



Education Quality Improvement Project (P179363)

EUROPE AND CENTRAL ASIA | Moldova | IBRD/IDA | Investment Project Financing (IPF) | FY 2023 | Seq No: 4 | Archived on 26-Feb-2025 | ISR03311

Implementing Agencies: Ministry of Education and Research, National Office for Regional and Local Development (NORLD)

1. OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 31-May-2023)

The objectives of the Project are to: (i) improve the learning environment in participating institutions, with an emphasis on supporting disadvantaged students; and (ii) strengthen the capacity of the Ministry of Education and Research for sector management and refugee response.

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

No

2. COMPONENTS

Name

Improving Quality of Teaching:(Cost 18,250,000.00)

Improving the Quality of Learning Environment in Participating Institutions:(Cost 33,180,000.00)

Strengthening the Capacity for Education Sector Management and Refugee Response:(Cost 8,380,000.00)

Contingent Emergency Response Component:(Cost 0.00)

3. OVERALL RATINGS

Name	Previous	Current
Progress towards achievement of PDO	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Satisfactory
Overall Risk Rating	● Moderate	● Moderate



4. KEY ISSUES & STATUS

4.1 Implementation Status and Key Decisions

The project is on track to achieve its project development objectives (PDOs). Key progress since the last mission includes the completion of restructuring, the launch of the School In-Kind Grants (SIG) program, the advancement of TEACH training, and the initiation of design activities for the rehabilitation of schools. The key next steps include conducting a rapid assessment of 9th-grade students in math to identify learning gaps (for support under the tutoring program), signing contracts for design services for the rehabilitation of kindergartens, appointment of the SIG Selection Committee members and the completion of the selection of SIG subprojects to be supported under the project.

5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 31 May 2023	Last Approved Rating ISR Seq. 03 - 26 Aug 2024	Proposed Rating
Political and Governance	● Substantial	● Substantial	● Substantial
Macroeconomic	● Substantial	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Moderate	● Moderate
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Moderate	● Moderate	● Moderate
Fiduciary	● Moderate	● Moderate	● Moderate
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Moderate	● Moderate	● Moderate
Overall	● Moderate	● Moderate	● Moderate



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

Improved learning environment in participating educational institutions								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Participating teachers with improved teaching practices (Percentage)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	90.00	Dec/2029
	Comments on achieving targets		Currently, 114 trainers have successfully completed the program, earning both training and certification as TEACH observers for ECE and primary levels. Building on this achievement, the MoER will further expand the TEACH-related training program, incorporating certification for the secondary level. This indicator will be measured through the classroom observation tool before intervention and after completion of the training (for a representative sample of teachers). The details of the TEACH approach will be included in the POM. MoER PMT has initiated the process of identifying beneficiaries and representative group for the baseline study to take place in the 2024/25 school year. As a result of this baseline, the training needs of the teachers will be determined.					
Improved learning outcomes of students benefitting from project-supported tutoring program (disaggregated by gender, urban/rural, refugee/vulnerability status) (Text)	No tutoring program in place	Feb/2023	No tutoring program in place	05-Aug-2024	Tutoring program is under preparation	31-Dec-2024	Improvement in scores of beneficiaries compared to control group (measured by impact evaluation)	Dec/2029
	Comments on achieving targets		A rapid assessment of learning gaps is planned to take place between February and March 2025. In April-May 2025, tutoring programs will be implemented to support 9th-grade					



		students in mathematics. The NACE is responsible for conducting these activities, including both baseline and impact assessments.						
Enhanced MoER's capacity for education sector management and refugee response								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Annual education statistics reports produced and publicly disseminated based on data generated by the integrated EMIS and used for education sector management including refugee response (Text)	No integrated EMIS in place	Feb/2023	No integrated EMIS in place	05-Aug-2024	Preparation for assessment of EMIS is currently underway.	31-Dec-2024	Integrated EMIS is operational and reports, produced using its data, are publicly disseminated and used for education sector management including refugee response.	Dec/2029

6.2 Intermediate Results Indicators by Components

Improving Quality of Teaching								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	20.00	Dec/2029



Teachers trained on professional standards under the project (% of teachers in ECEC facilities and grades 1–12) (Percentage)	Comments on achieving targets		The revision of professional standards for primary and secondary school teachers has been completed. The first stage of Training for Trainers took place in December 2024, followed by online sessions in January 2025.					
Rapid student assessment mechanism developed and piloted (for selected grade) (Yes/No)	No	Feb/2023	No	05-Aug-2024	No	31-Dec-2024	Yes	Dec/2029
	Comments on achieving targets		A rapid assessment by NACE (covering 9th-grade students in math) is planned to take place between February and March 2025.					
Tutoring/accelerated learning program for disadvantaged students developed and implemented (for selected grade) (Yes/No)	No	Feb/2023	No	05-Aug-2024	No	31-Dec-2024	Yes	Dec/2029
	Comments on achieving targets		The tutoring program for disadvantaged students is to be carried out in April-May 2025.					
Students benefiting from direct interventions to enhance learning (Number)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	18,000.00	Dec/2029
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		0.00		0.00		9,000.00	
Teachers recruited or trained (Number)	0.00	Feb/2023	0.00	05-Aug-2024	114.00	31-Dec-2024	5,300.00	Dec/2029
Gender gap in STEM education reduced (Percentage)	7.00	Feb/2023	7.00	05-Aug-2024	7.00	31-Dec-2024	5.00	Dec/2029
	Comments on achieving targets		This indicator measures the participation rates of boys and girls in STEM education. The gap is calculated as the difference in enrollment rates of boys and girls in real profile (proxy for STEM education) in all secondary schools. The enrollment rate is calculated as the number of boys (girls) studying in real profile in grades 9-12 in a given year, expressed as a percentage					



		of the total number of boys (girls) enrolled in grades 9-12 (Baseline: Girls: 27%; Boys: 34%; Gender Gap: 7%). Activities related to girls' participation in STEM education have been included in SIG Operations Manual.						
Improving the Quality of Learning Environment in Participating Institutions								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of schools renovated under the project that meet infrastructure requirements (national quality assurance standards including on safety, resilience, inclusion, and sustainability requirements) (Number)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	15.00	Dec/2029
	Comments on achieving targets		The Coordinating Board approved the list of 15 schools to be renovated under the project. Design works for rehabilitation of 13 schools have already been launched.					
Targeted schools equipped with school labs, IT equipment, and teaching and learning materials including for students with disabilities (Number)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	200.00	Dec/2029
	Comments on achieving targets		The selection of 200 schools for the provision of required equipment has been finalized, and the procurement documentation for IT is currently under review by the e-government agency. Procurement for furniture and other equipment is also underway.					
Students benefiting from improved learning environment under the project (disaggregated by urban/rural, refugee/host community, gender, vulnerability status, education level) (Text)	0	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	8,500,000	Dec/2029
	Comments on achieving targets		This indicator will measure the number of students which benefit from from improved learning environment in educational institutions rehabilitated, constructed or endowed under the project. Rehabilitated and constructed educational institutions are those in compliance with the national quality assurance standards.					
	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	300.00	Dec/2029



Number of additional students (disadvantaged/refugee), enrolled in preschool premises renovated and endowed under the project (Number)	Comments on achieving targets		This indicator will measure the number of additional students (disadvantaged and refugee students from Ukraine) enrolled in preschool premises as a result of their renovation, rehabilitation, and endowment under the project. The list of the 15 preschool institutions to be renovated under the project was approved by the Coordinating Board. The indicator is expected to be achieved at the end of 2025.					
Number of direct project host community beneficiaries disaggregated by gender (Text)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	28,000.00	Dec/2029
	Comments on achieving targets		Initial number of students' beneficiaries will be confirmed by the baseline study.					
Number of direct beneficiaries (refugees) disaggregated by gender (Text)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	1,200.00	Dec/2029
Number of new high schools constructed in priority areas that meet infrastructure requirements under national quality assurance standards (Number)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	3.00	Dec/2029
	Comments on achieving targets		The MoER decision regarding the construction of the new schools will be made based on the results of the initial feasibility study, which is expected to be completed in spring 2025.					
Strengthening the Capacity for Education Sector Management and Refugee Response								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of sector staff participating in capacity building trainings under the project (Number)	0.00	Feb/2023	39.00	05-Aug-2024	42.00	31-Dec-2024	1,000.00	Dec/2029
	Comments on achieving targets		The sector staff engaged in the following capacity-building activities: study visits to model schools for 20 experts, conferences on TEACH and ECEC for 4 experts, training of 9 NIEL national mentors in TEACH, preparation of 3 PISA national experts, and training of 3 experts both in social and environmental management.					
	No	Feb/2023	No	05-Aug-2024	No	31-Dec-2024	Yes	Dec/2029



Monitoring tool with reliable gender-disaggregated data to identify disadvantaged students to receive accelerated learning (Yes/No)	Comments on achieving targets		Following the approval of the EMIS development priorities by the Bank, a monitoring tool will be developed to provide reliable, gender-disaggregated data for identifying disadvantaged students who require accelerated learning. Based on a national-scale rapid assessment of approximately 27,000 students, the tool will enable the identification of the number of students with learning difficulties, disaggregated by gender.					
Improved regulatory environment for affordable and quality childcare for preschool children (Number)	0.00	Feb/2023	1.00	05-Aug-2024	1.00	31-Dec-2024	4.00	Dec/2029
	Comments on achieving targets		To enhance the regulatory framework in the field, Government Decision No. 685, dated October 9, 2024, approved the Methodology for financing public pre-primary education institutions based on a standard cost per child. The pilot implementation of this methodology will be carried out in 2025.					
Parents reporting an improved capacity to work due to ECEC service provision under the project (Text)	0	Feb/2023	0	05-Aug-2024	0	31-Dec-2024	+20%	Dec/2029
	Comments on achieving targets		The data will be collected and presented following the baseline study.					
Impact evaluations of: (i) tutoring/accelerated learning program and (ii) intervention to accommodate more children in childcare (disadvantaged and refugees) (Yes/No)	No	Feb/2023	No	05-Aug-2024	No	31-Dec-2024	Yes	Dec/2029
	Comments on achieving targets		ToR is under development.					
Percentage of students and teachers satisfied with improved classroom learning environment and functionality of schools and preschools under the project (Percentage)	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	85.00	Dec/2029
	Comments on achieving targets		The percent of school students who are satisfied (satisfied and very satisfied/highly satisfied responses) with teaching and learning environments according to the survey results. The baseline data collection is planned in 2024/25 school year.					
	0.00	Feb/2023	0.00	05-Aug-2024	0.00	31-Dec-2024	70.00	Dec/2029

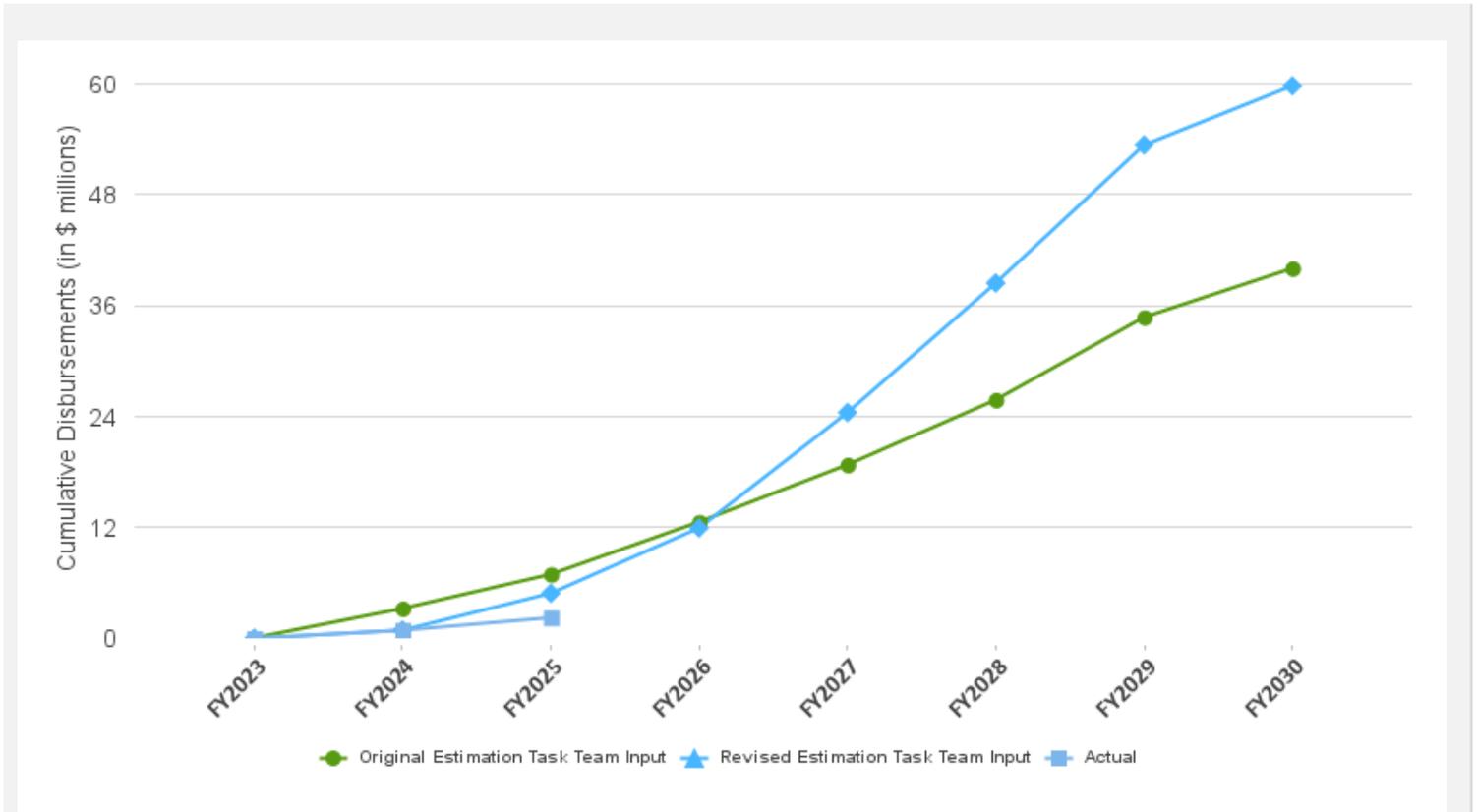


Percentage of school users who report that consultation processes are effective (Percentage)	Comments on achieving targets	This indicator will measure the level of satisfaction of school users with the consultation processes. At the first stage, the level of satisfaction of school users with the consultation process will be measured during the baseline study. Further, an annual survey will be carried out.
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7. DATA ON FINANCIAL PERFORMANCE

7.1 Cumulative Disbursements



7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
TF-C1507	Effective	5.00	5.00	0.00	0.20	4.80	4.00%
TF-C1762	Effective	10.00	10.00	0.00	0.41	9.59	4.09%
TF-C1484	Effective	4.80	4.80	0.00	0.00	4.80	0%
IBRD-95360	Effective	40.00	40.00	0.00	1.63	38.31	4.08%

7.3 Key Dates (by loan)



Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IBRD-95360	Effective	31-May-2023	30-Jun-2023	11-Sep-2023	31-Dec-2029	31-Dec-2029
TF-C1484	Effective	30-Jun-2023	30-Jun-2023	11-Sep-2023	31-Dec-2027	31-Dec-2027
TF-C1507	Effective	30-Jun-2023	30-Jun-2023	11-Sep-2023	30-Jun-2027	30-Jun-2027
TF-C1762	Effective	30-Jun-2023	30-Jun-2023	11-Sep-2023	31-Dec-2029	31-Dec-2029

8. KEY DATES

Key Events	Planned	Actual
Approval	31-May-2023	31-May-2023
Effectiveness	11-Sep-2023	11-Sep-2023
Mid-Term Review No. 01	16-Nov-2026	
Operation Closing/Cancellation	31-Dec-2029	

9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 23-Jul-2024

10. ASSOCIATED OPERATION(S)

There are no associated operations