



Second Education Sector Development Project (P102117)

EUROPE AND CENTRAL ASIA | Azerbaijan | Education Global Practice |
IBRD/IDA | Adaptable Program Loan | FY 2008 | Seq No: 15 | ARCHIVED on 21-Mar-2016 | ISR22503 |

Implementing Agencies:

Key Dates

Key Project Dates

Bank Approval Date:21-Apr-2008

Effectiveness Date:01-Dec-2008

Planned Mid Term Review Date:12-Mar-2012

Actual Mid-Term Review Date:28-Sep-2012

Original Closing Date:31-Mar-2014

Revised Closing Date:31-Mar-2016

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objectives of the Project are to: (a) enhance the effectiveness of teaching in general secondary schools; (b) improve learning results in schools which receive new school libraries and where teachers adopt improved teaching practices as a result of in-service training; and (c) improve efficiency of spending on general education.

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)

To enhance the effectiveness of teaching and learning conditions in general education schools through curriculum reform and teacher in-service training.

Components

Name

Supporting the Implementation of the General Education Curriculum and further curriculum reform.:(Cost \$16.50 M)

Modernizing In-Service Teacher Training:(Cost \$18.00 M)

Using Student Assessment for Education Quality Improvement:(Cost \$2.80 M)

Promoting School Readiness:(Cost \$0.20 M)

Strengthening Education Policy Development and Management:(Cost \$3.50 M)

Project Coordination, Monitoring and Evaluation:(Cost \$3.60 M)

Overall Ratings

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

Implementation Status and Key Decisions

The Project Development Objective is to enhance the effectiveness of teaching and learning conditions in general education schools through curriculum reform and teacher in-service training. The project's development objective is measured by three outcome indicators: increased proportion of teachers using active methodologies in the context of the new curriculum; technically adequate sample-based student assessment is implemented; and new curriculum officially adopted in Grade 1-8. All of the three objectives have been achieved. The largest project component is providing in-service teacher training on new curriculum. Over 125,000 teachers have been trained since project inception. By the end of 2015, most teachers in General Education teaching the new curriculum had been trained. The training was also extended to all preschool teachers. In parallel, new teaching and learning materials have also been developed. In addition, the project contributed significantly to the establishment and capacity building of the national assessment system. National assessments were conducted in selected grades in Math and Azeri Language in 2009, 2011, 2012, 2014 and 2015. The national assessment results have been used for diagnostics and will further provide underpinnings for continued policy reforms aimed at improving teaching and learning. The project also supported the Ministry of Education in various policy analysis and advisory work, such as in the area of teacher quality and management, key institutional reforms, and national and international assessment.



Risks

Systematic Operations Risk-rating Tool

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

Results

Project Development Objective Indicators



► Increased proportion of teachers using active methodologies in the context of the new curriculum. (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2010 survey results: 10.6% of teachers used active learning 64% used mixed methods 26% used only traditional	2015 survey data being analyzed.	2015 survey results: 43.4% active teaching method 47.7% mixed methods 6% traditional methods	30% percent or above
Date	31-Dec-2010	01-Oct-2015	31-Dec-2015	31-Dec-2015

Comments

These are based on teacher self-evaluation in a survey covering around 1,000 classes/teachers.

► Technically adequate sample-based student assessment is implemented (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	21-Apr-2008	28-Sep-2015	31-Dec-2015	31-Dec-2015

Comments

Latest in 2015, Math and Language assessments for grade 5 and 7 were carried out.

► New curriculum officially adopted in Grade 1-8 (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Y	Y	Y	Y
Date	21-Apr-2008	28-Sep-2015	31-Dec-2015	31-Dec-2015

Comments

Latest in 2015, new curriculum has been extended to grade 8.

Overall Comments

Intermediate Results Indicators



► % of population that recognizes the importance of pre-school for a child's school readiness. (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	In 2010, survey respondents valuing the importance of preschool education: - 90.4% of school principals - 82.2% of teachers - 88.9% of parents. Overall 87.7%	Survey data is being analyzed.	2015 survey: 94.8% of school principals 94.3% of teachers 87.1% of parents	Above 97% for school principals; Above 86% for teachers; Above 83% for parents
Date	31-Dec-2010	01-Oct-2015	31-Dec-2015	31-Dec-2015

Comments

Slight decrease among parents. However, recognition from both teachers and school principals has increased.

► % of population understanding and supporting education reforms. (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2010 Survey: 94% of parents positively evaluated the impact of new curriculum on pupil's development. 72.4% of teachers were partly or completely satisfied with education reforms. 99.2% of principals were satisfied with education reforms overall: 88.5% satisfied	Survey data is being analyzed.	2015 survey: 92.4% of school principals; 64.7% of teachers; 62.9% of parents.	Percent support the same or improved compared to baseline.
Date	31-Dec-2010	01-Oct-2015	31-Dec-2015	31-Dec-2015

Comments

The percentage of population understanding and supporting education reforms has decreased from the baseline numbers. However, the interpretation of this trend should be cautious. At the onset of the reforms in the 2010 baseline study, respondents were only exposed to the new ideas and their responses were based mostly on the perceptions of reforms yet to come, whereas in the later surveys, the responses were based on the real experiences, of which key challenges were felt. This suggests that continued awareness-building activities and effective communications will be needed to sustain the strong support to the reform from the public.



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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	30-May-2009	28-Sep-2015	31-Dec-2015	31-Dec-2015

Comments

System for learning assessment has been sustained. The level of utility of this system is rated at "4", which indicates that data have been analyzed, disaggregated results are available, and assessments are done at least every 5 years.

▲ Utility of the learning assessment system (Number, Core Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4.00	4.00	3.00

► Establishment of system of in-service training allowing provision of non-government institutions (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	21-Apr-2008	28-Sep-2015	31-Dec-2015	31-Dec-2015

Comments

Multiple cohorts of in-service teacher training have been provided through open competition among private training providers. Most recently, feedback from non-governmental training providers indicates that the demand from teachers for self-financed training is high. This training delivery modality is highly likely to sustain.



► Number of teachers participating in new curriculum related in-service training (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	8000.00	124427.00	125000.00	100000.00
Date	31-Dec-2009	28-Sep-2015	31-Dec-2015	31-Dec-2015


Comments

Number is cumulative.

Overall Comments

Data on Financial Performance

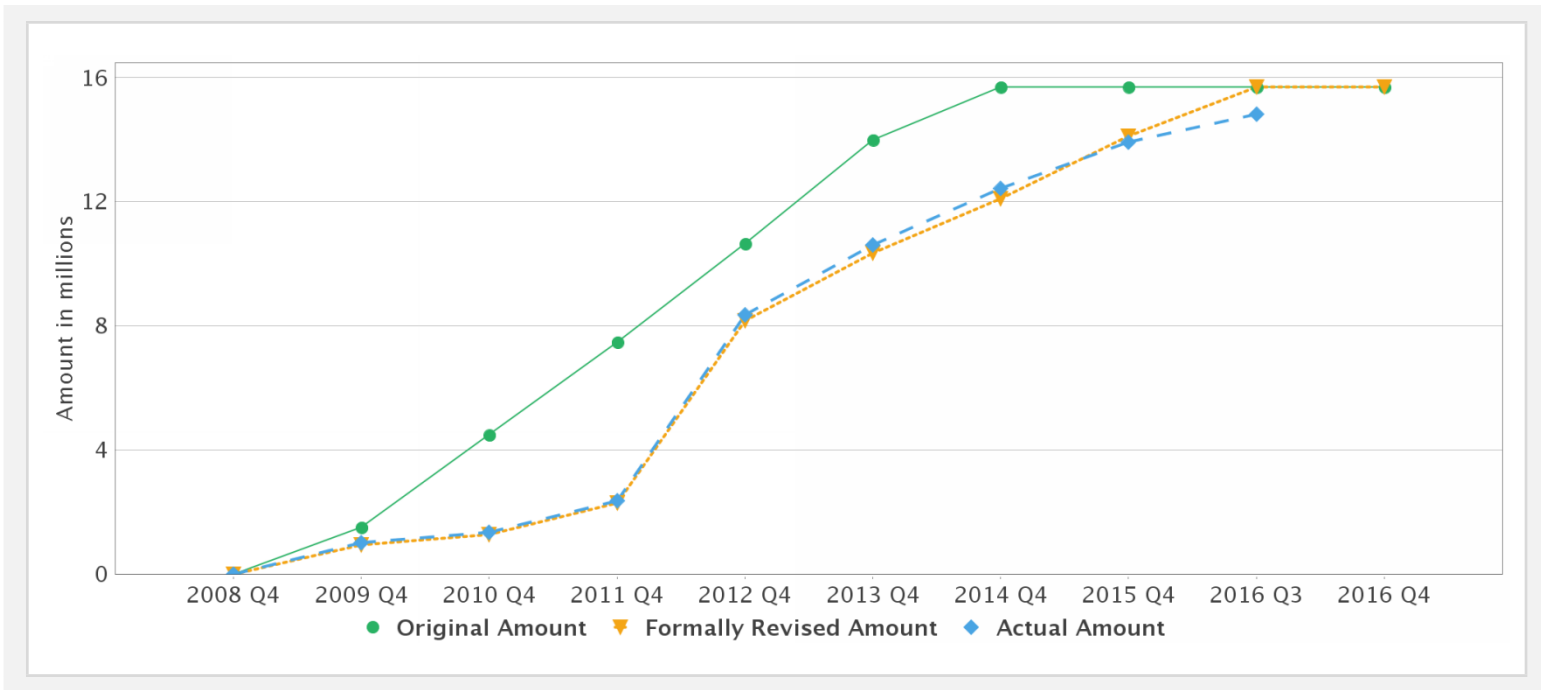
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P102117	IDA-43940	Effective	XDR	15.70	15.70	0.00	14.81	0.89	 94%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P102117	IDA-43940	Effective	21-Apr-2008	24-Sep-2008	01-Dec-2008	31-Mar-2014	31-Mar-2016

Cumulative Disbursements



Restructuring History

Level 1 Approved on 24-Feb-2014

Related Project(s)

There are no related projects.