social Investment Fund (MSIF) and to 15 schools to be rehabilitated by MSIF.

***MERP’s restructuring***

During the World Bank’s implementation support visit to the MoE in September 2016, it was found that the MoE would face difficulties in implementing DLIs 2, 3 and 4 related to school quality assurance standards due to staff constraints and difficult national procurement procedures. In this context, the Ministry of Education and the World Bank agreed on MERP restructuring, namely: the *DLI 2 “30 percent of receiving schools meet the approved school quality assurance standards”, DLI 3 “50 percent of receiving schools meet the approved school quality assurance standards” and DLI 4 “70 percent of receiving schools meet the approved school quality assurance standards*”, and transferring responsibilities for school rehabilitation from the MoE to Moldova Social Investment Fund (MSIF), which has a greater experience in this area.

On November 17, 2016, the Inter-Ministerial Committee for Strategic Planning under the State Chancellery approved the Decision on MERP restructuring (Minutes no. 21-25-06-02), and the Ministry of Finance sent a request (letter no. 13/1-7-349 dated November 21, 2016) on MERP restructuring to the World Bank. On February 06, 2017, the World Bank approved MERP restructuring, which introduced three major changes: (i) revision of the Project Development Objective and corresponding results framework; (ii) new implementation and disbursement arrangements; and (iii) extension of the Project’ s closing date by 10 months. *Annex 2 presents the new PDO and MERP’s results framework and monitoring.*

It was agreed that allocations for DLIs 2, 3 and 4 (a total of SDR 8.1 million, approximately US$ 12 million) to be transferred to MSIF for rehabilitation of 15 schools, with an average cost of US$800,000 per school. Annex 1 presents the list of schools to be rehabilitated by MSIF.

The selection of schools was based on clear and transparent criteria agreed with the World Bank and only schools with more than 600 students are eligible, one of the agreed rehabilitation selection criteria. Out of these 15 schools to be rehabilitated by MSIF, two of them have less than 600 students (Stefan Voda Lyceum in Stefan Voda Rayon (599 students), and Vasile Coroban Lyceum in Glodeni Town (487 students). These two schools were selected because they are in priority areas and the largest schools in the communities. The Ministry of Education sent an official letter no. 14/15-593 dated June 09, 2017 to the Bank, requesting the World Bank’s no objection to proceed with rehabilitation of these two schools.

The MoE will be responsible for the purchase and distribution of furniture and equipment for the 15 schools, according to the Project Operations Manual. The Project’s restructuring changed the disbursement method for the funds originally allocated to DLIs 2, 3 and 4 from DLI-based to traditional disbursement methods. In this context, adjustments have been introduced to the Project’s description in the Financing Agreement. The Law for ratification of the Amendment no. 2 to the Financing Agreement between the Republic of Moldova and the International Development Association has been promulgated by the Moldova President’s Decree no. 284-VIII dated July 19, 2017.

In this context, MERP team introduced modifications in the Project Operations Manual to divide the responsibilities of the MoE and MSIF on school rehabilitation process, which was submitted to the World Bank for review and approval.

## Establishing teachers and directors’ training and remuneration programs

The Ministry of Education has developed and approved the updated training program for teachers (MoE’s Order no. 988 dated November 23, 2016) and for school’s managers (MoE’ s Order no. 989 dated November 23, 2016), based on defined professional competence standards for teachers and school managers. The teachers’ training covers five modules: (i) educational design in the context of the curriculum centred on competences; (ii) inclusive educational environment; (iii) teaching and evaluation in the context of active education; (iv) professional development of teaching framework for quality assurance in education; and (v) partnership for education. The directors’ training covers the following six modules: (i) vision and strategies; (ii) curriculum; (iii) human resources; (iv) financial and material resources; (v) structures and procedures; and (vi) community and partnership. The training programs were tested in December 2016 and the MoE reported to the WB the achievement of ***DLI 5* “*Updated program for training of school directors and teachers officially approved and implementation initiated”.***

During 2016 and 2017, the Ministry of Education delivered trainings to about 2630 teachers and 950 school managers, which led to the achievement of ***DLI 6 “30 percent of school directors and 10 percent of teachers trained based on the updated program for training of school directors and teachers***” in December 2017.

Regarding the attainment of ***DLI 7*** “***New remuneration program of school directors and teachers adopted***”, the Ministry of Education submitted a letter to the Government of the Republic of Moldova and to the Ministry of Finance on initiating the procedure of restructuring MERP on DLI 7. Given that the Government of the Republic of Moldova approved a new Concept on unitary remuneration system in the budgetary sector, including the remuneration of teachers and school managers (the Prime Minister’s Order no.80-d dated July 28, 2017), however the development of a new performance-based remuneration program for teachers and school managers will take more time than originally anticipated under the Project, as key monitoring and inspection mechanism are not yet functional. In this context, the MoE proposed to restructure DLI 7 and to reallocate the resources to rehabilitation of additional two schools.

On November 07, 2017, the Ministry of Finance submitted a request (letter no. 13/1-7/313) to the World Bank to restructure the DLI 7 and to reallocate the respective resources (1,28 million SDR) for rehabilitation of additional two schools, together with extension of the closing date by 12 months, in order to allow for sufficient time for the rehabilitation of schools.

## Improving the student assessment system

All the activities that were foreseen in this area have been successfully carried out. The 4th and 9th grade national assessments in Romanian language, Russian language and mathematics were revised, its results analysed by the National Agency for Curriculum and Evaluation, and publicly disseminated (***DLI 10 “Revised national testing of all 4th and 9th grades students completed and its results analysed, publicly disseminated and used by the MoE*** “achieved in February 2016).

In this area, one of the key objective is participation of the Republic of Moldova in PISA 2015. The Programme for International Student Assessment (PISA) is an international comparative study that aims to measure the basic skills of pupils aged 15, obtained by the end of secondary school, in three domains: science, mathematics and reading. The study also shows the level of schooling of students in each country compared to other countries PISA. PISA Programme was initiated by the Organisation for Economic Cooperation and Development (OECD) in 2000; the Programme involved more than 70 countries. PISA survey takes place every three years. At the international level five tests PISA were organized before 2015, the test PISA 2015 being the sixth.

Moldova participated in the PISA 2009+ Project, and the PISA 2015 Project is the second participation in the PISA Programme.

PISA 2015 Project included Field Trial phase in 2014 and the Main Survey in 2015. In the Main Survey in 2015, *about 5400 students from 229 educational institutions* of different types (gymnasiums, lyceums, vocational schools, colleges) from all districts of Moldova were involved. The main results of the survey were communicated by the National Agency for Curriculum and Assessment (NACA) in December 2016, and the final report with PISA 2015 results were publicly disseminated on February 07, 2017, and it was disclosed on the web pages of the Ministry of Education and the NACA. ***Th*e *DLI 9 “Results of Moldova participation in PISA 2015 analysed and publicly disseminated”*** has been achieved in March 2017.

## Improving the quality of data and management system

MERP continued to support the consolidation and strengthening of the Educational Management Information System (EMIS), which covers primary and secondary education. According to the Regulation on the mapping system of primary schools, gymnasiums and lyceums, approved through the Government Decision no. 899 dated October 27, 2014, which provides the collection of data in EMIS twice per year, the school data is regularly collected and entered in the system, and the system can produce school-level data.

A school report card has been developed and approved through the Ministry of Education’s Order no. 1073 dated October 16, 2014, which makes more transparent the schools activity and allows the beneficiaries to express opinions on school administration. Based on EMIS data, school report cards have been produced and electronically disclosed annually since 2014, and data allows the MoE to monitor dropouts by gender and reason for departure.

School report cards for 2015/2016 school year were produced and posted on the web page <http://sime.>md:8080, and all schools were asked to print it and publicly display. In cooperation with “Cristalion Plus” IT Company, the MoE is developing the mechanism for automated generation of school report cards. School report cards for 2016/2017 school year to be posted on the web page <http://sime.md:8080> in February – March 2018. At the same time, it has been implemented the mechanism for monitoring the number of people who accessed the school report cards by each rayon per school on the web-page sime.md:8080.

It should be noted that the World Bank provided a Grant to the Republic of Moldova in the amount of US$365 thousand, designed to improve the EMIS system. The objective of the Project was to strengthen the quality, openness and use of education statistics to better inform the ongoing education reforms in Moldova. This Grant Agreement was ratified by the Parliament of the Republic of Moldova on March 03, 2016 and became effective on April 4, 2016. The project has been implemented by the Ministry of Education, with the support of a team of consultants, hired under MERP, who were responsible for procurements and financial management.

# Component 2: Improving the efficiency of the education sector

*The objective of this component is to improve the efficiency of the sector by eliminating excess capacity and creating a leaner education system, which will be better equipped to provide education that meets the demands of a modern economy.*

During 2017, the primary and general secondary schools continued to be financed, based on per-student financing formula with application of coefficients set by the Government. The targets for all four DLIs related to this area of the Project have been met, namely:

1. DLI 13 „*80 percent of primary and general secondary schools have their budgets approved according to the new per student formula methodology” in December 2013*;
2. DLI 16 “*System in place to closely monitor and mitigate drop outs (by gender) in General Education (using EMIS*)” in July 2015.
3. DLI 14 „*980 classes reorganized in primary and secondary schools from the baseline in 2011/2012 school year” in December 2015.*
4. DLI 15 *„Student-teacher ratio for grades 1-12 is increased from 10.5:1 to 11.5:1” in March 2016.*

***A Feasibility Study on the existing school network*** was conductedin 2017, with MERP’s support. The aim of the feasibility study was to provide data to the MoE in the process of decision making on the further organization and management of school network, as well as the implementation of the school standards in the receiving schools. The activity involved conducting an analysis of the school network, based on the existing data, and identifying potential options for closing or merging schools, as well as estimating the potential savings of school closures. This study has been discussed with rayon education departments and with teaching staff.

# Component 3: Improving the Ministry of Education’s capacity to monitor the reform

*The objective of this Component is to improve the MoE’ s capacity to implement, measure and monitor the reform*.

## Communication and reform promotion

In 2017, the PR activity was aimed at informing the public about the actions undertaken by the Ministry of Education to improve the education system.

The information about MERP implementation has been updated on the Ministry of Education’s web page in the Project rubric, where the general information about MERP activity, news and MERP progress reports have been posted (<http://edu.gov.md/ro/content/proiectul-bancii-mondiale-reforma-invatamantului-moldova-prim>). Other rubrics on this web page <http://edu.gov.md/> have been also updated (main page, photo gallery, Students’ National Council, contacts, leadership, etc.). At the same time, all news, articles and press releases about MERP activity have been posted on the web page <http://edu.gov.md> and on <http://www.civic.md/> - a portal with which a partnership cooperation has been launched.

PR consultant developed, edited and disseminated to mass media news, articles and press releases related to MERP activities (school rehabilitation, implementation of professional competence standards for teaching and managing staff, school network, student assessment, WB Missions to the MoE). During 2017 year, the PR consultant also provided support to the Ministry of Education in organizing media events, namely: briefings (baccalaureate session, corruption cases in schools, PISA results), round tables (professional competence standards for teaching and managing staff), press conferences (baccalaureate results, awarding the best students, teachers, conducting information campaigns in schools, etc.), presentations.

In the first semester of 2017, the PR consultant developed and disseminated an electronic bimonthly newsletter, which is an efficient tool of communication with the public. The newsletter contained information about all education areas, being disseminated to the District Education Departments, psycho-pedagogical territorial services, schools and local public authorities.

At the same time, the PR consultant developed information/ promotion materials about MERP and activities carried out under the Project. These materials have been delivered to general schools, district education departments, and specialized institutions under the Ministry of Education.

## Disbursements within MERP Project

A total of 12 out of 16 DLIs have been achieved, and SDR 16,4 million or USD 23,5 million equivalent out of the original credit of SDR 26.1 million or USD 40 million equivalent has been disbursed as of December 31, 2017. DLIs 2, 3 and 4 have been cancelled and funds (USD 12 million) reallocated to MSIF to disburse through traditional disbursement methods under the restructuring approved by the Board in February 2017. *Annex 3 includes a table detailing the implementation progress of all DLIs.*

**MERP’s financial management arrangements**

The MERP’s quarterly Interim Financial Reports (IFRs) have been regularly submitted to the World Bank in accordance with the provisions of the POM and agreed timeframe. In June 2017, the Court of Accounts of the Republic of Moldova, based on the legal mandate, conducted the audit of financial statements of Moldova Education Reform Project for 2016 year. The audit mission was initiated and conducted, at the Ministry of Education’s request, under the provisions of the Financing Agreement signed between the Government of the Republic of Moldova and the International Development Association, ratified by the Law no.89 dated April 19, 2013, with further amendments. The audit report produced by the Court of Accounts confirmed the reliability and correctness of the project financial statements as at December 31, 2016 and issued an unqualified opinion on the Project’s interim financial reports and the Project’s budgetary reports.

# Additional Financing for MERP

In order to continue reforms in education, the World Bank’s team and the MoE’s team agreed on the activities to be financed under the Additional Financing for MERP.

MERP’s focus is supporting activities that would lead to improvements in the quality and efficiency of primary and general secondary education. In this regard, additional resources would enable the MoE to deepen and expand the scope of key interventions, increasing their development impact and promoting their sustainability. With the proposed Additional Financing, MERP would continue supporting the activities under the original credit and the addition of complementary activities, namely:

* implement quality assurance standards for schools, by providing science labs and ICT equipment for 160 schools;
* provide equipment and learning materials to equip school resource centers for students with disabilities and/or special educational needs;
* evaluate training programs for school managers and teachers and update accordingly, including developing additional modules on community engagement, gender and inclusion;
* training of teaching support staff and psycho-pedagogues working with students with special educational needs;
* improve student assessment system;
* improve the quality of data and education management information systems;
* develop the capacity of the National School Inspectorate and the National Agency for Curriculum and Evaluation;
* improve efficiency of general education, including preschool education; and
* provide technical assistance to support the implementation, monitoring and measurement of the education reform program, etc.

On November 29, 2017, the Ministry of Finance submitted a request (letter no. 13/1-7/333) to the World Bank on examining the possibility to allocate additional financing for MERP. Technical discussions for additional financing in the amount of SDR 7,100,000 (US$10,000,000 equivalent) for the Moldova Education Reform Project were held between representatives of the Republic of Moldova and the International Development Association (World Bank) at the World Bank office in Chisinau on December 12 and 13, 2017. The Parties reviewed and agreed to minor changes to the following documents: Financing Agreement between the Republic of Moldova and the International Development Association (IDA), Disbursement Letter and Project Paper. Under the technical discussions, it was agreed that upon adoption and publication of the Presidential Decree to initiate the negotiations these technical discussions would be upgraded to formal negotiations and this would be formally recorded in the Minutes of Negotiations. On December 22, 2017, the President of the Republic of Moldova signed the Decree no. 510-VIII on initiating negotiations on Financing Agreement (Additional Financing for MERP) between the Republic of Moldova and IDA. The agreed Minutes of Negotiations was signed on December 29, 2017.

*Annex 4 presents the MERP and MERP-Additional Financing activities and expected project outcomes*.

# *Annex no. 1 List of agreed receiving schools to be rehabilitated by MoE and MSIF*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Rayon | Locality | School name | No. students enrolled  *(Sept. 1, 2016)* | No. students enrolled  *(May 31, 2017)* | No. students transported and/or coming from other localities | No. students with special education needs (SEN) |
| **List of schools proposed for the project to be rehabilitated by MSIF** | | | | | | | |
|  | Cimislia | Cimislia Town | Mihai Eminescu Lyceum | 688 | 680 | 41 | 17 |
|  | Ungheni | Ungheni Town | Alexandru Puskin Lyceum | 983 | 979 | 107 | 12 |
|  | Orhei | Orhei Town | Ion Luca Caragiale Lyceum | 1147 | 1165 | 37 | 12 |
|  | Glodeni | Glodeni Town | Vasile Coroban Lyceum | 487 | 483 | 6 | 11 |
|  | Telenesti | Telenesti Town | Mihai Eminescu Lyceum | 642 | 642 | 115 | 20 |
|  | Anenii Noi | Anenii Noi Town | Mihai Eminescu Lyceum | 931 | 917 | 155 | 16 |
|  | Straseni | Strașeni Town | Mihai Eminescu Lyceum | 900 | 878 | 205 | 26 |
|  | Singerei | Pepeni village | A. Agapie Lyceum | 839 | 831 | 69 | 28 |
|  | Vulcanesti | Vulcanesti Town | A. Doljenco Lyceum | 810 | 797 | 98 | 8 |
|  | Ialoveni | Ialoveni Town | A. Vartic Lyceum | 770 | 764 | 92 | 12 |
|  | Soroca | Soroca Town | P. Rares Lyceum | 837 | 832 | 70 | 15 |
|  | Hincesti | Carpineni Village | S. Holban Lyceum | 691 | 673 | 56 | 21 |
|  | Cahul | Colibasi Village | V. Alecsandri lyceum | 675 | 656 | 67 | 14 |
|  | Stefan Voda | Stefan Voda Town | Stefan Voda Lyceum | 599 | 599 | 175 | 1 |
|  | Rezina | Rezina Town | Alexandru cel Bun Lyceum | 853 | 852 | 105 | 4 |
| **List of hub schools to be rehabilitated by MOE with government financing** | | | | | | | |
| 1 | Nisporeni | Varzaresti Village | Alexandru cel Bun Gymnasium | 334 | 332 | 58 | 10 |
| 2 | Cantemir | Gotesti Village | Vasile Pirvan Lyceum | 356 | 346 | 180 | 15 |
| 3 | Calarasi | Sipoteni Village | Mihai Eminescu Lyceum | 603 | 600 | 76 | 24 |
| 4 | Leova | Iargara Town | Lucian Blaga Lyceum | 375 | 375 | 42 | 15 |
| 5 | Riscani | Costesti Town | S. Lucaci Lyceum | 338 | 333 | 78 | 12 |
| 6 | Causeni | Salcuta Village | M. Manole Lyceum | 537 | 529 | 186 | 22 |
| **Total Number of Students** | | | | **14,395** | **14,263** |  |  |
| **Average** | | | | **685 students** | **679 students** | **14.1% from other localities** | **2.2% students with SEN** |

# *Annex no 2. MERP Results Framework and Monitoring*

**Moldova Education Reform Project**

**Performance Monitoring Indicators**

| **Project Development Objective:** To improve learning conditions in targeted receiving schools and strengthen the Recipient’s education monitoring systems, while promoting efficiency reforms in the education sector. | | | | | |
| --- | --- | --- | --- | --- | --- |
| PDO Level Results Indicators | Baseline  (2012) | End Target  (2019) | Data Collection and Reporting | | |
| Frequency and Reports | Data Collection Instruments | Responsibility for Data Collection |
| 1. Total receiving schools that meet infrastructure requirements under national quality assurance standards | 0 | 15 | Semi-annual monitoring reports | (i) Project implementation progress reports; (ii) third party verification | MoEd (through its PMT) and MSIF |
| 2. School report cards with comparative data on school performance (2015-2018) publicly disseminated | 0 | 5 | Semi-annual monitoring reports | (i) Consolidated EMIS database; (ii) Project implementation progress reports | MoEd (through its PMT) |
| 3. Student-teacher ratio for Grades 1-12 of primary and general secondary education | 10.85:1 | 11.85:1 | Semi-annual monitoring reports | (i) National Bureau of Statistics (NBS) data on students and teachers; (ii) consolidated EMIS database | MoEd (through its PMT) |
| **Component 1. Strengthening the Quality of Education** | | | | | |
| 1. New minimum quality assurance standards formally adopted by MOE | No | Yes | Once | (i) Report on standards for receiving schools; (ii) Project implementation progress reports | MoEd (through its PMT) | |
| 2. Additional receiving schools that meet infrastructure requirements under national quality assurance standards financed by the national budget | 0 | 6 |  |  |  | |
| 3. Updated training program for school directors and teachers officially approved and implementation initiated | Existing program for training of school directors and teachers to be updated | Work plan to update the existing system for training of school directors and teachers approved and pilot training completed | Semi-annual monitoring reports | (i) Report on the status and quality of teaching and school management in Moldova; (ii) Project implementation progress reports | MoEd (through its PMT) | |
| 4. School directors trained under the revised training program | 0 percent | 30 percent | Semi-annual monitoring reports | (i) Project implementation progress reports; (ii) List of school directors attending project supported training | MoEd (through its PMT) | |
| 5. School teachers trained under the revised training program | 0 percent | 10 percent | Semi-annual monitoring reports | (i) Project implementation progress reports; (ii) List of school teachers attending project supported training | MoEd (through its PMT) | |
| 6. Number of additional qualified primary teachers resulting from project interventions (CORE INDICATOR) | 0 | 830 | Semi-annual monitoring reports | (i) Project implementation progress reports; (ii) list of school teachers attending project supported training | MoEd (through its PMT) | |
| 7. New remuneration program for school directors and teachers adopted by the government | Existing remuneration program of school directors and teachers to be updated | New remuneration program for school directors and teachers is formally adopted by Government | Once | (i) Report on the analysis of the existing remuneration program of school directors and teachers; (ii) Government’s decision | MoEd (through its PMT) | |
| 8. Report analysing Moldova’s performance in PISA 2015 publicly disseminated | No report | One report publicly disseminated | Once | (i) Report on Moldova’s performance in PISA | MoEd’s Agency for Quality Assurance | |
| 9. System for learning assessment at the primary level (CORE INDICATOR) | Yes | Yes | Semi-annual monitoring reports | (i) Project implementation progress reports | MoEd (through its PMT) | |
| 10. Administration of revised national testing of all 4th grade students completed | Existing national tests and scoring guidelines for all 4th grade students | All 4th grade students tested in Romanian language and Math based on revised national testing | Semi-annual monitoring reports | (i) Project implementation progress reports | MoEd’s Agency for Quality Assurance | |
| 11. Administration of revised national testing of all 9th grade students completed | Existing national tests and scoring guidelines for all 9th grade students | All 9th grade students tested in Romanian language and Math based on revised national testing | Semi-annual monitoring reports | (i) Project implementation progress reports | MoEd’s Agency for Quality Assurance | |
| 12. Report analysing results of national assessments publicly disseminated | 0 | 3 | Semi-annual monitoring reports | (i) AQA’s report on student performance | MoEd’s Agency for Quality Assurance | |
| **Component 2. Improving the Efficiency of the Education Sector** | | | | | |
| 1. Primary and general secondary schools have their budgets approved according to the new per student formula | 38 percent | 80 percent | Semi-annual monitoring reports | (i) *Monitorul Oficial*; (ii) rayon’s data reflecting the approved school budget; (iii) Project implementation progress reports | Head of Main Division of Economics, Assets and Finance (through PMT) | |
| 2. Total classes reorganized in primary and general secondary schools | 0 | 980 | Semi-annual monitoring reports | (i) National Bureau of Statistics database; (ii) consolidated EMIS database; (iii) Project implementation progress reports | MoEd (through its PMT) | |
| 3. System in place to closely monitor drop outs in primary and general secondary schools (using EMIS) | No system in place to monitor and mitigate dropouts | Dropout rates are determined using data disaggregated at the level of schools | Semi-annual monitoring reports | (i) Project implementation progress reports; (ii) data on student enrolments, drop outs and social-background of students; (iii) consolidated EMIS | MoEd (through its PMT) | |
| **Component 3. Improve the Ministry of Education’s Capacity to Monitor the Reform** | | | | | |
| 1. Consolidated Education Management Information System (EMIS) for primary and general secondary education established | Existing school mapping system | Consolidated EMIS’s data used for producing School Report Cards | Semi-annual monitoring reports | (i) EMIS database with data on students, teachers, non-teaching staff and schools; (ii) Project implementation progress reports | MoEd (through its PMT) | |
| 2. Direct project beneficiaries (CORE INDICATOR) | 0 | 336,700 | Semi-annual monitoring reports | (1) National Bureau of Statistics (NBS) data on student and teachers; (ii) consolidated EMIS database; (iii) Project implementation progress reports | MoEd (through its PMT) | |

# *Annex 3. Implementation progress of MERP DLIs*

| **Disbursement-Linked Indicator (DLI)** | | **Expected Year of Achievement** | | | | | **Disbursement Amount Linked to the Indicator**  **(in USD million equivalent)[[2]](#footnote-2)** | **Status** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **Component 1: Strengthening the Quality of Education** | | | | | | | |  |
| Implement quality assurance standards for schools | 1. Standards for receiving schools approved | x |  |  |  |  | 2.5 | **DLI met.**  *Disbursed Feb. 2015* |
| 1. 30 percent of receiving schools meet the approved school quality assurance standards |  |  | x |  |  | 4.0 | **Cancelled**  *Restructuring Feb. 2017* |
| 1. 50 percent of receiving schools meet the approved school quality assurance standards |  |  |  | x |  | 4.0 | **Cancelled**  *Restructuring Feb. 2017* |
| 1. 70 percent of receiving schools meet the approved school quality assurance standards |  |  |  |  | x | 4.0 | **Cancelled**  *Restructuring Feb. 2017* |
| Establish teacher and school directors training and remuneration programs | 1. Updated program for training of school directors and teachers officially approved and implementation initiated |  | x |  |  |  | 2.0 | **DLI met.**  *Disbursed Dec. 2016* |
| 1. 30 percent of school directors and 10 percent of teachers trained based on the updated program for training of school directors and teachers |  |  | x |  |  | 2.0 | **DLI met.**  *Disbursed Dec. 2017* |
| 1. New remuneration program of school directors and teachers adopted |  |  |  | x |  | 2.0 | ***To be cancelled under the proposed Restructuring*** |
| Improve student assessment system | 1. Enrollment of Moldova in PISA 2015 | x |  |  |  |  | 2.0 | **DLI met**.  *Disbursed Dec. 2013* |
| 1. Results of Moldova participation in PISA 2015 analyzed and publicly disseminated |  |  |  |  | x | 2.0 | **DLI met.**  *Disbursed June 2017* |
| 1. Revised national testing of all 4th and 9th grades students completed and its results analyzed, publicly disseminated and used by the MoE |  |  | x |  |  | 2.0 | **DLI met.**  *Disbursed Feb. 2016* |
| Improve the quality of data and management information systems | 1. Establish a consolidated Education Management Information System (EMIS) | x |  |  |  |  | 2.0 | **DLI met.**  *Disbursed Mar. 2014* |
| 1. School Report Cards produced by the consolidated EMIS and sent to all schools with comparative performance outcomes and trends at regional and country level |  |  | x |  |  | 2.0 | **DLI met.**  *Disbursed Dec. 2014* |
| **Component 2: Improving the Efficiency of the Education Sector** | | | | | | | |  |
| Improve efficiency of General Education | 1. 80 percent of primary and general secondary schools have their budgets approved according to the new per student formula methodology | x |  |  |  |  | 2.0 | **DLI met**.  *Disbursed Dec. 2013* |
| 1. 980 classes reorganized in primary and secondary schools from the baseline in 2011/2012 school year |  | x |  |  |  | 2.0 | **DLI met.**  *Disbursed Dec. 2015* |
| 1. Student-teacher ratio for grades 1-12 is increased from 10.5:1 to 11.5:1 |  |  |  | x |  | 2.0 | **DLI met.**  *Disbursed Mar. 2016* |
| 1. System in place to closely monitor and mitigate drop outs (by gender) in General Education (using EMIS) |  | x |  |  |  | 2.0 | **DLI met.**  *Disbursed July 2015* |

# *Annex no. 4* *MERP and MERP-AF Activities and Expected Project Outcomes*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Areas of Focus** | **MERP**  **Activities** | **MERP-AF Activities** | **Project**  **Outcomes** |
| 1. Strengthening the Quality of Education | Implement quality assurance standards for schools | * Define standards for receiving schools. * Rehabilitate receiving schools to implement standards. | * Equip selected schools with science labs and ICT. * Equip selected schools with special education teaching and learning materials and selected equipment | * Total receiving schools that meet infrastructure requirements under national quality assurance standards |
| Establish teacher and school directors training and remuneration programs | * Update program for training school directors and teachers. * Train 1st cohort of school directors and teachers. * Update and adopt new remuneration program for teachers and directors. | * Evaluate training programs for school managers and teachers and update accordingly, including developing additional modules on community engagement, gender and inclusion. * Train 2nd cohort of managers and teachers based on updated training program * Evaluate 2nd cohort of trained teachers using classroom observation instrument. * Develop special education modules and train teaching support staff and psycho-pedagogues working with students with disabilities and/or special educational needs. | * Trained teachers demonstrating competencies covered in training program |
| Develop the capacity of the National School Inspectorate (NSI) |  | * Strengthen the capacity of NSI, including: * participate in conferences, including SICI * carry out training needs assessment, develop training, train inspectors and school managers, and evaluate training. * develop NSI’s webpage and MIS on school inspections connected to EMIS. |
| Develop/support mechanisms and capacity for parent/community feedback |  | * Support the design and implementation of parent/community feedback surveys and focus groups aimed at assessing perceptions of community engagement and school responsiveness [in terms of school rehabilitation, and in terms of overall school staff efforts to engage and/or be responsive to parents]. * Modernize portal for open data for public use |  |
| Improve student assessment system | * Support participation in PISA 2015. * Administer revised national testing of all 4th and 9th grade students (2015-2019). | * Support participation in PISA 2018 and PISA 2021. * Strengthen capacity of National Agency for Curriculum and Evaluation (NACE). * Improve Automated Data Processing System (ADPS) to retrieve data under EMIS. | * School report cards with comparative data on school performance produced and publicly (5 reports: 2015 - 2019) |
| Improve the quality of data and management information system (EMIS)  Review sample of textbooks for gender awareness | * Consolidate EMIS for primary and general secondary education. | * Develop and incorporate VET module into EMIS. * Train additional users on use of EMIS, including on new preschool module. * Purchase digital signatures.   Review sample of textbooks for gender awareness |
| 1. Improving the Efficiency of the Education Sector | Improve efficiency of General Education | * Reorganize classrooms in primary and secondary general schools. * Establish system to monitor student drop outs. | * Review per capita financing formula and introduce adjustments. * Pilot and evaluate preschool financing mechanism in selected rayons. | * Student:teacher ratio increases from 10.85:1 to 11.85:1 |
| 1. Improving MoE’s Capacity to Monitor the Reform | Provide technical assistance to MoE to support the implementation, monitoring and measurement of the education reform program | * Provide technical assistance to implement reform (training, study visits, TA). * Support project implementation. | * Provide technical assistance to implement and monitor the project, including carrying out of communications and outreach activities associated with project and/or reform. * Support the establishment and operation of a GRM. |  |

1. In July 2017, the Ministry of Education was reorganized in the Ministry of Education, Culture and Research, according to the Government Decision no. 594 dated July 26, 2017 on restructuring the central public administration. [↑](#footnote-ref-1)
2. USD equivalent based on the exchange rate at the time of project negotiations. [↑](#footnote-ref-2)