

# EFA-FTI in the Republic of Moldova: an Opportunity for Change

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**9<sup>th</sup> ISSA Annual Conference**  
**Budapest, Hungary – October 11, 2008**

# EFA/FTI in Moldova

- EFA/FTI through the Catalytic Fund and the Education Program Development Fund supports since 2006 Moldova's on-going education reform specifically the revitalization of the ECD sub-sector which will obviously impact the accomplishment of the nationalized EFA and MDGs goals.

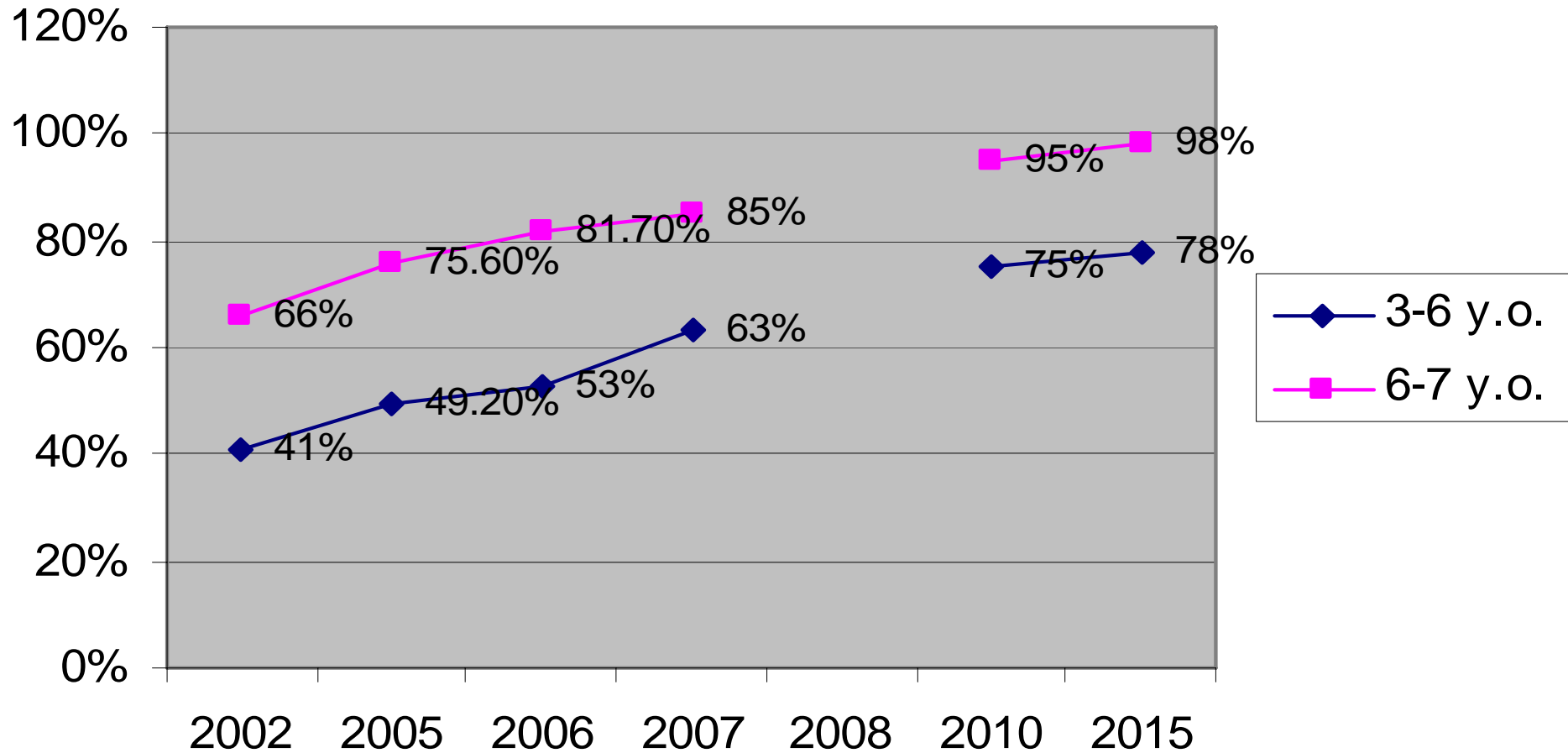
# ECD as National Priority

- Approval EFA policy documents: ECD – the focus of the Government (EGPRSP, NDS), civil society and donors (UNDAF);
- Partnership for ECD
- FTI eligibility process: Evidence-based advocacy to earmark FTI funds for ECD

# FTI eligibility process: Evidence-based advocacy to earmark FTI funds for ECD

- Financial analysis (MTEF – based simulation models);
- Enrollment rate in pre-school;
- National data (household KAP ECCD);  
32% of parents never read to their child; Only 3 fathers in 100 read the bedtime story to their children; Every fourth child (3 years of age) could not name any colour; Every fifth child (6-7 year of age) could not name any geometrical shape; Every second child was not ready for school (based on the compound indicator (language, attention, numeric, literacy skills))
- Strengthened partnership for ECD

# Gross enrollment rate in pre-school education



# Sustained Partnership

The key lesson of the FTI support to the Moldova ECD sub sector is a strong partnership among all partners: the Government of Moldova, civil society (Step by Step), academia, and donors (UNICEF, World Bank, UNESCO)

# Allotment of Financial Resources for Pre-School Education

[Expenditures from the Consolidated Budget for Pre-School Education (mln. lei)

	2000	2001	2002	2003	2004	2005	2006	2007
Total, expenditures	113.9	162.8	209.7	244.6	305.0	355.3	492.2	585.2
including:								
- capital expenditures;	3.2	7.2	16.1	13.0	23.8	33.0	57.2	38.0
- salary expenditure;	49.3	60.6	85.4	119.5	142.9	186.4	256.4	281.0
- <u>operational expenditures.</u>	61.4	95.1	108.2	112.1	138.2	136.0	178.6	266.2
including:								
- expenditures for child food	28.8	30.3	33.3	41.7	60.9	83.8	112.2	175.5
- including, from special resources	...	...	...	20.3	25.6	31.5	37.9	57.9

Source: Ministry of Finances, 2008

# Allotment of Financial Resources for Pre-School Education

Analysis shows a significant increase in the amount of expenditures for pre-school education – from 492.2 mln. lei in 2005, to 585.2 mln. lei in 2007, i.e. an increase by about 65%, the Grant resources representing 9% of the total amount.

# Goals of the FTI Grant

The Grant's resources had to be directed at reaching the following objectives of “Early childhood care and development” Component of the Consolidated Strategy and Consolidated Action Plan for the Education Sector (2006–2008):

- (i) increasing the rate of children enrolment in pre-school programmes, in urban and rural areas and among vulnerable social groups;
- (ii) extending the access to quality pre-school education for children at risk; increasing the quality and efficiency of childcare health and education facilities and programmes;
- (iii) providing training on early childhood development for teaching, medical, and technical-administrative staff in educational institutions;
- (iv) strengthening social partnerships and local community involvement in early childhood development programmes.

# ACHIEVED RESULTS: QUALITY

- Development and implementation of a set of policy documents (Child centred ECD curriculum and Early Learning and Development Standards for Children and Teacher Standards);
- Development of Methodological and Didactical Materials (Guide for the implementation of Curriculum and one Big Book for group reading and one manual for civic education);
- All of the above materials were printed in Romanian and Russian languages and distributed nationwide (1300 facilities);
- Purchasing and distribution of additional didactical materials and selectively toys/games and furniture.

# QUALITY (continued)

- Nationwide training (TOT – 210; 1300 managers and 1300 educators);
- Setting up 33 excellence/resource centres (Improvement of learning and physical environment (hygiene/running water, access ramps for children with disabilities).
- Methodological support for staff of the Rehabilitation Centre for children with disabilities (guide and training)
- EMIS component for ECD developed. Computers were distributed to all district directorates for education and about 60 inspectors were trained so far in utilizing the system applications.

# ACCESS & Equity (year I only)

- Renovated 33 kindergartens in each rayon centre
- Established 15 community centres in villages;

Estimated increase in access: 10 % (source Ministry of Education)

Establishment and equipment of the Rehabilitation centre for children with disabilities

# Scaling up models

Piloting of the Community Centres in rural areas of Moldova (Joint UNICEF/ UNESCO/MSIF project) during 2004-2005;

Costing of alternative services needed in order to insure institutionalization (sustainability)

# Costing of alternative services

- **International Consultancy:** UNICEF contracted L'Ecole Nationale d'Administrations (France):
  - - international consultant Francois Orivel
- **National Consultants:** contracted from FTI/EPDF funds:
  - - national financial adviser;
  - - National legal adviser

# METHODOLOGY

- 1. Existing arrangements concerning the funding of pre-schools
- Actual expenditure and sources of funding
- 2. Compare relative cost of pre-school with OECD average
- 3. Structure of costs by nature of expenditure: importance of food and energy;
- 4. Existing Community Centers
- 3. Tentative costing scenarios for the expansion of the community centers scheme
  - Scenario 1: Half-time services with minimal package
  - Scenario 2: Full-time plus minimal package
  - Scenario 3: CCs with optional activities

# KEY FINDINGS

- **Existing community centres:** recurrent costs under half-time scenario is 6876149 lei, with a unit cost of 2528. Under full-time scenario, it is 8406626 lei, with a unit cost of 3091.
- Conclusions from these results: first, the unit costs in both scenarios are relatively close: providing twice as much services increases the cost by only 17%, which represents a huge increase in school effectiveness.
- Second, the unit cost in CCs are only about half the cost of that of regular pre-schools
  
- **Covering with services the 278 villages without access**
- unit cost will reach 3528 lei in the first scenario, 4122 in the second. It is higher than in the on-going CCs, but still below unit costs in regular pre-schools.
  
- **Cost of creating the number of CCs necessary to accommodate all remaining excluded children from pre-school**
- the unit cost will reach 3528 lei in the first scenario, 4122 in the second. It is higher than in the on-going CCs, but still below unit costs in regular pre-schools.
  
- ALTERNATIVES ARE AFFORDABLE, ALTERNATIVES ARE CHEAPER

# FTI Grant/LESSONS LEARNED

More funds to be directed to the “soft”/quality component of the project

Partnership helped overcome bottlenecks in the Grant implementation;

Grant implementation led to systemic changes

Catalytic effect of the Grant

# FTI GRANT/ CHALLENGES

HIGH TURNOVER (Government, PED, PIU);

Diverse activities (soft component and civil works component) to be accomplished within limited time (extension);

Integrated approach in services (funding);

# OECD Criteria re: FTI

- **RELEVANCE:** Project objectives reflect the needs of early childhood care and development sub-sector and coincide to a large extent with the objectives set in the Consolidated Strategy and in the Consolidated Action Plan for 2006–2008.
- **EFFICIENCY:** Overall the resources of the project are used in an efficient and economical manner toward the achievement of the project's objectives. As per the design of the second tranche, the balance was shifted toward a greater share of funds for the “quality part of the project.
- **EFFECTIVENESS:** The EFA-FTI project has impacted the development of the pre-school sub-sector and educational sector as a whole.
- **SUSTAINABILITY:** The Project's long-term impact on the process of development of early education will be nationwide supported due to the fact that Government has revised its long-term priorities and included a new task in Millennium Development Goals in the Republic of Moldova to 2015 and updated the targets and indicators related to pre-school education.

# NEXT STEPS

Scaling up of the Year I good practices (access, equity and quality, social partnership)

Approval of the Community Centres Regulations and institutionalization of alternative services);

Pre-service curriculum for educators developed and implemented;

Increased funds for training in year II and purchase of didactical materials and toys (on-going);

Reduced amount for civil works component;

**THANK YOU**

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