



Kosovo Education System Improvement Project (P149005)

EUROPE AND CENTRAL ASIA | Kosovo | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2016 | Seq No: 6 | ARCHIVED on 07-Sep-2018 | ISR33803 |

Implementing Agencies: Ministry of Education, Science and Technology, Republic of Kosovo

Key Dates

Key Project Dates

Bank Approval Date: 10-Sep-2015	Effectiveness Date: 13-May-2016
Planned Mid Term Review Date: 05-Nov-2018	Actual Mid-Term Review Date: --
Original Closing Date: 31-Dec-2019	Revised Closing Date: 31-Dec-2019

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to strengthen selected systems that contribute to quality, accountability, and efficiency improvements in education in the Republic of Kosovo.

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

No

Components

Name

Enhancing strategic planning, financial management, monitoring and decision-making in the education sector:(Cost \$5.20 M)

Strengthening management capacity and accountability to enhance quality of education:(Cost \$5.00 M)

Implementation and Communications Support:(Cost \$0.80 M)

Overall Ratings

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

Implementation Status and Key Decisions

The Kosovo ESIP is a four-year project financed through an IDA credit (US\$11 million). The Financing Agreement was signed on November 20, 2015. The Parliament of Kosovo ratified the Financing Agreement on February 24, 2016 and the Project was declared effective on May 13, 2016. The project has suffered from low disbursements from a variety of reasons, listed above. The Ministry of Education, Science and Technology put together a "proactivity plan" to accelerate project implementation from June-June 2018. However, delays in staffing the PCU with qualified staff, due to rotation of key positions; longer than expected procurement processes; and delay in the school grant disbursements exacerbated implementation delays and low disbursements. While the overall project development objectives (PDOs) continue to be viable, the possibility of achieving them by the end-of-the project (December 2019) are low, without any major project restructuring. A formal evaluation of the



project will take place in the Fall of this year to assess project status, lessons learned and restructuring. During the evaluation period, two missions are planned: October 1-5 to agree on methodology, teams and data to be collected, and November 5-9, 2018 for final analysis of findings and restructuring decisions.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current 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	● Substantial	● Substantial	● High
Fiduciary	● Moderate	● Moderate	● Moderate
Environment and Social	● Low	● Low	● Low
Stakeholders	● Moderate	● Moderate	● Moderate
Other	--	--	--
Overall	● Moderate	● Moderate	● Substantial

Results

PDO Indicators by Objectives / Outcomes

Municipalities Allocating Resources to Schools				
► Municipalities allocating resources to schools according to revised formula (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Number of municipalities which allocate budget to schools according to revised funding formula, divided by total number of municipalities.			
► Beneficiary schools disseminating report on grant budget allocation and utilization (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Number of grant-recipient schools that disseminate their grant budget allocation and utilization reports, divided by the total number of grant-recipient schools.			
► School report cards distributed and publicly displayed at schools (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Number of schools that receive and publicly display school report cards, divided by the total number of schools. School report cards will contain information on enrollment, teachers, per-student funds received in comparison with other school types (e.g. urban versus rural, municipal average, national average) and student assessment/examination performance (when available). The updated EMIS will produce school report cards.			
► Municipalities allocating resources to schools according to revised formula. (Number, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00
Date	30-Sep-2015	--	20-Jul-2018	30-Sep-2019

Licensing Exams Piloted

►Licensing Exams (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2.00
Date	30-Sep-2015	--	20-Jul-2018	30-Sep-2019

Comments: Two professional exams to be piloted in university careers (related to education)

►Licensing exams piloted (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2.00
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019

Comments: Number of professions for which licensing exams have been piloted.

Overall Comments

See PDO indicators below. Due to low disbursements (US\$670,000 about 0.5%) and therefore no change in outcome indicators.

Intermediate Results Indicators by Components

Enhancing strategic planning, financial management, monitoring and decision-making in the education sector

►Education institutions updating student-level data in EMIS twice a year (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019

Comments: Number of schools and higher education institutions that update student-level data in EMIS at least two times per calendar year, divided by the total number of schools and higher education institutions.

►Rules for full financial autonomy in universities developed and approved. (Text, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No rules in place	No rules in place	No rules in place	Rules implemented
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Target is met when rules for full financial autonomy for universities has been developed and approved within the context of the new(2015) higher education law.			
►EMIS integrated and data exchange automated with four databases on teacher licensing, student assessment, school map, and expenditures (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	EMIS not integrated	EMIS not integrated	EMIS not integrated	Integrated and data automated with all databases
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Target is met when EMIS can access and/or exchange data contained in four databases on teacher licensing, student assessment, school map, and expenditures.			
►Budgeting and financial management rules or bylaws for school financial autonomy approved and used. (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Bylaws not in place	Bylaws not in place	Bylaws not in place	Bylaws in use
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Target is met when budgeting and financial management rules or bylaws for school financial autonomy are officially approved and used by municipalities and schools.			
►National and municipal-to-school per capita funding formulas officially revised and used for resource allocation (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Revised formulas are in use.
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Target is met when both the national-to-municipal and municipal-to-school funding formulas are officially revised and used to allocate resources to schools.			
►Number of schools that receive School Development Grants (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	150.00
Date	30-Sep-2015	06-Jun-2017	06-Jun-2017	30-Sep-2019
Comments:	Total number of schools that receive School Development Grants financed under the Project.			
►Number of beneficiary schools in which parents and/or community members were involved in grant planning or implementation (citizen engagement indicator) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	150.00



Date	30-Sep-2015	06-Jun-2017	06-Jun-2017	30-Sep-2019
Comments:	Total number of grant-recipient schools in which parents and/or community members were involved in grant planning or implementation. This is the citizen engagement indicator.			

Strengthening management capacity and accountability to enhance quality of education

►Percent of registered teachers licensed at the Advanced level (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	35.00
Date	30-Sep-2015	06-Jun-2017	06-Jun-2017	30-Sep-2019

Comments: Number of teachers registered in the national teacher licensing database who are licensed as the "Advanced" level, divided by the total number of teachers registered in the national teacher licensing database.

▲Female registered teachers licensed at the Advanced level (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20.00

►Teacher career and licensing system finalized and operational (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Bylaws for teacher licensing, professional development and evaluation in place, and licensing for career teachers completed.	Bylaws for teacher licensing and evaluation in place. Provisional articles on these bylaws need to be clarified before the end of 2017 so that implementation in 2018 can start without delays.	Bylaws for teacher licensing and evaluation in place. Provisional articles on these bylaws need to be clarified before the end of 2017 so that implementation in 2018 can start without delays.	All bylaws used in rolling out teacher career and licensing system based on the staggered implementation plan.
Date	30-Sep-2015	06-Jun-2017	06-Jun-2017	30-Sep-2019

Comments: Target is met when administrative instructions defining teacher licensing competencies and associated salary/promotion increases/scheme are developed (or harmonized with other administrative instructions relating to licensing and performance evaluation), approved, used by MEST in the rolling the teacher licensing system. Licensing is a continuous process

►Grade 9 and 12 examinations revised in line with Kosovo Curriculum Framework and evaluated after piloting (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Grade 9 and 12 exams not aligned with KCF	Grade 9 and 12 exams not aligned with KCF	Grade 9 and 12 exams not aligned with KCF	Revised Grade 9 and 12 exams piloted and evaluated
Date	30-Sep-2015	06-Jun-2017	06-Jun-2017	30-Sep-2019

Comments: Target is met when both the Grade 9 and Grade 12 Matura student examinations are revised in line with the Kosovo Curriculum Framework and are validated through piloting and subsequent evaluation.

►System for learning assessment at the primary level (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	No	No	No	Yes
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	TTLs should provide information on this indicator even if their project is not funding assessment work. This indicator measures whether the basic elements of a learning assessment system exist at the primary level, and the degree to which that assessment is able to provide useful information for education policy and practice. To calculate the Core Indicator Value and the Supplemental Value for this indicator, please refer to the Guidance.			
Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2.00
Bylaws on professional licensing developed and approved (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No bylaws in place	No bylaws in place	No bylaws in place	Bylaws in place
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	Target is met when bylaws on professional licensing have been developed and officially approved.			

Implementation and Communications Support				
Percent of school directors reporting improved planning capacity (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	30-Sep-2015	29-Dec-2017	29-Dec-2017	30-Sep-2019
Comments:	The percent of school directors surveyed who report improvements in planning capacity on a set of specific tasks to be defined, relative to the baseline.			

Data on Financial Performance

Disbursements (by loan)

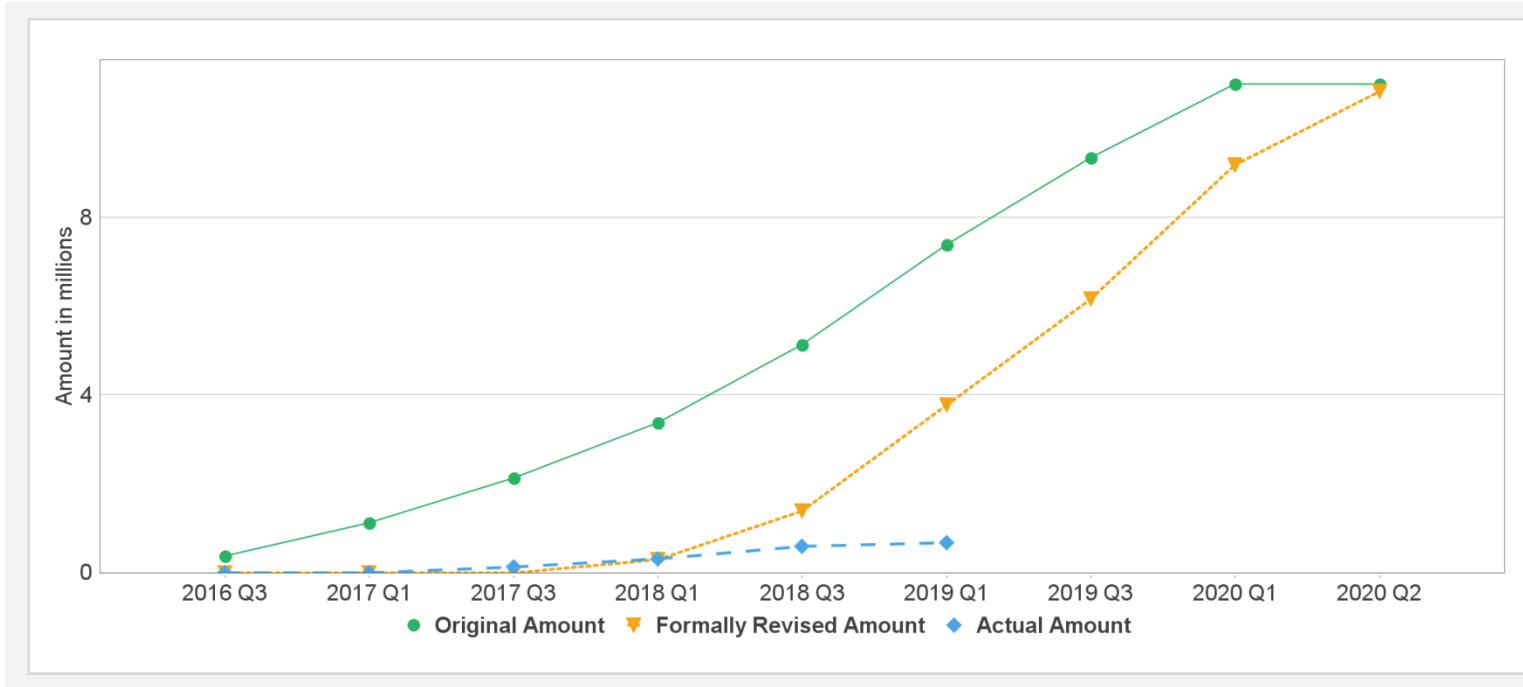
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P149005	IDA-57260	Effective	USD	11.00	11.00	0.00	0.67	10.42	6%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P149005	IDA-57260	Effective	10-Sep-2015	20-Nov-2015	13-May-2016	31-Dec-2019	31-Dec-2019



Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.