MN Education Quality Reform Project (P148110)

EAST ASIA AND PACIFIC | Mongolia | Education Global Practice | IBRD/IDA | Investment Project Financing | FY 2014 | Seq No: 11 | ARCHIVED on 11-Apr-2019 | ISR36104 |

Implementing Agencies: Ministry of Finance, Ministry of Education, Culture, Science and Sport

Key Dates

**Key Project Dates**

- Bank Approval Date: 06-Jun-2014
- Planned Mid Term Review Date: 08-May-2018
- Original Closing Date: 31-Dec-2019

- Effectiveness Date: 17-Aug-2015
- Actual Mid-Term Review Date: 15-May-2018
- 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?

No

Components

- 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards achievement of PDO</td>
<td>Moderately Satisfactory</td>
<td>Moderately Unsatisfactory</td>
</tr>
<tr>
<td>Overall Implementation Progress (IP)</td>
<td>Moderately Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Overall Risk Rating</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Implementation Status and Key Decisions

Development and implementation of activities critical for meeting EQRP’s development objective (DO) of improving early reading outcomes has not advanced since December 2018. A first round of training on teaching reading skills and formative assessment was delivered to 1,787 primary grade teachers in 108 schools. Results from an assessment of the impact of these activities on early grade reading outcomes will be available by July 2019.

The effectiveness of the third (and latest) cycle of school support grants in contributing to EQRP’s DO of strengthening school-level planning is also being assessed. The results will be available by April 2019. Planning for the fourth cycle is complete, and the MECSS EQRP team is awaiting authorization to implement planned activities that will initiate in the next school year and end in June 2020.
Risks

Systematic Operations Risk-rating Tool

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Rating at Approval</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Governance</td>
<td>--</td>
<td>Moderate</td>
<td>Substantial</td>
</tr>
<tr>
<td>Macroeconomic</td>
<td>--</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Sector Strategies and Policies</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Technical Design of Project or Program</td>
<td>--</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Institutional Capacity for Implementation and Sustainability</td>
<td>--</td>
<td>Substantial</td>
<td>Substantial</td>
</tr>
<tr>
<td>Fiduciary</td>
<td>--</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Environment and Social</td>
<td>--</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>--</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Overall</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>24.70</td>
<td>--</td>
<td>24.70</td>
<td>29.64</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

►At the end of grade 2, the average number of correct additions and subtractions per minute. (Text, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>12.72</td>
<td>--</td>
<td>12.72</td>
<td>13.99</td>
</tr>
</tbody>
</table>
The update to this indicator will be available in July 2020, one year after rollout of the early grade math assessment (EGMA) follow-up activities to be designed in 2019.

### 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)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>52.00</td>
<td>52.00</td>
<td>70.00</td>
</tr>
<tr>
<td>Date</td>
<td>01-Jul-2014</td>
<td>18-May-2018</td>
<td>18-May-2018</td>
<td>31-Dec-2020</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated value will be available upon completion of the third third-party school grant monitoring in April 2019. TORs for the consultant are being finalized now.

### Overall Comments

Progress towards targets for PDO indicators 1 and 3 will be assessed in the first half of 2019. Progress towards the target for PDO indicator 2 can only be assessed in the first half of 2020, due to delayed rollout of the early grade math skills intervention.

### Intermediate Results Indicators by Components

#### Improving learning outcomes

- Roll out of grade 5 National Assessment (Yes/No, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Date</td>
<td>01-Jul-2014</td>
<td>28-Sep-2018</td>
<td>28-Sep-2018</td>
<td>31-Dec-2020</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Date</td>
<td>01-Jul-2014</td>
<td>28-Sep-2018</td>
<td>28-Sep-2018</td>
<td>31-Dec-2020</td>
</tr>
</tbody>
</table>

- Utility of the learning assessment system (Number, Custom Supplement)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Pre- and in-service professional development of teachers
<table>
<thead>
<tr>
<th></th>
<th>Percentage of grade 2 teachers reporting native language assessments results (Percentage, Custom)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
<td>End Target</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>80.00</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>01-Jul-2014</td>
<td>24-Nov-2015</td>
<td>24-Nov-2015</td>
<td>31-Dec-2020</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>Updated value will be available in July 2019 upon completion of May/June data collection for the impact evaluation of the ongoing early grade reading intervention.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of grade 2 teachers reporting assessment results on: (a) additions and subtractions; and (b) identification of missing numbers in a sequence (Percentage, Custom)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
<td>End Target</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>60.00</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>01-Jul-2014</td>
<td>24-Nov-2015</td>
<td>24-Nov-2015</td>
<td>31-Dec-2020</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>Updated value will be available in July 2020, one year after rollout of EGMA follow-up activities to be designed in 2019.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Of the total number of grades 1 &amp; 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)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
<td>End Target</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>60.00</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>01-Jul-2014</td>
<td>24-Nov-2015</td>
<td>24-Nov-2015</td>
<td>31-Dec-2020</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>Teacher testing is completed. Test scores will be analyzed, and the indicator value updated by 30 December 2019.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Of the total no. of grades 1 &amp; 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)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
<td>End Target</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>60.00</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>01-Jul-2014</td>
<td>24-Nov-2015</td>
<td>24-Nov-2015</td>
<td>31-Dec-2020</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>Teacher training, followed by testing, to be completed by July 2019. Test scores to be analyzed and the indicator value updated by September 2019.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Average percentage of the school year allocated for instruction in the classroom. (Percentage, Custom)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
<td>End Target</td>
</tr>
<tr>
<td></td>
<td>69.00</td>
<td>69.00</td>
<td>69.00</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>The update for this indicator is expected by the end of the fourth year of the project, i.e. April 2019.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>40.00</td>
<td>40.00</td>
<td>30.00</td>
</tr>
</tbody>
</table>

Date

- Baseline: 01-Jul-2014
- Actual (Previous): 18-May-2018
- Actual (Current): 18-May-2018
- End Target: 31-Dec-2020

Comments: Updated value will be available upon completion of the third third-party school grant monitoring in April 2019. TORs for the consultant are being finalized now.

System management, monitoring and evaluation

Direct project beneficiaries (Number, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>63,812.00</td>
<td>63,812.00</td>
<td>44,000.00</td>
</tr>
</tbody>
</table>

Date

- Baseline: 01-Jul-2014
- Actual (Previous): 31-May-2018
- Actual (Current): 31-May-2018
- End Target: 31-Dec-2020

Comments: The indicator value was to be updated by 30 December 2018, and is now due by 15 April 2019.

Female beneficiaries (Percentage, Custom Supplement)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>52.45</td>
<td>52.45</td>
<td>52.00</td>
</tr>
</tbody>
</table>

Number of additional qualified primary teachers resulting from project interventions. (Number, Corporate)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>4,897.00</td>
<td>4,897.00</td>
<td>7,400.00</td>
</tr>
</tbody>
</table>

Date

- Baseline: 01-Jul-2014
- Actual (Previous): 19-May-2017
- Actual (Current): 19-May-2017
- End Target: 31-Dec-2020

Comments: The indicator value was to be updated by 30 December 2018, and is now due by 15 April 2019.

Students benefiting from direct interventions to enhance learning (Number, Corporate)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>58,915.00</td>
<td>58,915.00</td>
<td>37,000.00</td>
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</table>

Date

- Baseline: 01-Jul-2014
- Actual (Previous): 31-May-2018
- Actual (Current): 31-May-2018
- End Target: 31-Dec-2020

Comments: The indicator value was to be updated by 30 December 2018, and is now due by 15 April 2019.

Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>28,868.00</td>
<td>28,868.00</td>
<td>19,240.00</td>
</tr>
</tbody>
</table>
**Overall Comments**

Project year-4 targets for the 12 IRIs associated with PDO indicators 1 and 2 are most likely not going to be met as all activities have come to a standstill. Progress towards targets for the two IRIs associated with PDO indicator 2 can only be assessed in the first half of 2020, due to delayed rollout of the early grade math skills intervention.

**Disbursement Linked Indicators**

<table>
<thead>
<tr>
<th>DLI 1 Improved learning outcomes (Text, Output, 14,900,000.00, 36.91%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>Value</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLI 2 Implementation of a school grants program (Text, Output, 6,100,000.00, 67.21%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>Value</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

**Data on Financial Performance**
**Disbursements (by loan)**

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Currency</th>
<th>Original</th>
<th>Revised</th>
<th>Cancelled</th>
<th>Disbursed</th>
<th>Undisbursed</th>
<th>% Disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>P148110</td>
<td>IDA-54880</td>
<td>Effective</td>
<td>USD</td>
<td>30.00</td>
<td>30.00</td>
<td>0.00</td>
<td>11.52</td>
<td>15.45</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Key Dates (by loan)**

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Approval Date</th>
<th>Signing Date</th>
<th>Effectiveness Date</th>
<th>Orig. Closing Date</th>
<th>Rev. Closing Date</th>
</tr>
</thead>
</table>

**Restructuring History**

Level 2 Approved on 11-Jun-2015

**Related Project(s)**

There are no related projects.