



Mongolia Education Quality Reform Project (P148110)

EAST ASIA AND PACIFIC | Mongolia | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2014 | Seq No: 13 | ARCHIVED on 29-Jun-2020 | ISR42329 |

Implementing Agencies: Ministry of Education, Culture, Science and Sport, Ministry of Labor and Social Protection, Mongolia

Key Dates

Key Project Dates

Bank Approval Date: 06-Jun-2014

Effectiveness Date: 17-Aug-2015

Planned Mid Term Review Date: 08-May-2018

Actual Mid-Term Review Date: 15-May-2018

Original Closing Date: 31-Dec-2019

Revised Closing Date: 31-Dec-2020

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objectives are to improve the quality of education for primary school children in Mongolia, with particular emphasis on improving native language and mathematical skills, and strengthen school-level planning.

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

Yes

Board Approved Revised Project Development Objective (If project is formally restructured)

The Project Development Objectives are to improve the quality of education for primary school children in Mongolia, with particular emphasis on improving native language and mathematical skills, strengthen school-level planning and increase support for child welfare transfers during the COVID-19 emergency.

Components Table

Name

Improving learning outcomes:(Cost \$14.90 M)
Pre- and in-service professional development of teachers:(Cost \$3.30 M)
Implementation of a school support program:(Cost \$6.10 M)
System management, monitoring and evaluation:(Cost \$5.70 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Implementation Status and Key Decisions

Progress towards achieving the Project Development Objectives (PDOs) and Implementation Progress mostly reflect activities completed through December 2019. Schools have been closed since January 2020 because of the COVID-19 emergency and are expected to reopen in September 2020. While some key activities such as the design of training modules, initial training of teachers, procurement of learning materials for ethnic



communities (e.g., Kazakh) and implementation of school grant programs were carried out through December 2019, data collection against the results framework indicators could not be undertaken as originally planned for the 2019/2020 school year.

Implementation status of EQRP: The second round of training on reading skills development was administered in November 2019 during the school fall break. 7,624 primary teachers were trained by 163 Master trainers, including those who were previously trained during the 1st stage of training and some teachers from schools that piloted the Early Grade Reading Assessment (EGRA) training modules one year ago. The rollout of the Early Grade Mathematics Assessment (EGMA) follow-up teacher training has not yet been completed. Learning materials in Kazakh language for branch of Khovd Teacher Education University in Bayan-Ulgii aimag have been procured to support their capacity in preparing of primary teachers. The reading books and learning materials to Bayan-Ulgii aimag schools have been delayed because the Khazakhstan border is closed due to COVID-19. The project activities aimed at strengthening the primary education assessment system are underway (and the national primary assessment has been postponed to October 2020), and the project is supporting Mongolia's participation in the 2021 Programme for International Student Assessment (PISA). The 4th cycle of school support grants has been implemented by 351 grant recipient schools. The majority of schools worked effectively during the beginning of the academic year and have spent 80-90 percent of their grant funding. An additional 5th cycle of school grants (C5) will be rolled out next year focusing on improving the capacity of schools to use educational technology solutions for primary teaching and learning and student "catch-up" after the long school closure. Early Grade Mathematics Assessment (EGMA) training modules developed in November 2019 would be used for teacher training and development of the intensive support to teachers when schools reopen. The project is exploring how to potentially provide this training on-line.

Restructuring: The Ministry of Finance (MOF) requested a no-cost two year extension of the EQRP to December 31, 2022 and reallocation of funding in a letter dated April 28, 2020 and the Bank approved the restructuring on June 8, 2020. The restructuring letter requested the EQRP to reorient activities to address the COVID-19 emergency and to support strategic activities to help the project achieve its PDOs. Reallocation of US\$5 million undisbursed funds are directed to support children through a social welfare intervention (Child Money Program). Other project savings are being reallocated to support distribution of TV lessons, distance education materials as well as the continuation of EQRP in-school learning activities - both those that support COVID emergency response and those that support longer term recovery for the education sector. Support to the PISA 2021 assessment, activities for inclusive education and another cycle of school support grants are included. The restructuring includes a revision to the PDO to add the support requested for the Child Money Program (CMP) as well as revisions to the results framework to reflect the new activities and indicator targets.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	☐ Substantial	☐ Substantial
Macroeconomic	--	☐ Low	☐ Substantial
Sector Strategies and Policies	--	☐ Moderate	☐ Moderate
Technical Design of Project or Program	--	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	--	☐ Substantial	☐ Substantial
Fiduciary	--	☐ Low	☐ Low
Environment and Social	--	☐ Low	☐ Low
Stakeholders	--	☐ Low	☐ Moderate
Other	--	--	--
Overall	--	☐ Moderate	☐ Moderate

Results



PDO Indicators by Objectives / Outcomes

Improved learning outcomes				
▶ The average number of words read correctly with comprehension per minute at end of grade 2. (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.70	57.40	57.40	29.64
Date	01-Jul-2014	20-May-2019	26-Jun-2020	31-Dec-2020
Comments:	Collected through EMIS.			
▶ At the end of grade 2, the average number of correct additions and subtractions per minute. (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	12.72	12.90	12.90	13.99
Date	19-May-2017	20-May-2019	26-Jun-2020	31-Dec-2020
Comments:	Collected through EMIS. (addition items) The figure for correct subtraction items is 14.3 per minute.			

Strengthened school-level planning				
▶ Of the total number of school financing recipient schools in the project, the percentage that have successfully achieved the school proposal objectives and targets agreed in the school financing (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	70.00	50.00	70.00
Date	01-Jul-2014	19-Apr-2019	26-Jun-2020	31-Dec-2020

Intermediate Results Indicators by Components

Improving learning outcomes				
▶ Roll out of grade 5 National Assessment (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020
▶ System for learning assessment at the primary level (Yes/No, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020
<input type="checkbox"/> Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	1.00	1.00	2.00

Pre- and in-service professional development of teachers				
<input type="checkbox"/> Percentage of grade 2 teachers reporting native language assessments results (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	85.00	90.00	80.00
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020
<input type="checkbox"/> Percentage of grade 2 teachers reporting assessment results on: (a) additions and subtractions; and (b) identification of missing numbers in a sequence (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	85.00	86.00	60.00
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020
<input type="checkbox"/> Of the total number of grades 1 & 2 primary school teachers to be trained during the project life, the cumulative % that achieved intended competency levels in native language assessment methodology (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	40.00	60.00
Date	01-Jul-2014	24-Nov-2015	31-Dec-2019	31-Dec-2020
Comments:	Teacher testing is completed. Test scores will be analyzed, and the indicator value updated by December 30, 2019.			
<input type="checkbox"/> Of the total no. of grades 1 & 2 primary school teachers to be trained during the project life, the cumulative % that achieved intended competency levels in early grade mathematical skills assessment (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	01-Jul-2014	24-Nov-2015	31-Dec-2019	31-Dec-2020
Comments:	This indicator has been delayed since the EGMA training activities have not yet been implemented. Expected training is September 2020.			



► Average percentage of the school year allocated for instruction in the classroom. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	69.00	69.00	69.00	75.00
Date	19-May-2017	19-May-2017	31-Dec-2019	31-Dec-2020
Comments:	This indicator requires an endline assessment that will only be collected in last year of project.			

Implementation of a school support program				
► Of the total number of school financing recipient schools in the project, the percentage that use the proceeds for pedagogical-related activities (as defined in the School Support Handbook) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	30.00	35.00	30.00
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020

System management, monitoring and evaluation				
► Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	338,981.00	330,000.00	44,000.00
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020
Comments:	Now that the project is being implemented nationally, the number of beneficiaries includes all primary students and teachers as well as school administrators and local education specialists. The end target will be revised as part of the planned restructuring.			

□ Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	50.00	52.00	52.00

► Number of additional qualified primary teachers resulting from project interventions. (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,500.00	8,500.00	7,400.00
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020

► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
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	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	327,019.00	327,019.00	37,000.00
Date	01-Jul-2014	19-Nov-2019	19-Nov-2019	31-Dec-2020
Comments:	Number of primary students.			
<input type="checkbox"/> Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	159,912.00	159,912.00	19,240.00

Performance-Based Conditions

► PBC 1 Improved learning outcomes (Text, Output, 14,900,000.00, 36.91%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	No actions completed	Initial early grade native language testing has been completed and national baseline established. MES has prepared TORs and selected TAs for early grade mathematical skills assessment. Initial analysis of early grade native language assessments results disseminated and discussed. Initial early grade mathematical skills assessment testing has been completed and national baseline established.	Initial early grade native language testing has been completed and national baseline established. MES has prepared TORs and selected TAs for early grade mathematical skills assessment. Initial analysis of early grade native language assessments results disseminated and discussed. Initial early grade mathematical skills assessment testing has been completed and national baseline established.	Early grade native language and mathematical skills assessments have become grades 1 and 2 teacher's tools to assess progress in learning outcomes in reading and math in at least 50% of the primary schools in the country.
Date	--	11-Jun-2018	11-Jun-2018	--

► PBC 2 Implementation of a school grants program (Text, Output, 6,100,000.00, 67.21%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	No actions completed	First batch of schools (200) have completed implementation of their school proposals. At	First batch of schools (200) have completed implementation of their school proposals. At least	School support completion reports have been submitted to MES



		least 10% of the first batch of schools have satisfactorily completed implementation of their school proposal. Second batch of schools (450) are implementing their school proposals.	10% of the first batch of schools have satisfactorily completed implementation of their school proposal. Second batch of schools (450) are implementing their school proposals.	
Date	--	11-Jun-2018	11-Jun-2018	--

Data on Financial Performance

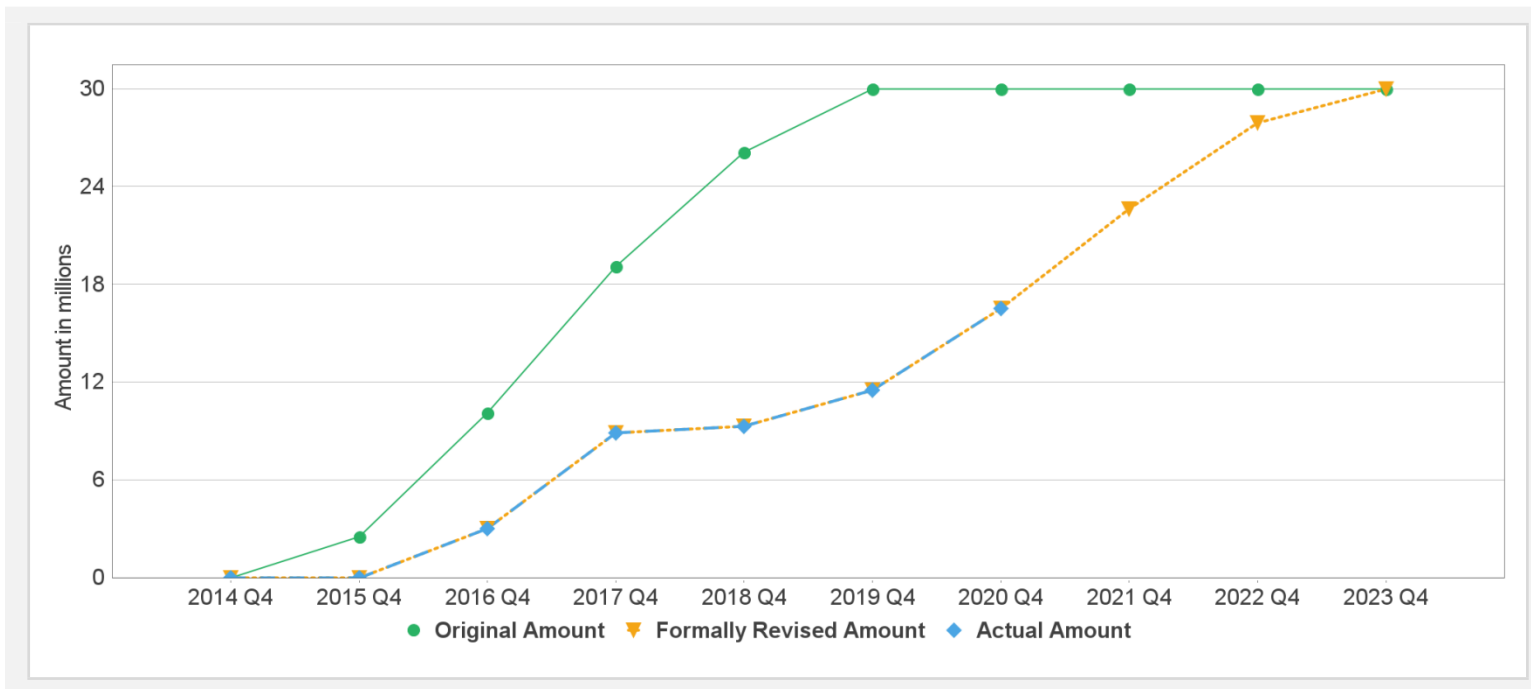
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P148110	IDA-54880	Effective	USD	30.00	30.00	0.00	16.52	10.34	62%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P148110	IDA-54880	Effective	06-Jun-2014	18-Jun-2015	17-Aug-2015	31-Dec-2019	31-Dec-2020

Cumulative Disbursements





PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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Restructuring History

Level 2 Approved on 11-Jun-2015 ,Level 2 Approved on 07-Jun-2020

Related Project(s)

There are no related projects.
