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## Progress Report on Moldova Education Reform Project activity for 2018 year

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## Summary

1. The Moldova Education Reform Project (MERP) supports the Government of Moldova's reform program by financing activities that will strengthen the quality of education and lead to a more efficient education sector. Through this Project, the World Bank supports the GoM in implementing the needed reforms, which include initiatives for:

- Improve learning conditions in targeted schools;
- Strengthen the education monitoring systems;
- Promote efficiency reforms in the education sector

MERP is a World Bank-financed Project, to be implemented between April 2013 and June 2020. The original project design follows a mixed disbursement approach, where some disbursements are triggered by the achievement of agreed specific results known as Disbursement Linked Indicators (DLIs), which lead to the achievement of the PDO, while other activities are disbursed through traditional methods, according to the original Financing Agreement, ratified through the Law no. 89 dated April 19, 2013. The activities supported under the Additional Financing are agreed to be fully disbursed using traditional disbursement methods, according to the restated Financing Agreement (Additional Financing for the Moldova Education Reform Project), ratified by the Parliament of the Republic of Moldova on May 24, 2018.

The MERP has three components.

- *Component A: Strengthening the quality of education*
- *Component B: Improving the efficiency of the education sector*
- *Component C: Improving the Ministry of Education's capacity to monitor the reform.*

For the first two components, a set of DLIs against which disbursements took place had been established (see Annex 4). Component A also supports rehabilitation activities, which are carried out by the Ministry of Education, Culture and Research (MoECR) and Moldova Social Investment Fund (MSIF). The Component C, which supports technical assistance (TA), follows traditional disbursement methods. The total cost of original credit is SDR 26.1 million (USD 40 million equivalent at the time of Board approval).

The Additional Financing (AF) in the amount of SDR 7.1 million (US\$ 10 million equivalent) is provided to the Republic of Moldova in support of Moldova Education Reform Project. Specifically, the AF would allow the MoECR to expand the coverage and depth of selected activities already initiated under MERP, such as teacher and school managers' training, participation in PISA, and development of an additional module to EMIS (TVET module) and roll-out of the preschool module.

The revised Project Development Objective is to improve learning conditions in targeted schools and strengthen the Recipient's education monitoring systems, while promoting efficiency reforms in the education sector.

This progress report on MERP activity for 2018 includes activities carried out and completed under the original credit and the activities started under the Additional Financing for MERP.

As of December 31, 2018, the following activities have been carried out for MERP implementation:

## Component A: Strengthening the quality of education

Component A is divided into three sub-components: A.1, A.2 and A.3.

*The objective of component A.1 is to contribute to the strengthening of the quality of education in the General Education subsector by improving systems in the following areas: school standards, teacher and school director training, student assessments, and data collection.*

### Implementation of quality assurance standards for 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, Culture and Research 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 2018 year, the MoECR continued to implement quality assurance standards in six receiving schools, by rehabilitating them, being financed from the state budget. *Annex 1 presents the list of schools rehabilitated by the MoECR.*

To finance the rehabilitation works in six schools, renovated by the MoECR, the amount of 67029,10 thousand lei has been provided in the State Budget Law for 2018 year, approved on December 15, 2017. The financial resources have been distributed to the local public authorities, at which balance these 6 schools are, according to the Government Decision no. 247 dated March 2018 on financing the rehabilitation works of the primary and secondary educational institutions. At the same time, the amount of 800 thousand lei has been approved for author supervision services, technical supervision and design verification services.

Thus, as of December 31, 2018, the rehabilitation works for the six schools mentioned below have been completed and the amount of 58 953,9 thousand lei has been used, which is 88% of the total amount approved.

The table below presents the percentage of rehabilitation works execution as of January 31, 2018.

No	School name	Distributed for 2018 (thousand lei)	Total executed by December 31, 2018 (thousand lei)	Total executed and paid (%)
1	„Alexandru cel Bun” Gymnasium in Varzaresti village, Nisporeni rayon	9 401,70	8 862,30	94,30
2	„Mesterul Manole” Lyceum in Salcuta village, Causeni rayon	10 883,90	10 415,20	95,70
3	„V. Pirvan” Lyceum in Gotesti village, Cantemir rayon	10 213,20	8 029,00	78,60
4	„M. Eminescu” Lyceum in Sipoteni village, Calarasi rayon	18 139,40	16 946,60	93,40
5	„S. Lucaci” Lyceum in Costesti town, Riscani rayon	8 036,70	6 084,00	75,70
6	„L. Blaga” Lyceum in Iargara town, Leova rayon	10 354,20	8 616,80	83,20
	<b>Total works</b>	<b>67 029,10</b>	<b>58 953,90</b>	<b>88,00</b>

7	Technical supervision services, author control and design verification services	800,00	636,60	79,00
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It should be noted that additional contracts have been concluded for all 6 schools for execution of rehabilitation works that were not foreseen in the initial designs and technical specifications, accepted by the design authors. The additional works became strictly necessary in order to complete some technological processes for finishing works, water supply, heating, construction of external water supply and sewerage networks, electrical installations, ensuring the operation of wastewater treatment plants, etc.

The execution of the budget for the rehabilitation works is 88 percent, with a saving of 12 percent, which is explained by the following:

- some works stipulated in the contracts were executed by the local public authorities;
- during the execution of the rehabilitation works it was found that the volume of works was increased in the design documentation, which in fact was not necessary to be carried out.

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

During January - December 2018, according to the provisions of the Government decision no. 247 dated March 2018 on financing the rehabilitation works of the primary and secondary educational institutions, 69 public procurement procedures have been conducted for rehabilitation works, technical supervision services, author control services, and verification and inspection services in the six above-mentioned schools. Following the negotiation procedures and Invitation to Quote (ITQ) procedures, 26 contracts have been signed for rehabilitation works, 12 contracts for technical supervision services, 14 contracts for author control services, 9 contracts for design verification services, one contract for verification and inspection services, and 9 amendments to contracts on rehabilitation works needed for additional works that appeared during the execution of works.

Out of the all procedures conducted, 7 procedures have been cancelled, according to the Law no. 131 dated July 03, 2015 on public procurements, namely:

- through the ITQ – 5 procedures;
- negotiation procedure – 1;
- design verification – 1 procedure.

At the same time, the deadline for completing the rehabilitation works was extended for all 6 schools due to the complexity of the works and unforeseen works.

During January- February 2019, the procedure for final acceptance of completed rehabilitation works will be conducted in the 6 above-mentioned schools, and the commissioning committee will be created, according to the Government decision no. 285 dated May 23, 1996 on approval of the Regulation for the commissioning of constructions and related facilities.

### **Environmental screening for rehabilitation works carried out by the MoECR**

During 2018 year, the activity has been focused on implementation of the Environmental Management Framework (EMF) and providing consultative support in the school rehabilitation process under MERP. Additionally, 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 schools: 1) „V. Pirvan” Lyceum in Gotesti village, Cantemir rayon (construction of the gas boiler house); 2) „S. Lucaci” Lyceum in Costesti town, Riscani rayon (elevator installation works).

During 2018 year, in order to follow the provisions of the EMF, the rehabilitation works have been monitored for the following schools:

1. “Mesterul Manole” Lyceum in Salcuta village, Causeni rayon;
2. “Alexandru cel Bun” Gymnasium in Varzaresti village, Nisporeni rayon;
3. “Lucian Blaga” Lyceum in Iargara Town, Leova rayon;
4. “Vasile Pirvan” Lyceum in Gotesti village, Cantemir rayon;
5. “S. Lucaci” Lyceum in Costesti town, Riscani rayon;
6. “Mihai Eminescu” Lyceum in Sipoteni village, Calarasi rayon).

The environmental specialist under MERP regularly visited these schools (76 visits) and provided recommendations and advice to school directors, entrepreneurs and local public authorities on the EMF implementation and observance of the WB requirements and national legislation. At the same time, the environmental specialist collaborated with the local environmental and health authorities in order to implement and enforce the provisions of the Environmental Management Plan, attached to the contracts for rehabilitation works and to obtain permissive documents to carry out the authorized works.

It should be noted that in September 2018, the environmental specialist together with the representatives of the World Bank visited the following schools: “S. Lucaci” Lyceum in Costesti town, Riscani rayon, “Mihai Eminescu” Lyceum in Sipoteni village, Calarasi rayon and “Alexandru cel Bun” Gymnasium in Varzaresti village, Nisporeni rayon. Following the monitoring conducted, it was found that the rehabilitation works have been carried out according to the designs, and the construction companies complied with the World Bank requirements and the national legislation. Thus, significant deviations with reference to the Environmental Management Plan have not been noted. A special attention was paid to the water supply and sewerage issues, and to the construction of the sewage treatment plants at “Mesterul Manole” Lyceum in Salcuta village, Causeni rayon and at “Pirvan” Lyceum in Gotesti village, Cantemir rayon; and connection of the local sewerage network of “Alexandru cel Bun” Gymnasium in Varzaresti village to the Nisporeni town’s wastewater treatment plant. These works have been carried out, and the final acceptance of the rehabilitation works for these schools will be conducted during January- February 2019.

Complaints from citizens and state institutions on environmental and social issues have not been submitted.

### **Establishing teachers and directors’ training and remuneration programs**

The Ministry of Education, Culture and Research has developed and approved the updated training program for teachers (MoECR’s Order no. 988 dated November 23, 2016) and for school’s managers (MoECR’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 centered on competences; (ii) inclusive educational environment; (iii) teaching and evaluation in the context of active education; (iv) professional development of teaching staff 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 MoECR 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 MoECR 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 MoECR submitted a request to the Government of the Republic of Moldova and to the Ministry of Finance on initiating the procedure for 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), which led to the approval of the new Law on unitary remuneration system in the budgetary sector (Law no. 270 dated November 23, 2018), and because 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, the MoECR proposed to restructure DLI 7 and to reallocate the resources to rehabilitation of additional two schools. On February 16, 2018 the Board of Executive Directors of the World Bank approved the Additional financing for the Project and the restructuring of the DLI 7, and the funds were reallocated to rehabilitation of additional two schools by MSIF.

During 2018, in order to ensure the quality of general education and to adjust curricular policies to the national and international educational standards, the MoECR carried out activities to ensure the continuity of curricular reforms and the implementation of professional competence standards for teachers and school managers in the general education.

### **Improving the student assessment system**

*The MoECR's objective is to enhance its ability to collect important data about the quality of the country's education system.* The envisioned activities will ensure Moldova's regular participation in PISA and strengthen its system of national assessments so that it is more closely aligned with modern curriculum and testing norms.

All the activities that were foreseen in this area have been successfully carried out. The 4<sup>th</sup> and 9<sup>th</sup> grade national assessments in Romanian language, Russian language and mathematics were revised, its results analyzed by the National Agency for Curriculum and Evaluation, and publicly disseminated (**DLI 10 “Revised national testing of all 4<sup>th</sup> and 9<sup>th</sup> grades students completed and its results analyzed, publicly disseminated and used by the MoE”**). After achieving this DLI, the National Agency for Curriculum and Evaluation (NACE) continues annually to develop studies, where the results of 4<sup>th</sup> and 9<sup>th</sup> grade national assessments are analyzed. The fourth study has been developed by the NACE and the results of 4<sup>th</sup> and 9<sup>th</sup> grade national assessments have been analyzed for 2017-2018 years.

In this area, one of the key objectives is participation of the Republic of Moldova in the Programme for International Student Assessment (PISA). 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.

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 Evaluation 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, Culture and Research and the NACE. ***The DLI 9 “Results of Moldova participation in PISA 2015 analyzed and publicly disseminated”*** has been achieved.

In March-April 2018, Moldova participated in PISA 2018 and the results to be analyzed in 2019. At the same time, the Republic of Moldova signed a contract with OECD to participate in PISA 2021.

### **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, as well as including a new module for preschool and VET 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 the EMIS data, school report cards have been produced and electronically disclosed annually since 2014, and all schools were asked to print it and publicly display, and data allows the MoECR to monitor dropouts by gender and reason for departure.

In cooperation with “Cristalion Plus” IT Company, the MoECR has been developed the mechanism for automated generation of school report cards. School report cards for 2013/2014, 2014/2015, 2016/2017, 2017/2018, 2018/2019 school year have been posted on the web page <http://sime.md:8443>.

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:8443](http://sime.md:8443).

During 2017 – 2018, the following activities have been carried to update the EMIS data:

1. EMIS has been integrated with the SSL security protocol, access link for SIME- <https://sime.md:8443/>
2. *Input/edit the school budgets* - a new feature has been developed which allows inputting or editing data regarding the budget (approved, spent) and of expenditures (incurred). This page can be found with the category (institutions). All the data (amounts) inputted on this page is further used in calculations for the school report cards.
3. *Student search* - a new feature has been developed which allows searching for a student within the entire database of the system by parameters such as IDNP and/or Surname

and/or Name. The result of a search is a list of the student/students found, the institutions where they studied and the years of study at each institution.

4. *The number of inputted students vis-a-vis the calculated number of students* - a new feature has been developed that provides a report showing for each institution the total number of students manually inputted by the institution, the total calculated number of students (enrolled + expelled) and the calculated number of students (enrolled). This report is used for verification purpose. Later, this report can be visualized or downloaded and saved in the preferred format or printed.
5. *Students verified in the Register* - a new feature has been developed that provides a report showing educational institutions, the complete list of students enrolled at each institution and the number of students that have been verified in the database of the State Register of Population. Later, this report can be visualized or downloaded and saved in the preferred format or printed.
6. *Generation and download of school report cards* - a new feature has been developed that allows generation and download of school report cards, starting with the school year 2016/2017. By default, the school report card is downloaded and saved in the .doc format. The school report cards till school year 2015/2016 can only be downloaded and saved. They can't be generated again. By default, the school report card is downloaded and saved in the .doc format.

## **Component A.2. Implementation of rehabilitation works by Moldova Social Investment Fund**

*The objective of sub-component A.2 is to contribute to the strengthening of the quality of education in the general education sub-sector by rehabilitating 17 receiving schools. The activities under this sub-component are carried out by the Moldova Social Investment Fund (MSIF).*

Following the MERP restructuring in February 2017, 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 Moldova Social Investment Fund for rehabilitation of 15 schools. *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 were 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 MoECR 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 the rehabilitation of these two schools.

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.

With the approval of the Additional Financing for MERP and restructuring of the DLI 7 "***New remuneration program of school directors and teachers adopted***" in March 2018, the funds of the DLI 7 were reallocated to rehabilitation of additional two schools by MSIF ("Ion



Pelivan” Lyceum in Rezeni village, Ialoveni rayon and “Mihai Eminescu” Lyceum in Falesti Town).

The MoECR will be responsible for the purchase and distribution of furniture and equipment for the 17 schools, according to the Project Operations Manual.

In accordance with the Project Operational Manual, the Ministry of Education, Culture and Research of the Republic of Moldova and the Moldova Social Investment Fund signed an Implementation Agreement (Memorandum of Understanding) on December 19, 2017

## **I. Project Promotion at Local and National Levels**

The kickoff event for the renovation component of the World Bank-financed Moldova Education Reform Project, organized by MSIF, took place on October 5, 2017.

The event was attended by the MoECR’s leadership, MSIF leadership and project beneficiaries - heads of rayonal education departments, the mayors of the beneficiary localities and directors of education institutions.

Information about the World Bank loan was also posted on the MSIF’s official website.

## **II. Activities implemented by MSIF**

To implement the project, in the period between the promulgation of the abovementioned amendment and December 31, 2018, MSIF carried out the following activities:

- All necessary accounts were opened and specimen signatures provided; budget planning done for 2017, 2018 and 2019 to allow for further project implementation.
- Outreach activities were carried out to inform the project beneficiaries about the project principles, the implementation cycle and the World Bank rules that apply to project implementation. Consequently, all the 15 authorities conducted outreach campaigns locally, organizing focus-group meetings and joint meetings with teachers, parents and active population to select the priority works to be paid for from the World Bank financing.
- Between September and November 2017, MSIF conducted the technical evaluation of the 15 facilities included in the first stage of the project. It should be noted that 6 schools had their design documents ready at that time (5 had been procured by the Ministry of Education, Culture and Research and one - by the school in Stefan Voda), while the other 9 had to be developed by the project with the available project funds.
- All the documents (forms, available design documents, minutes of focus-group meetings, including the information on the number of beneficiaries and technical condition of the buildings) were collected in the MSIF’s Management Information System.
- The Coordination Groups for the activities carried out under sub-component A.2 of the Moldova Education Reform Project implemented by MSIF held a series of meetings in the period of December to February 2018 to discuss and decide on the types and the amounts of priority works that would be procured with the World Bank funds.

- Following these meetings, in the period of January-February 2018, the Technical Specifications were developed for 9 schools and the amounts were identified for the rehabilitation of the remaining 6 institutions.
- The call for procurement of design services for the 9 schools that did not have design documents (the schools in Anenii Noi, Ialoveni, Carpineni (Hincesti), Pepeni (Singerei), Rezina, Colibasi (Cahul), Vulcanesti, Straseni, Soroca) was made public on February 23, 2018. The deadline for submission of bids was March 12, 2018. All the contracts were signed (see Annex 2 for details).
- The contracts for 5 schools that already had design documents which did not require revising have been signed and the renovation works are underway (See Annex 3 for more details about the status of the civil works contract).
- On April 23, 2018, the Coordinating Board for monitoring the school rehabilitation process selected two schools “Mihai Eminescu” Lyceum in Falesti Town and “Ion Pelivan” Lyceum in Razeni village, Ialoveni rayon to be renovated by MSIF. On June 29, 2018, these two schools have been accepted by the World Bank to be renovated.
- The new included schools passed all social and technical evaluation stages according to MSIF procedures. Both schools do not have design documents to carry out the rehabilitation works.
- On September 20, 2018, the meeting of the Coordination Group for the activities carried out under sub-component A.2 of the project was held to discuss and approve the type and volume of priority rehabilitation works to be carried out for the two schools (“Mihai Eminescu” Lyceum in Falesti Town and “Ion Pelivan” Lyceum in Razeni village, Ialoveni rayon).
- The call for procurement of design services for “Mihai Eminescu” Lyceum in Falesti Town was made public three times (on October 05, 2018, October 26, 2018 and on November 16, 2018), because for the first two calls no design company submitted any Expression of Interest. Following the third call for procurement of design services only one Expression of Interest was submitted and the evaluation procedure has started.
- The call for procurement of design services for “Ion Pelivan” Lyceum in Rezeni village was made public on October 26, 2018. The deadline for submission of Expression of Interest was on November 12, 2018. Only one Expression of Interest was submitted and the invitation for submission of technical and financial proposal was sent to the Company, the deadline being January 04, 2019.
- On December 11, 2018, the Council of Falesti Rayon addressed a letter no. 02/1-09-235 to the Ministry of Education, Culture and Research and refused the rehabilitation of “Mihai Eminescu” Lyceum, motivating that the school does not have additional facilities to move children during the rehabilitation works. On December 15, 2018, the Coordinating Board for monitoring the school rehabilitation process selected another school for rehabilitation works – “Aleco Russo” Lyceum in Cojusna village, Straseni rayon.

As of December 31, 2018, the expenditures in the amount of US\$1 296 148,48 have been incurred by MSIF for sub-component A.2, of which for rehabilitation works and designs –

US\$1 078 201,72 and for project management (remuneration, office rent, transport expenditures and operating costs) – US\$217 946,46.

### **Implementation of environmental requirements for rehabilitation works by MSIF**

During 2018, the activity was focused on promotion, awareness and implementation of the Environmental Management Framework in the process of school rehabilitation works carried out by MSIF, which was sent to the educational institutions to be rehabilitated. The set of acts, including the Guide on Content and the way of implementation of the Environmental Management Framework have been drafted, and public consultations have been organized in the schools mentioned below, with participation of teachers, representatives of the mayoralty, civil society, economic agents, local councilors and citizens from the mentioned localities:

1. „A. Puskin” Lyceum in Ungheni Town (05.04.2018);
2. „V. Coroban” Lyceum in Glodeni Town (18.04.2018);
3. „I.L.Caragiale” Lyceum in Orhei Town (08.05.2018);
4. „M. Eminescu” Gymnasium in Telenesti Town (04. 05.2018);
5. „Stefan Voda” Lyceum in Stefan Voda (05. 06.2018).

Based on the results of consultations, the minutes have been drawn up. The screening checklists, the Environmental Management Plan (EMP) and EMP screening checklists and the Monitoring Plan have been developed and attached to the contracts for rehabilitation works for the following schools: 1. „A. Puskin” Lyceum in Ungheni Town; 2. „V. Coroban” Lyceum in Glodeni Town; 3. „I.L.Caragiale” Lyceum in Orhei Town; 4. „M. Eminescu” Gymnasium in Telenesti Town; 5. „Stefan Voda” Lyceum in Stefan Voda.

At the same time, the environmental specialist under MERP provided consultative assistance to the local public authorities, environmental and public health authorities and school administration to obtain permissive documents to initiate the design process for school rehabilitation works for the following schools: 1. „A. Puskin” Lyceum in Ungheni Town; 2. „V. Coroban” Lyceum in Glodeni Town; 3. „I.L.Caragiale” Lyceum in Orhei Town; 4. „Stefan Voda” Lyceum in Stefan Voda; 5. „M. Eminescu” Gymnasium in Telenesti Town, as well as to obtain environmental permits for deforestation of some trees under the national legislation for the following schools: 1. „A. Puskin” Lyceum in Ungheni Town; 2. „V. Coroban” Lyceum in Glodeni Town; 3. „M. Eminescu” Gymnasium in Telenesti Town. During 2018, the rehabilitation works have started for the above-mentioned schools.

The environmental specialist under MERP also provided consultative support to design companies: „Consit PRO SRL”; SRL „Ancon Construct” and „ARCADA-LV” SRL on developing the Environmental Chapter in the design documents according to the Environmental Management Framework for the following schools:

1. „M. Eminescu” Lyceum in Straseni Town;
2. „A. Agapie” Lyceum in Pepeni village, Singerei rayon;
3. „M. Eminescu” Lyceum in Anenii Noi Town;
4. „Stefan Holban” in Carpineni village, Hincesti rayon;
5. „V. Alecsandri” Lyceum in Colibas village, Cahul rayon;
6. „A. Doljenco” Lyceum in Vulcanesti Town,
7. „A. Vartic” Lyceum in Ialoveni Town;
8. „P. Rareș” Lyceum in Soroca Town;
9. „Alexandru cel Bun” Lyceum in Rezina Town.

At the same time, the environmental specialist visited the above-mentioned schools in order to examine the school site and to cooperate with the local public authorities, environmental and

health authorities, school administration in order to develop proposals for the design stage according to the EMF.

During 2018, the rehabilitation works have been monitored and their compliance with the Environmental Management Framework, paying site visits to the following schools: “A. Puskin” Lyceum in Ungheni Town; 2. „V. Coroban” Lyceum in Glodeni Town; 3. „I.L.Caragiale” Lyceum in Orhei Town; 4. „Stefan Voda” Lyceum in Stefan Voda; 5. „M. Eminescu” Gymnasium in Telenesti Town. The reports on monitoring results have been developed for each school, with recommendations and proposals on implementation of the provisions of the EMF.

It should be noted that in the process of carrying out the rehabilitation works in the schools, it was found non-compliance with the EMF regarding waste management and work safety at the following schools: 1. “Stefan Voda” Lyceum in Stefan Voda Town; 2. “Mihai Eminescu” Gymnasium in Telenesti Town; 3. “A. Pushkin” Lyceum in Ungheni town; “Ion Luca Caragiale” Lyceum in Orhei Town. The construction companies have been notified to comply with the requirements of the national law and of the World Bank established through the EMF, and further the issues have been solved. Complaints from citizens and state institutions on environmental and social issues have not been submitted.

### **Component A.3. Additional Financing for MERP**

On February 16, 2018, in order to continue reforms in education, the Board of Executive Directors of the World Bank has approved an IDA credit in the amount of SDR 7.1 million (US\$ 10 million equivalent) to the Republic of Moldova under Moldova Education Reform Project. The Financing Agreement (Additional Financing for the Moldova Education Reform Project) has been signed on March 12, 2018. Then, the Financing Agreement passed several parliamentary commissions of the Republic of Moldova. On May 24, 2018, the Parliament of the Republic of Moldova adopted the Law no. 88/2018 on ratification of the Financing Agreement (Additional Financing for the Moldova Education Reform Project) between the Republic of Moldova and the International Development Association.

MERP’s focus is supporting activities that would lead to improvements in the quality and efficiency of primary and general secondary education. Under the Additional Financing (AF), MERP will continue supporting the activities under the original credit and the addition of complementary activities. *The Annex no. 6 presents the MERP and MERP-AF activities and expected project outcomes.*

During 2018, the following activities have been carried out according to the MERP-AF Implementation Plan:

#### ***Implement quality assurance standards for schools***

- a) implement quality assurance standards for schools, by providing science labs and ICT equipment for 160 schools.*

A team of experts, created by the MoECR’s Order, has developed the minimum standards for equipping the physics, chemistry and biology laboratory for general secondary schools. At the same time, the list of equipment for science labs and ICT equipment has been determined to be procured under MERP, as well as the technical specifications have been developed for the

equipment in order to launch the procurement procedure. The list of equipment for science labs and technical specifications have been submitted to the World Bank for review and approval.

To select 160 schools, the Ministry of Education, Culture and Research addressed a request to the District Education Departments to submit files of schools, which would participate in the competition to be equipped with science labs (physics, chemistry and biology) and ICT equipment, and which meet the school selection criteria, agreed with the World Bank. 270 schools from all districts of the country participated in the competition. The District Education Departments examined the files submitted by schools and drafted the Minutes. The MoECR received 200 files of the schools proposed to participate in the competition to be equipped with science labs and ICT equipment. On September 26, 2018, the meeting of the Coordination Board for monitoring the school rehabilitation process was held and the files of schools were examined and 160 schools have been selected, according to the agreed selection criteria.

*b) provide equipment and learning materials to equip 100 school resource centers for students with disabilities and/or special educational needs.*

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the Terms of Reference, approved by the World Bank for contracting an international consultant to determine the list and technical specifications for teaching/learning materials and special equipment for students with disabilities and/or special educational needs for 100 schools. The procurement process was launched and conducted, and the international consultant has been selected. In order to define the list of assistive technologies equipment that is needed for school resource centers, at the international consultant's request, the MoECR asked information from 100 selected schools on the number of students with disabilities and/or special educational needs and the type of disabilities. Following the analysis conducted, the international consultant submitted to the MoECR for review and consultation the preliminary list of assistive technologies tools for students with disabilities and/or special educational needs.

In order to select the 100 potential schools for equipping their Resource Centers for Inclusive Education (RCIE) with assistive technologies equipment and learning materials for students with disabilities and/or special educational needs, the MoECR addressed a request no. 03/1-09-2234 dated July 06, 2018, to the Republican Centre for Psycho-pedagogical Assistance (RCPA) to identify the potential schools for equipping their RCIE with assistive technologies equipment and learning materials for students with disabilities and/or special educational needs. Thus, the RCPA was given the task to receive files, to carry out the intermediary evaluation of schools and to submit the Minutes of the Evaluation Committee to the MoECR and intermediary selection of 100 potential schools for equipping their RCIE with assistive technologies equipment and learning materials for students with disabilities and/or special educational needs. During the local evaluation process, RCPA consulted all applicants how to complete the school files. In order to avoid some errors and to make the intermediary selection process more efficient, the MECC sent to the District Education Departments and Psycho-pedagogical assistance services a generalizing file with some minor completions and explanations, drafted according to the school selection criteria. The Evaluation Committee submitted to the MoECR and to the Coordinating Board for monitoring the school rehabilitation process the list in descending order of potential schools to equip their RCIE with assistive technologies equipment and learning materials for students with disabilities and/or special educational needs, based on accumulated score. During the meetings of the Coordinating Board for monitoring the school rehabilitation process held on September 26,

2018 and on November 07, 2018, 100 schools have been selected for equipping their RCIE with assistive technologies equipment and learning materials for students with disabilities and/or special educational needs.

***Establish teacher and schools directors training programs***

The MERP-AF continues to improve teachers' pedagogical knowledge and skills and school management's managerial and leadership skills. While the original credit supported the development and roll out of a teachers' training program covering about 10 percent of teachers, the Additional Financing supports a formative evaluation to review that training program with the purpose of further enhancing it - including developing and adding awareness modules on community, gender, and inclusive education for students with special needs and/or disabilities—and expanding its coverage by training approximately 2,500 additional teachers, that is covering another 10 percent of teachers.

The original credit also supported the development and roll out of the school directors' training program covering approximately 30 percent of school directors and deputy directors. Under the Additional Financing, this training would also be reviewed and enhanced based on the evaluation and the additional modules, and scaled up to cover approximately 700 additional school managers, for a total of around 50 percent of school managers in Moldova.

*a) Evaluate training for school managers and teachers*

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the Terms of Reference for consulting services to evaluate training for school managers and teachers in the primary and general secondary education, based on the professional competence standards for teachers/school managers in the general education. The TOR was approved by the World Bank. The procurement process was launched and conducted. Now the MoECR is analysing the technical proposal submitted by the company that received the maximum score following the evaluation of companies, which submitted their Expression of Interest.

*b) Develop in-depth special education modules to train teaching support staff and psycho-pedagogues working with students with disabilities and/or special educational needs*

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the Terms of Reference for consulting services to develop in-depth special education modules to train teaching support staff and psycho-pedagogues working with students with disabilities and/or special educational needs. The TOR was approved by the World Bank. The procurement process has been launched and now the Evaluation Committee is evaluating the Expression of Interest submitted by companies.

*c) Develop community, gender and inclusion awareness modules to be incorporated into teacher and school managers training.*

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the Terms of Reference for consulting services to develop proposals for improving the existing modules of the Training programs and materials for teachers and school directors on aspects related to community, gender and inclusion awareness. The TOR was submitted to the World Bank for approval.

### ***Develop the capacity of the National Agency for Quality Assurance in Education and Research***

The MERP-AF supports efforts to develop the capacity of the National Agency for Quality Assurance in Education and Research (NAQAER), the institution under the MoECR responsible for assessing general education, accrediting institutions and assuring quality in general education by monitoring policy implementation and supporting teachers and directors.

According to the MERP-AF Implementation Plan, the NaQAER team, with the support of MERP team developed the Terms of Reference for contracting an individual consultant for development of a web-based information system for external evaluation in the general education that will be integrated in the web page of the National Agency for Quality Assurance in Education and Research (NAQAER). The TOR was approved by the World Bank and the procurement process has been launched.

At the same time, the technical specifications have been developed for procurement of IT equipment for the NAQAER.

The justification on direct contracting for the Standing International Conference of Inspectorates (SICI) membership for NAQAER was prepared and agreed with the WB. The SICI Membership Agreement was signed and the Membership fee was issued.

### ***Improve student assessment system***

The MERP-AF continues supporting the National Agency for Curriculum and Evaluation (NACE) to deepen its capacity to carry out national assessments and participate in international assessments, including PISA 2018 and PISA 2021, and analyse assessment results to support policy formulation by the MoECR. This involves additional training on assessment and testing techniques and good practices on the organization of assessment agencies, as well as additional support for data systems, including hardware and software.

According to the MERP-AF Implementation Plan, the TOR for consulting services to improve/modernize Automated Data Processing System (ADPS), used for organizing the baccalaureate exam was developed, as well as the Justification for single source selection of the company was submitted to the WB. The financial and technical proposal was requested from the company to make the requested adjustments. Now, the MoECR and MERP team launched the negotiation process with the company, and the Working Group of the MoECR is evaluating the received technical proposal.

At the same time, the TORs have been developed for selecting specialists (PISA administrative manager, PISA Data Operator, PISA Assistant / Translator) to support Moldova's participation in PISA 2021 under MERP, as well as the respective draft justification for single source selection of three consultants. The Justification and TORs were submitted to the WB for approval.

### ***Improve the quality of data and management information system (EMIS)***

The MERP-AF continues to strengthen the Education Management Information System (EMIS) by developing an additional module for technical/vocational education (VET) and supporting the roll-out of the already developed preschool module, completing EMIS coverage of the entire compulsory education system, as well as training users on it.

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the TOR with technical requirements for development of VET module for EMIS. The TOR was submitted to the WB for review and approval.

At the same time, the TOR for consulting services to modernize the EMIS portal for open data for public use has been developed and submitted to the WB for review and approval.

### ***Develop/support mechanisms and capacity for parent/community feedback***

The MERP-AF will expand project efforts to engage with parents and other community stakeholders to promote citizen engagement and social accountability in schools. Whereas the original credit supported the production and disclosure of yearly report cards about individual school performance (primary and general secondary education), the AF supports this effort further by encouraging school managers to formally engage parents into a discussion of the report cards, and to seek their feedback on how to address education challenges at the school level.

According to the Financing Agreement (Additional Financing for the Moldova Education Reform Project), MERP team developed the Operational Guidelines on Grievance Redress Mechanism. The goal of the GRM is to strengthen accountability to beneficiaries and to provide channels for project stakeholders to provide feedback and/or express grievances related to project supported activities. The GRM is a mechanism that allows for the identification and resolution of issues affecting the project. By increasing transparency and accountability, the GRM aims to reduce the risk of the project inadvertently affecting citizens/beneficiaries and serves as an important feedback and learning mechanism that can help improve project impact. The mechanism focuses not only on receiving and recording complaints but also on resolving them.

The GRM was posted on the MoECR's web page and a letter was submitted via e-mail to all District Education Departments informing about implementation of this Mechanism under MERP, as well as about all activities to be implemented under the Additional Financing.

By December 31, 2018, no complaint has been submitted to the Project.

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the TOR for consulting services to develop a section/module on the MoECR's website to facilitate civic engagement and Grievance Redress Mechanism (GRM). The TOR was submitted to the WB for approval.

### **Component B: 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 2018, 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.

The MERP-AF supports technical assistance to review the PCF formula and, if needed, introduce adjustments that would continue providing incentives for network optimization.

According to the MERP-AF Implementation Plan, the MoECR team, with the support of MERP team developed the TOR for contracting an international expert to review per capita financing formula and, as needed, introduce adjustments. The TOR was approved by the WB and the procurement process for selecting an international consultant has been launched.

At the same time, the TOR was approved for selecting a local consultant to assist international consultant to review per capita financing formula and the procurement process has been launched.

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

The objective of this component is to finance Technical Assistance (TA) for the MoECR to support the implementation, monitoring and measurement of the MERP and AF. This component provides resources and expertise to MoECR to finance key activities and reach Project DLIs.

MERP team ensured the continuity of project implementation in the initiated activities and provided support to the Ministry of Education, Culture and Research in implementing, evaluating and monitoring the reform. *The Annex 5 presents the MERP-AF results and monitoring framework.*

During January-December 2018, the Interim Financial Reports have been developed and submitted to the WB in the established terms. The Report on teachers’ salaries has been submitted with delay, because the Ministry of Finance presented information later.

In order to ensure the participation of Moldova in PISA 2018, MERP supported the participation of representatives of the Republic of Moldova in the Main Survey International Coding Training, which took place in Valletta, Malta from 22 to 26 January, 2018.

In the period of February – May 2018, MERP team together with the MEER team prepared the information and materials for ratification of the Financing Agreement (Additional Financing for the Moldova Education Reform Project), which were submitted to the Government of the Republic of Moldova, Parliamentary commissions, Parliament of the Republic of Moldova and to the President of the Republic of Moldova.

From March to April 2018, MERP team worked on updating the Project Operations Manual, according to the Financing Agreement signed (Additional Financing for the Moldova Education Reform Project). The Project Operations Manual was approved on July 10, 2018.

From March to April 2018, MERP team together with the MoECR team developed the criteria for selection of schools to be equipped with science laboratories and ICT equipment, as well

as specialized learning materials and equipment for support centers for students with disabilities and/or special educational needs.

Following the ratification of the Additional Financing for the Moldova Education Reform Project, the MERP team developed the MERP-AF Implementation Plan that includes the main activities, implementation period and the responsible persons.

During 2018, the following procurements under the WB rules have been conducted within MERP:

- Logistics, necessary procurements for participation of MoECR team in the Main Survey International Coding Training for PISA 2018;
- An international consultant was selected to prepare the list of goods and technical specifications for teaching/learning materials and equipment for students with disabilities and/or special educational needs;
- Procurement of transport services to ensure field visits of MERP staff;
- Procurement of office equipment for MERP staff;
- Procurement of potable water for MERP staff.
- Procurement of blinds for the needs of MERP staff;
- Approval and extension of MERP staff contracts.

### **Disbursements under MERP Project**

A total of 12 out of 16 DLIs have been achieved, and SDR 17,7 million or USD 25,35 million equivalent out of the original credit of SDR 26.1 million or USD 40 million equivalent has been disbursed as of December 31, 2018. DLIs 2, 3, 4 and 7 have been cancelled and funds in the amount of USD 14 million or SDR 9,4 million were reallocated to MSIF for rehabilitation of 17 schools, and to be disbursed through traditional disbursement methods. The amount of SDR 0,98 million or USD 1,5 million equivalent has been allocated for the technical assistance for the MoECR. *Annex 5 includes a table detailing the implementation progress of all DLIs.*

As of December 31, 2018, the amount of SDR 17,6 million (USD 25,2 million equivalent) out of the original credit of SDR 26.1 million (USD 40 million equivalent) has been disbursed, of which:

- SDR 15,74 million or USD 22,5 million equivalent was disbursed to the state budget for DLIs achievement;
- SDR 1,0 million or USD 1,44 million equivalent for school rehabilitation by MSIF;
- SDR 0,86 million or USD 1,24 million equivalent for technical assistance to support Project implementation.
- SDR 0,1 million or USD 0,15 million has been disbursed for Additional Financing.

### **MERP's financial management arrangements**

From May till June 2018, 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 2017 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, 2017 and issued an unqualified opinion on the Project's interim financial reports and the Project's budgetary reports. .

**Annex no. 1 List of agreed receiving schools to be rehabilitated by MoECR 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)
<b>List of schools proposed for the project to be rehabilitated by MSIF</b>							
1.	Cimislia	Cimislia Town	Mihai Eminescu Lyceum	688	680	41	17
2.	Ungheni	Ungheni Town	Alexandru Puskin Lyceum	983	979	107	12
3.	Orhei	Orhei Town	Ion Luca Caragiale Lyceum	1147	1165	37	12
4.	Glodeni	Glodeni Town	Vasile Coroban Lyceum	487	483	6	11
5.	Telenesti	Telenesti Town	Mihai Eminescu Lyceum	642	642	115	20
6.	Anenii Noi	Anenii Noi Town	Mihai Eminescu Lyceum	931	917	155	16
7.	Straseni	Straşeni Town	Mihai Eminescu Lyceum	900	878	205	26
8.	Singerei	Pepeni village	A. Agapie Lyceum	839	831	69	28
9.	Vulcanesti	Vulcanesti Town	A. Doljenco Lyceum	810	797	98	8
10.	Ialoveni	Ialoveni Town	A. Vartic Lyceum	770	764	92	12
11.	Soroca	Soroca Town	P. Rares Lyceum	837	832	70	15
12.	Hincesti	Carpineni Village	S. Holban Lyceum	691	673	56	21
13.	Cahul	Colibasi Village	V. Alecsandri lyceum	675	656	67	14
14.	Stefan Voda	Stefan Voda Town	Stefan Voda Lyceum	599	599	175	1
15.	Rezina	Rezina Town	Alexandru cel Bun Lyceum	853	852	105	4
16.	Straseni	Cojusna village	Aleco Russo Lyceum	690	690	35	7
17.	Ialoveni	Rezeni Village	Ion Pelivan Lyceum	899	899	109	21
<b>List of hub schools to be rehabilitated by MoECR with government financing</b>							
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
<b>Total Number of Students</b>				<b>15,984</b>	<b>15,852</b>		

Annex no 2. Design Services for schools to be rehabilitated by MSIF

Designer	Contract for design services				
	Contract no. and date	Contract cost (MDL)	Contract duration	Project stage	Issues
Education institution: „Mihai Eminescu” Lyceum, Anenii Noi					
Consit Pro S.R.L.	CQ-C-11446-IDA(MERP), 14.06.2018	454 030,00 +31340.0 = <b>485370.0</b>	Extended by February 20, 2019 Reason: the technical conditions were changed for connecting the water network. Designing the reconstruction of the sewerage system and hot water supply.	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network. Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 90%	There are no problems. The design submitted for approval.
Education institution: „Mihai Eminescu” Lyceum Straseni					
Consit Pro S.R.L.	CQ-C-11447-IDA(MERP), 14.06.2018	610 000,00 +48640,00= <b>658640,00</b>	Extended by February 20, 2019 Reason: the technical conditions were changed for connecting the water network. Designing the reconstruction of the sewerage system and hot water supply.	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric networks. Underway compartments: Architecture, indoor and outdoor water supply system, heating and	There are no problems. The design prepared to be submitted for approval.

				ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 90%	
Education institution: „Alexandru Agapie” Lyceum, Pepeni village, Singerei rayon					
Consit Pro S.R.L.	CQ-C-11448-IDA(MERP), 14.06.2018	570 840,00	Extended by February 20, 2019. Reason: Designing of the sewage treatment plant	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network. Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 80%	Taking into account that as at the stage of drafting the TOR for consulting services on developing the designs, the community was in the process of construction of sewerage network, including the water treatment station for the whole community, having the guarantee letter of the City Hall that in 2020, the construction will be completed, and the design company was given the task to design a an ecological pit, and further the sewerage network of the lyceum to be connected to the village sewerage network. At the moment, the financing of the project is stopped and there is a need to design a

					sewage treatment plant for lyceum. By now, the community has not information on the number of beneficiaries for the sewage treatment plant.
Education institution: „Ștefan Holban” Lyceum, Carpineni village, Hincesti rayon					
Consit Pro S.R.L.	CQ-C-11450-IDA(MERP), 14.06.2018	581 940,00 +13680,00= <b>595620,00</b>	Extended by February 20, 2019 Reason: Designing the reconstruction of the water supply system.	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network. Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection.	There are no problems.
Education institution: „Axentii Doljnenco” Lyceum, Vulcanesti					
Anconconstruct S.R.L.	CQ-C-11451-IDA(MERP), 09.07.2018	628 658,00	Extended by March 20, 2019 Reason: re-designing the floor from the gym, based on expertise report	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network. Underway compartments:	There are no problems

				Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 50%	
Education institution: „Vasile Alecsandri” Lyceum, Colibasi village, Cahul rayon					
Anconconstruct S.R.L.	CQ-C-11453-IDA(MERP), 09.07.2018	696 308,00 +66984,00 <b>763292,00</b>	Extended by March 20, 2019 Reason: Re-design of the thermal power plant and lack of technical conditions for power supply to the power plant.	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network. Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 45%	There are no problems
Education institution: „Andrei Vartic” Lyceum, Ialoveni					
Arcada-LV S.R.L.	CQ-C-11449-IDA(MERP), 16.07.2018	715 700,00 29000,00 <b>744700,00</b>	Extended by March 15, 2019. Reason: Designing the concrete floor on metal beams, based on the technical expertise	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network.	The central building of the high school was built in 1962 with many deviations from sanitary and protective standards against fires. The building

			report and the re-planning of the classrooms.	Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 55%	floor is made of wood beams with high deformations. The technical expertise, conducted at the Administration's request, is not in-depth one in order to make the right technical decisions. There is need to conduct a new technical expertise on approving solutions for improving the educational conditions, including for children with disabilities.
Education institution: „Petru Rareș” Lyceum, Soroca					
Arcada-LV S.R.L.	CQ-C-11452-IDA(MERP), 16.07.2018	1 217 070,00	31.01.2019	Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network. Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection. Fulfillment - 45%	The design company is currently behind the execution schedule of the design works. The company informed that it will manage by the deadline, according to the contractual provisions.



Education institution: „ <b>Alexandru cel Bun</b> ” Lyceum, Rezina					
Arcada-LV S.R.L.	CQ-C-11454-IDA(MERP), 16.07.2018	908 730,00	31.01.2019	<p>Performed - topographic elevation, measurements on planimetry and coordination with the beneficiary with service providers, water supply and sewage, electric network.</p> <p>Underway compartments: Architecture, indoor and outdoor water supply system, heating and ventilation, indoor and outdoor electrical system, anti-fire system, site planning and organization, energy efficiency system, environmental protection.</p> <p>Fulfillment – 40%</p>	The design company is currently behind the execution schedule of the design works. The company informed that it will manage by the deadline, according to the contractual provisions.
Education institution “ <b>Mihai Eminescu</b> ” Lyceum, Cimislia town (re-designing)					
S.C. IGC-Construct S.R.L	SingleSS-C-11468-IDA(MERP) 12.06.2018	309 951,00	12.10.2018	The designs have been submitted for verification.	
Education institution: „ <b>Mihai Eminescu</b> ” Lyceum, Falesti					
During the meeting of the Coordinating Board for monitoring the school rehabilitation process held on December 15, 2018, it was accepted the refusal of “Mihai Eminescu” Lyceum in Falesti town to carry out rehabilitation works in the school.					
Education institution: „ <b>Ion Pelivan</b> ” Lyceum, Razeni village, Ialoveni rayon					
The design company is preparing the technical and financial proposal.					
Education institution: “ <b>Aleco Russo</b> ” Lyceum in Cojusna village, Straseni rayon					
Included in the evaluation process, based on the decision of the Coordinating Board for monitoring the school rehabilitation process dated December 15, 2018					

**Annex 3.** Report on the implementation of Project sub-component A.2 by MSIF

**Civil Works as of December 31, 2018**

Designer	Contractor	Technical supervisor	Awarded civil works contract/ winning bid				
			Contract no. and date	Contract price (MDL)	Contract duration	Works completion deadline/ Commissioning date	Amount of works completed up to now, brief description of completed works
Education institution: „Alexandr Puşkin” Lyceum,, Ungheni							
-	FPC Agentinter S.R.L., Glodeni Town	Iacob Mihailov	IFB-W-11429-IDA(MERP), 30.05.2018	10 795 000,30 +745846.52= <b>11540846.82</b>	28.06.2019	28.06.2019	<b>Works completed and paid - 8320325.0 lei</b> Demolitions: roof, plasters, floors, urban networks. Constructions: building the roof, interior plasterwork, cycle 1 and 2 for water supply, sewerage network, cycle 1 for power networks for the study building, installation of windows and doors, facade of two blocks, the heating system for the study building. There are no problems at this stage.
Education institution: „Vasile Coroban” Lyceum,, Glodeni							
-	FPC Agentinter S.R.L., Glodeni	Vasile Varzari	IFB-W-11434-IDA(MERP), 18.07.2018	10 481 042,48 + 1406549,67 <b>11887592,15</b>	28.06.2019	28.06.2019	<b>Works completed and paid - 1064064.0 MDL</b> Demolitions: roof, plasters, floors, water supply, sewerage and power networks. Constructions: Block B is completed 85% and the final acceptance of rehabilitation works to be conducted. Works completed and to be paid – 350 000,0 lei. There are no problems at this stage.
Education institution: „Ion Luca Caragiale” Lyceum,, Orhei							
-	Consit Pro S.R.L., Chisinau	Grigore Savca	IFB-W-11441-IDA(MERP), 06.08.2018	11 470 958,49 + 1105949.75 <b>12576505.46</b>	28.06.2019	28.06.2019	<b>Works completed and paid - 6088856,0 MDL.</b> Demolitions: roof, plasters, floors, water supply, sewerage and power networks.

							<p>Constructions: building of the anti-seismic belt of the roof for block C, cycle 1 for electrical network, water and sewer networks, ceilings, plaster, heating system, partial insulated façade.</p> <p>Works completed and to be paid – 300 000, 0 lei.</p> <p>There are no problems at this stage.</p>
Education institution: „ <b>Mihai Eminescu</b> ” Lyceum,, Telenesti							
-	Joint Venture Eurocity Construct S.R.L. and Merant Plus S.R.L.	Vitalie Damian	IFB-W-11444-IDA(MERP), 06.08.2018	11 902 738,13	28.06.2019	28.06.2019	<p><b>Works completed and paid – 2083606,39 lei</b></p> <p>Demolitions; roof, plasters, floors, water supply, sewerage and power networks, cycle 1.</p> <p>Works completed and to be paid – 390 000, 0 lei. (construction of the roof at the gym)</p> <p>Problems at this implementation stage:</p> <p>The construction company does not observe the works execution schedule. Out of the 4 230 000,0 lei, only 2 083 606,39,0 lei have been used. .</p>
Education institution: „ <b>Ștefan Vodă</b> ” Lyceum, Stefan Voda town							
-	Joint Venture Eurocity Construct S.R.L. and Merant Plus S.R.L.	Simion Clipa	IFB-W-11465-IDA(MERP), Contracting is underway	9 968 065,65	30.09.2019	30.09.2019	<p><b>Works completed and paid – 490458,37 lei</b></p> <p>Demolitions: roof, plasters, floors, water supply, sewerage and power networks, heating system.</p> <p>Works completed and to be paid - <b>122000,0 lei</b> .</p> <p>Constructions - partial plastering of the walls at blocks B1, B, roof for block C.</p> <p>Problems at this implementation stage:</p> <p>The construction company does not observe the works execution schedule. Out of the 3 227 000,0 lei, only 612000,0 lei have been used.</p> <p>The termination of the contract is initiated.</p>

*Annex no 4. MERP and AF results framework and monitoring indicators*

Indicator Name	Baseline	Current	End Target	Data collection and reporting		
				Frequency and reports	Data collection instruments	Responsibility for data collection
Total receiving schools that meet infrastructure requirements under national quality assurance standards	0	0	17	Semi-annual monitoring reports	Project implementation progress reports	MoECR (through its PMT) and MSIF
	04-Dec-2012	31 Dec-2018	30-Jun-2020			
		Underway: 5 schools have technical design documents and started the rehabilitation works; design documents for the other 10 is under development.	Target approved in Feb 2017 restructuring: 15 schools.			
Trained teachers demonstrating a defined minimum level of competency for objectives covered in training program	0 percent	0 percent	50 percent	Once	(i) Project implementation progress reports  (ii) list of trained teachers demonstrating a defined minimum level of competency for	MoECR (through its PMT)

					objectives covered in training program	
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
School report cards with comparative data on school performance (2014-2018) publicly disseminated	0	5	5	Semi-annual monitoring reports	Project implementation progress reports	MoECR (through its PMT) and Information Technologies and Communication Service (ITCS)
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
			End target achieved			
Student-teacher ratio for Grades 1-12 of primary and general secondary education	10.85:1	11.89:1	11.85:1	Report submitted	(i) National Bureau of Statistics (NBS) data on students and teachers; (ii) consolidated EMIS data base	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
		Source: National Bureau of Statistics 2014/15	End target achieved			

New minimum quality assurance standards formally adopted by MOE	No	Yes	Yes	Once	(i) Report on standards for receiving schools; (ii) Project implementation progress reports	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
			End target achieved			
Additional receiving schools that meet infrastructure requirements under national quality assurance standards financed by the national budget	0	0	6	Semi-annual monitoring reports	Project implementation progress reports	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	31-Aug-2018			
		Rehabilitation works have been completed as of December 31, 2018	End target achieved	Semi-annual monitoring reports	Project implementation progress reports	MoECR (through its PMT)
Beneficiaries of rehabilitated schools who feel their concerns were considered in the planning and implementation process	0 percent	0.00	70 percent	Once	(i) Project implementation progress reports; (ii) Survey to determine if the beneficiaries of rehabilitated schools felt their concerns were	MoECR (through its PMT) and MSIF

					considered in the planning and implementation process	
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
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	Updated program approved in November 2016 and implementation initiated in December 2016.	Work plan to update the existing system for training of school directors and teachers approved and pilot training completed	Once	(i) Report on the status and quality of teaching and school management in Moldova; (ii) Project implementation progress reports	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
			End target achieved			
School managers trained under the revised training program	0 percent	27.96 percent	50 percent	Once	(i) Project implementation progress reports; (ii) List of school directors attending project supported training	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	30-Jun-2020			

		953 school managers trained (includes directors and deputy directors). Not counted on this percentage are 62 heads of Rayon Departments trained.  NBS 2016/2017 data: 3,408 managing staff	Original target of 30% only included school directors trained and was met (696 directors out of 1,274 trained)			
School managers trained in gender awareness	0 percent	0	20 percent	Once	(i) Project implementation progress reports; (ii) List of school directors attending project supported training in gender awareness	MoECR (through its PMT)
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
Teachers recruited or trained	0	627	800	Semi-annual monitoring reports	i) Project implementation progress reports; (ii) List of teachers recruited or trained	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	30-Jun-2020			



		Indicator measures PRIMARY teachers only.				
Primary and general secondary teachers trained under the revised training program	0 percent	10.46 percent	20 percent	Once	i) Project implementation progress reports; (ii) List of primary and general secondary teachers trained under the revised training program	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	30-Jun-2020			
		2,630 teachers trained. Not included in this data are 80 Education Department Specialists. NBS 2016/2017 data: 25,132 pedagogical staff (excluding managing staff).	Original target achieved: 10%			
Primary and general secondary teachers trained in gender awareness	0 percent	0 percent	10 percent	Once	i) Project implementation progress reports; (ii) List of primary and general secondary teachers	MoECR (through its PMT)

					trained in gender awareness	
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
Support staff and psycho-pedagogues trained on in-depth skills in special education	0	0	450	Once	(i) Project implementation progress reports; (ii) List of support staff and psycho-pedagogues trained on in-depth skills in special education	MoECR (through its PMT)
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
Targeted schools equipped with new science labs and technology equipment	0	0	160	Once	Project implementation progress reports	MoECR (through its PMT)
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
			Target EXCLUDES 23 schools being rehabilitated and equipped with MERP support.			

Targeted schools equipped with teaching/learning materials for students with disabilities and/or special educational needs	0	0	100	Once	Project implementation progress reports	MoECR (through its PMT)
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
System for learning assessment at the primary level	Yes	Yes	Yes	Semi-annual monitoring reports	Project implementation progress reports	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
			End target achieved			
Utility of the learning assessment system	4.00	4.00	4.00	Semi-annual monitoring reports	Project implementation progress reports	MoECR (through its PMT)
National Agency for Quality Assurance in Education and Research Staff Trained	0	0	300	Once	(i) Project implementation progress reports; (ii) List of the staff trained of the National Agency for Quality Assurance in	MoECR (through its PMT) and the National Agency for Quality Assurance in Education and Research

					Education and Research	
	14-Sep-2017	31 Dec-2018	30-Jun-2020			
			20 full-time employees 100 part-time employees 180 inspectors from Local Departments of Education			
Administration of revised national testing of all 4th grade students completed	Existing national tests and scoring guidelines for all 4th grade	All 4th grade students tested in Romanian language and Math based on revised national testing	All 4th grade students tested in Romanian language and Math based on revised national testing	Report submitted	Project implementation progress reports	MoECR's Agency for Quality Assurance
	04-Dec-2012	31 Dec-2018	31-Aug-2018			
			End target achieved			
Administration of revised national testing of all 9th grade students completed	Existing national tests and scoring guidelines for	All 9th grade students tested in Romanian language and Math based on revised national testing	All 9th grade students tested in Romanian language and Math based on	Report submitted	Project implementation progress reports	MoECR's Agency for Quality Assurance (AQA)

	all 9th grade students		revised national testing			
	04-Dec-2012	31 Dec-2018	31-Aug-2018			
			End target achieved			
Report analysing results of national assessments publicly disseminated	0	1	3	Once	AQA's report on student performance	MoECR's Agency for Quality Assurance
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
Report analysing Moldova's performance in PISA 2015 and PISA 2018 publicly disseminated	No report	PISA 2015 publicly disseminated	PISA 2015 and PISA 2018 reports publicly disseminated	Once	Report on Moldova's performance in PISA 2018	MoECR's Agency for Quality Assurance
	04-Dec-2012	31 Dec-2018	30-Jun-2020			
			Original target achieved: 1 report			
Consolidated Education Management Information System (EMIS) covering pre-primary through and general	Existing school mapping system	EMIS covering primary and general secondary education in place and functional	Consolidated EMIS including preschool and VET education	Once	(i) Project implementation progress reports; (ii) consolidated EMIS and covering pre-primary through and general	MoECR (through its PMT) and Information Technologies and Communication Services (ITCS)

secondary education established					secondary education established	
	04-Dec-2012	31 Dec-2018	30-Jun-2020			
		Preschool module developed with grant but not operational yet.	Original target achieved - it excluded preschool and VET.			
System in place to closely monitor and mitigate drop outs in primary and general secondary schools (using EMIS)	No system in place to monitor and mitigate dropouts	System in place	Dropout rates are determined using data disaggregated at the level of schools and used in policy making	Once	i) Project implementation progress reports; (ii) data on student enrolments, drop outs and social background of students; (iii) consolidated EMIS	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	31-Aug-2018			
			End target achieved			
Primary and general secondary schools that have their budgets approved according to the new per student formula	38.00	100.00	80.00	Report submitted	(i) Monitorul Oficial official gazette; (ii) rayon's data reflecting the approved school budget; (iii) Project	MoECR (through its PMT)

					implementation progress reports	
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
			End target achieved			
Total classes reorganized in primary and general secondary schools	0.00	2840.00	980.00	Report submitted	(i) National Bureau of Statistics database; (ii) consolidated EMIS date base; (iii) Project implementation progress reports	MoECR (through its PMT)
	04-Dec-2012	31 Dec-2018	28-Jun-2019			
			End target achieved			
Students benefiting from direct interventions to enhance learning	0.00	0.00	98450.00	Once	(i) Project implementation progress reports; (ii) List of students benefiting from direct interventions to enhance learning	MoECR (through its PMT)

	06-Sep-2017	31 Dec-2018	30-Jun-2020			
			Final target calculated by MoE includes approximately: (i) 12,950 students in 17 rehabilitated schools by MSIF; (ii) 85,000 students in schools receiving lab and IT equipment; and (iii) 500 students with special needs in schools receiving learning equipment. Students of teachers who received training under MERP and students benefiting from new assessment tests are not counted in the total given the likelihood of double-counting beneficiaries.			
Students benefiting from direct interventions to	0	0	7000	Once	i) Project implementation progress reports; (ii) List of students	MoECR (through its PMT)



enhance learning - Female					benefiting from direct interventions to enhance learning - Female	
Schools where parents report that information, community engagement, and school responsiveness has improved	0 percent	0 percent	70 percent	Semi-annual monitoring reports	i) Project implementation progress reports; (ii) survey on schools where parents report that information, community engagement, and school responsiveness has improved	MoECR (through its PMT)
	14-Sep-2017	31 Dec-2018	30-Jun-2020			

**Annex 5. Implementation progress of MERP DLIs**

Disbursement-Linked Indicator (DLI)		Expected Year of Achievement					Disbursement Amount Linked to the Indicator  (in USD million equivalent) <sup>1</sup>	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	<b>DLI met.</b> <i>Disbursed Feb. 2015</i>
	2. 30 percent of receiving schools meet the approved school quality assurance standards			x			4.0	<b>Cancelled</b> <i>Restructuring Feb. 2017</i>
	3. 50 percent of receiving schools meet the approved school quality assurance standards				x		4.0	<b>Cancelled</b> <i>Restructuring Feb. 2017</i>
	4. 70 percent of receiving schools meet the approved school quality assurance standards					x	4.0	<b>Cancelled</b> <i>Restructuring Feb. 2017</i>
Establish teacher and school directors training and remuneration programs	5. Updated program for training of school directors and teachers officially approved and implementation initiated		x				2.0	<b>DLI met.</b> <i>Disbursed Dec. 2016</i>
	6. 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	<b>DLI met.</b> <i>Disbursed Dec. 2017</i>
	7. New remuneration program of school directors and teachers adopted				x		2.0	<b>Cancelled</b> <i>Restructuring in March 2018</i>
Improve student assessment	8. Enrollment of Moldova in PISA 2015	x					2.0	<b>DLI met.</b> <i>Disbursed Dec. 2013</i>
	9. Results of Moldova participation in PISA 2015					x	2.0	<b>DLI met.</b>

<sup>1</sup> USD equivalent based on the exchange rate at the time of project negotiations.

Disbursement-Linked Indicator (DLI)		Expected Year of Achievement					Disbursement Amount Linked to the Indicator (in USD million equivalent) <sup>1</sup>	Status
		1	2	3	4	5		
	analyzed and publicly disseminated							<i>Disbursed June 2017</i>
	10. Revised national testing of all 4 <sup>th</sup> and 9 <sup>th</sup> grades students completed and its results analyzed, publicly disseminated and used by the MoE			x			2.0	<b>DLI met.</b> <i>Disbursed Feb. 2016</i>
Improve the quality of data and management information systems	11. Establish a consolidated Education Management Information System (EMIS)	x					2.0	<b>DLI met.</b> <i>Disbursed Mar. 2014</i>
	12. 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	<b>DLI met.</b> <i>Disbursed Dec. 2014</i>
<b>Component 2: Improving the Efficiency of the Education Sector</b>								
Improve efficiency of General Education	13. 80 percent of primary and general secondary schools have their budgets approved according to the new per student formula methodology	x					2.0	<b>DLI met.</b> <i>Disbursed Dec. 2013</i>
	14. 980 classes reorganized in primary and secondary schools from the baseline in 2011/2012 school year		x				2.0	<b>DLI met.</b> <i>Disbursed Dec. 2015</i>
	15. Student-teacher ratio for grades 1-12 is increased from 10.5:1 to 11.5:1				x		2.0	<b>DLI met.</b> <i>Disbursed Mar. 2016</i>
	16. System in place to closely monitor and mitigate drop outs (by gender) in General Education (using EMIS)		x				2.0	<b>DLI met.</b> <i>Disbursed July 2015</i>

***Annex no. 6 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	<ul style="list-style-type: none"> <li>Define standards for receiving schools.</li> <li>Rehabilitate receiving schools to implement standards.</li> </ul>	<ul style="list-style-type: none"> <li>Equip selected schools with science labs and ICT.</li> <li>Equip selected schools with special education teaching and learning materials and selected equipment</li> </ul>	<ul style="list-style-type: none"> <li>Total receiving schools that meet infrastructure requirements under national quality assurance standards</li> </ul>
	Establish teacher and school directors training and remuneration programs	<ul style="list-style-type: none"> <li>Update program for training school directors and teachers.</li> <li>Train 1<sup>st</sup> cohort of school directors and teachers.</li> <li>Update and adopt new remuneration program for teachers and directors.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate training programs for school managers and teachers and update accordingly, including developing additional modules on community engagement, gender and inclusion.</li> <li>Train 2nd cohort of managers and teachers based on updated training program</li> <li>Evaluate 2nd cohort of trained teachers using classroom observation instrument.</li> <li>Develop special education modules and train teaching support staff and psycho-pedagogues working with students with disabilities and/or special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Trained teachers demonstrating competencies covered in training program</li> </ul>
	Develop the capacity of the National Agency for Quality Assurance in Education and Research		<ul style="list-style-type: none"> <li>Strengthen the capacity of NSI, including:               <ul style="list-style-type: none"> <li>participate in conferences, including SICI</li> <li>carry out training needs assessment, develop training, train inspectors and school managers,</li> </ul> </li> </ul>	

			<p>and evaluate training.</p> <ul style="list-style-type: none"> <li>○ develop NSI's webpage and MIS on school inspections connected to EMIS.</li> </ul>	
	Develop/support mechanisms and capacity for parent/community feedback		<ul style="list-style-type: none"> <li>• 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].</li> <li>• Modernize portal for open data for public use</li> </ul>	
	Improve student assessment system	<ul style="list-style-type: none"> <li>• Support participation in PISA 2015.</li> <li>• Administer revised national testing of all 4<sup>th</sup> and 9<sup>th</sup> grade students (2015-2019).</li> </ul>	<ul style="list-style-type: none"> <li>• Support participation in PISA 2018 and PISA 2021.</li> <li>• Strengthen capacity of National Agency for Curriculum and Evaluation (NACE).</li> <li>• Improve Automated Data Processing System (ADPS) to retrieve data under EMIS.</li> </ul>	<ul style="list-style-type: none"> <li>• School report cards with comparative data on school performance produced and publicly (5 reports: 2015 - 2019)</li> </ul>
	<p>Improve the quality of data and management information system (EMIS)</p> <p>Review sample of textbooks for gender awareness</p>	<ul style="list-style-type: none"> <li>• Consolidate EMIS for primary and general secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and incorporate VET module into EMIS.</li> <li>• Train additional users on use of EMIS, including on new preschool module.</li> <li>• Purchase digital signatures.</li> </ul> <p>Review sample of textbooks for gender awareness</p>	

2. Improving the Efficiency of the Education Sector	Improve efficiency of General Education	<ul style="list-style-type: none"> <li>• Reorganize classrooms in primary and secondary general schools.</li> <li>• Establish system to monitor student drop outs.</li> </ul>	<ul style="list-style-type: none"> <li>• Review per capita financing formula and introduce adjustments.</li> <li>• Pilot and evaluate preschool financing mechanism in selected rayons.</li> </ul>	<ul style="list-style-type: none"> <li>• Student:teacher ratio increases from 10.85:1 to 11.85:1</li> </ul>
3. 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	<ul style="list-style-type: none"> <li>• Provide technical assistance to implement reform (training, study visits, TA).</li> <li>• Support project implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide technical assistance to implement and monitor the project, including carrying out of communications and outreach activities associated with project and/or reform.</li> <li>• Support the establishment and operation of a GRM.</li> </ul>	