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The World Bank

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Report No: RES18061

RESTRUCTURING PAPER

ON A

PROPOSED PROJECT RESTRUCTURING
OF
FLEXIBLE AND OPEN DISTANCE EDUCATION PROJECT
IDA-48530

JANUARY 11, 2011

TO THE

INDEPENDENT STATE OF PAPUA NEW GUINEA

FEBRUARY 12, 2015

GLOBAL PRACTICE EDUCATION
EAST ASIA AND PACIFIC

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ABBREVIATIONS AND ACRONYMS

BP	Bank Procedures
CAS	Country Assistance Strategy
COL	Commonwealth of Learning
DO	Development Objective
DOE	Department of Education
EA	Environmental Assessment
FM	Financial Management
FODE	Flexible and Open Distance Education
IBRD	International Bank for Reconstruction and Development
ICT	Information and Communications Technology
IDA	International Development Association
IFR	Interim Financial Report
IP	Implementation Progress
IT	Information Technology
M&E	Monitoring & Evaluation
MS	Moderately Satisfactory
MTR	Mid-Term Review
MU	Moderately Unsatisfactory
OP	Operational Policy
PDO	Project Development Objective
PNG	Papua New Guinea
XDR	Special Drawing Rights

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Country Director:	Franz R. Drees-Gross
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PAPUA NEW GUINEA
Flexible and Open Distance Education

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DATA SHEET

Papua New Guinea

Flexible and Open Distance Education Project (P116521)

EAST ASIA AND PACIFIC

EACNF

Report No: RES18061

Basic Information										
Project ID:	P116521	Lending Instrument:	Specific Investment Loan							
Regional Vice President:	Axel van Trotsenburg	Original EA Category:	Not Required (C)							
Country Director:	Franz R. Drees-Gross	Current EA Category:	Not Required (C)							
Senior Global Practice Director:	Claudia Maria Costin	Original Approval Date:	11-Jan-2011							
Practice Manager/Manager:	Harry Anthony Patrinos	Current Closing Date:	30-Jun-2016							
Team Leader(s):	Binh Thanh Vu									
Borrower:										
Independent State of Papua New Guinea										
Responsible Agency:										
Flexible and Open Distance Education										
Restructuring Type										
Form Type:	Full Restructuring Paper	Decision Authority:	Board Approval							
Restructuring Level:	Level 1									
Financing (as of 29-Dec-2014)										
Key Dates										
Project	Ln/Cr/TF	Status	Approval Date	Signing Date	Effectiveness Date	Original Closing Date	Revised Closing Date			
P116521	IDA-48530	Effective	11-Jan-2011	03-Mar-2011	28-Oct-2011	30-Jun-2016	30-Jun-2016			
Disbursements (in Millions)										
Project	Ln/Cr/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	
P116521	IDA-48530	Effective	XDR	3.20	3.20	0.00	1.65	1.55	52	
Policy Waivers										
Does the project depart from the CAS in content or in other significant respects?							Yes []	No [X]		

Does the project require any policy waiver(s)?	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
A. Summary of Proposed Changes		
<p>The overall objective of the proposed restructuring is to simplify the overall project design. Specifically, the restructuring proposes to: (i) revision of the Project Development Objectives; (ii) revision of the Results Framework and associated indicators; (iii) simplification of the overall project design by reducing the number and complexity of its components, adjusting the associated costs, and focusing interventions to support FODE management's priority areas, which Curriculum Development, FODE's information management systems and project management; and (iv) update the implementing agency risk assessment from "Modest" to "Substantial" due to staff capacity and reporting challenges experienced during implementation.</p>		
Change in Implementing Agency	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Project's Development Objectives	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
Change in Results Framework	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
Change in Safeguard Policies Triggered	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change of EA category	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Other Changes to Safeguards	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Legal Covenants	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Loan Closing Date(s)	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Cancellations Proposed	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change to Financing Plan	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Disbursement Arrangements	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Reallocation between Disbursement Categories	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Disbursement Estimates	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
Change to Components and Cost	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
Change in Institutional Arrangements	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Financial Management	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
Change in Procurement	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
Change in Implementation Schedule	Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]

Other Change(s)	Yes [] No [X]
Appraisal Summary Change in Economic and Financial Analysis	Yes [X] No []
Appraisal Summary Change in Technical Analysis	Yes [] No [X]
Appraisal Summary Change in Social Analysis	Yes [] No [X]
Appraisal Summary Change in Environmental Analysis	Yes [] No [X]
Appraisal Summary Change in Risk Assessment	Yes [X] No []

B. Project Status

Limited progress has been made in three of the four original project components. The current project IP and DO ratings are MS and MU respectively. Only Component 1, which supports curriculum development, has shown signs of progress with the development of an aligned equivalency curriculum for most subjects in grades 7 to 10. This is a significant achievement and very timely given that the FODE curriculum had remained unchanged for approximately three decades. Implementation is expected to improve as a result. Furthermore, FODE management has hired more qualified national procurement and FM staff, who are assisted by a new international procurement advisor and international implementation advisor. As a result, borrower performance and overall project implementation have already started to show some positive signs, particularly following FODE internal adjustments based on the April 2014 MTR agreements to strengthen staff management and supervision. It is expected that this positive trend in satisfactory performance will continue following the approval of the simplified project design.

The project also supported these additional achievements:

Component 1 "Updating of Curriculum and Instructional Materials" supported: (i) module writing for Grades 11 and 12 and which is scheduled to be completed within the remaining project time frame; (ii) staff capacity building through knowledge-sharing on distance education by the distance education pedagogy consultant and through curriculum writing workshops; and (iii) an analysis of resource requirements, planning for consultation, review and approval of learning materials, and the development of realistic timelines to carry out these activities. This component also received technical assistance from the "Commonwealth of Learning" (COL) given its expertise in distance learning delivery and curriculum development. Several workshops, a study tour to Namibia and other exchanges have taken place between October 2013 and June 2014, which helped ensure all curriculum-related activities can be completed within the remaining life of the project and with the necessary quality tools in place (i.e., planning and sequencing of curriculum writing, terms of reference revisions etc.). COL's input and guidance also greatly facilitated the restructuring proposal for component 1 (see section C for more details).

Component 2 "Improving the Quality of Service Delivery" assisted FODE management in the preparation of a Quality Standards Manual for FODE Provincial staff. A draft FODE operational procedure manual for program administration was prepared for review.

Component 3 "Grade 11-12 Matriculation Program Expansion" helped developed tutor manuals for all subjects; and

Component 4 "Improving Information Technology, Monitoring and Evaluation" supported a FODE Information Technology (IT) Needs Assessment and the distribution of laptops and printers to provincial

FODE centers. Basic training in using e-mail and Microsoft windows was provided to all provincial FODE coordinators. A review of the existing Student Information System was completed to identify the information needs and determine the remodeled system set-up. The findings and agreements reached during the workshop also guided the development of the restructured component 2 (see section C for more information).

Fiduciary performance: The project has made progress in terms of its financial management (FM) performance, with most of the previously-agreed FM actions achieved, including the timely submission of Interim Financial Reports (IFR) and the carrying out of financial statement audits for the years 2012 and 2013 (with an unqualified opinion). There are no outstanding audits. Procurement, on the other hand, had faced challenges and delays, mainly due to weak staff capacity and slow follow-up on the part of FODE management. However, procurement planning has improved significantly with the arrival of a new international procurement advisor but procurement implementation delays persist. These delays are mainly due to: (i) lengthy internal government processes; (ii) a lack of understanding by FODE staff of the government's own procurement procedures; (iii) low proactivity of FODE staff in following up on outstanding procurement activities; and (iv) a reluctance of FODE management to actively supervise and address issues in a timely manner. With assistance from the new international procurement advisor, it is expected that the procurement performance will improve and its rating will be upgraded during the next implementation support mission scheduled in May 2015.

Other challenges:

In addition to dealing with the above-mentioned fiduciary challenges, FODE requires intensive support in terms of detailed activity planning, efficient management and coordination/staff proactivity. FODE is a semi-autonomous agency under the Department of Education (DOE) but is coordinated by a Governing Council. Although the government identifies flexible and open distance education as an alternative pathway for second chance education opportunities, it has not received the same amount of focus and support as the formal school system. As a consequence, FODE also faces funding challenges that have contributed to weak capacity and understaffing. FODE currently does not have adequate tools and capacity to effectively plan and implement a national distance education program. In addition, FODE management roles and responsibilities require clarification, while a more efficient working arrangement between the DOE and FODE is needed. Therefore, the proposed restructured project design includes focused and coordinated capacity development activities and benefits from the assistance of champions identified within DOE to facilitate coordination and higher-level support for the project. Furthermore, FODE's management structure has already been adjusted to clarify roles and responsibilities and more stringent reporting requirements and accountability measures have been put in place. The restructuring proposal also responds to FODE's request to simplify the design (which proved too ambitious) and re-focus project activities on the revised priority areas. The restructured component activities are cognizant of the limited resources available and the remaining project life. By designating a specific component to support project management, the restructured project design allows for targeted support in the areas of activity planning, project monitoring, management, coordination, staff proactivity, financial management and procurement.

The project also faces challenges in terms of Monitoring and Evaluation (M&E). Project M&E is two-pronged and consists of the project results framework and FODE's student management system. However, the results framework is comprised of indicators tracking school completers, on which FODE currently does not have the ability to accurately report. Furthermore, the student management system contains a lot of information but is unable to produce useful reports. It is expected that proposed revisions to the PDO, the results framework and the newly-proposed information management activities will help improve the project's M&E and reporting.

C. Proposed Changes

Development Objectives/Results
Project Development Objectives
Original PDO The development objective of this project is to increase the number of out-of-school youth who complete recognized secondary diploma/certificate equivalency programs.
Change in Project's Development Objectives
Explanation The current PDO cannot be accurately measured due to FODE's limited implementation and data collection/management capacity. During implementation, it has become apparent that FODE does not have reliable data, hampering the project's ability to measure progress towards PDO achievement. PDO revision is also necessary to align the project's objectives with the revised project design and activities.
Proposed New PDO The objectives of the project are: (i) to align the distance education curriculum with the national curriculum; and (ii) to strengthen FODE's information management system.
Change in Results Framework
Explanation: The current results framework focuses on correspondence students and certificate completers, which FODE does not have the capacity (or data) to accurately track. The original indicators were chosen (in part) based on an assumption at the time of project preparation that FODE would be able to attract more students and promote higher completion rates of its students with minimal project support. On the other hand, the current results framework was not fully supported by the original project activities and needed to be adjusted. As mentioned previously, FODE capacity constraints and the overall slow implementation pace have highlighted the need to refocus planned interventions and simplify the overall project design, not just the realignment of indicators and activities. Therefore, a concerted effort has been made during the restructuring to ensure that: (i) the revised indicators support measurement of PDO achievement; (ii) there is a clear link between project activities and the results framework; and (iii) relevant data exists or can be collected by FODE to assess and inform project performance. An initial version of the revised results framework was developed during the April 2014 mid-term review, which the government adjusted and included in its August 2014 restructuring request. However, discussions regarding indicators and targets have continued during the October 2014 mission, resulting in further adjustments to the results framework. Consequently, the proposed results framework differs from the version submitted by the government in August 2014. However, the final version (which is attached in Annex 1 to this restructuring paper) was endorsed by the government in January 2015. Improved data gathering and reporting against the revised results framework will also be facilitated by interventions under component 2 and 3 (see "Components" section for more details).
Financing
Disbursement Estimates
Change in Disbursement Estimates
Explanation: The disbursement estimates are adjusted in light of: (i) initial delays in project implementation; and (ii)

changes to project activities.

Fiscal Year	Current (USD)	Proposed (USD)
2012	1,000,000.00	700,000.00
2013	1,000,000.00	520,000.00
2014	1,100,000.00	1,100,000.00
2015	800,000.00	1,800,000.00
2016	1,100,000.00	880,000.00
2017	0.00	0.00
Total	5,000,000.00	5,000,000.00

Components

Change to Components and Cost

Explanation:

The development rationale for the project remains strong. FODE continues to face significant public pressure and increased demand from students for its services, arising partly from the fee-free education for up to grade 12, which was officially introduced in 2012 as part of the government's "Universal Basic Education" initiative. The ongoing need to upgrade the quality of service delivery continues to be critical.

Although project preparation benefited from an analytical evaluation of FODE service delivery and program (conducted in 2006 by Australian Aid) and was deemed technically sound and viable, a number of premises changed during implementation, requiring project components to be restructured. For instance, FODE's capacity constraints requires the project design to be revised to ensure greater success, and to support key areas necessary for delivering quality distance education services. The simplified project would focus only on a few recognized priority outputs that can be completed by June 30, 2016 while establishing a solid foundation for longer-term development of the FODE system. The simplified design also: (i) excludes activities within existing components which are no longer identified as the most critical for the medium and long term development of FODE; (ii) presents a more cohesive structure and prevents overlapping of activities; and (iii) excludes activities that are no longer relevant in the current PNG education context. The streamlined design enables more focused and coordinated capacity development activities and benefits from the assistance of new champions identified within DOE to facilitate coordination and higher-level support for the project. The project's implementation and disbursement are therefore expected to improve, especially with the 2015 rollout of the new Component 2 activities, supported by DOE's IT division and which are ready pending approval of the proposed restructuring. Consequently, the decision to support curriculum development activities, internet connectivity between FODE provincial centers and headquarters, as well as database remodeling is the most viable option given the limited time available. FODE management requires more focused technical assistance on all areas of project implementation, which will be provided through a stand-alone component.

Revised Component 1 "Curriculum Development" would support: (i) curriculum writing/module development for all Grades 7 – 12 subjects, including acquisition of curriculum development reference materials; (ii) the alignment of the revised curriculum with the national curriculum and the establishment of revised assessment rubrics for scoring and marking; (iii) conducting a trial of new Grade 7 – 10 curriculum, including printing of the new Grade 7-10 curriculum required for said trial; and (iv) the development of a roll-out strategy. Funding would be provided for goods, consulting services, consultation workshops for review by different levels and for final approval. Original Component 1 activities no longer

supported under the restructured project include: (i) curriculum library establishment at the provincial FODE centers; (ii) the provision of subject kits to provincial FODE centers as the government has already provided these kits using its own funds before the project's effectiveness; and (iii) piloting and implementation of low-cost desktop publishing technologies. The decision to exclude these activities from the project was agreed with FODE management in an effort to ensure that the revised component 1 activities will be completed and to avoid unnecessary fragmentation of interventions that could further strain FODE capacity and slow down implementation.

Revised Component 2 "Information Management Infrastructure" would support: (i) the establishment of network connectivity between all 22 provincial FODE centers and headquarters, and aligning FODE information and communication technology (ICT) with the wider, DOE ICT policy, and to strengthen its sustainability; and (ii) the remodeling/upgrading of FODE's existing Student Information System and provision of related training in using internet, data collection and entry. FODE needs to improve its service delivery to all students in a timely fashion, including to those in remote/isolated areas. Therefore, FODE can minimize communication and freight costs for materials distribution, and strengthen its monitoring and evaluation capacity by harnessing the appropriate Information Technology (IT), and train its staff to effectively address its core business objectives. The component will support the development of local and wide area communications networks, connecting FODE headquarters in Port Moresby with its 22 provincial centers, which are geographically scattered throughout the country. Training will be provided to FODE headquarters and provincial staff in using information technology to better perform their duties including, but not limited to, how to communicate electronically, managing enrollment and materials distribution, carry out data collection, and enter data and generate reports. Funding would also be provided for: (i) the procurement of ICT hardware and software; (ii) consulting services for the integration of information and student database systems into the DOE ICT system; and (iii) non-consulting services related to the installation of IT equipment, which includes costs related to: (a) tools and supplies; (b) testing and calibrating the system; (c) broadband service fees to support the connectivity during the first year of operation; (d) and staff travel. The revised component 2 also includes activities that were supported by the original Component 4 "Improving Information Technology, Monitoring and Evaluation", such as carrying out of an IT needs assessment (completed in May 2014), and IT installation and training.

Original Component 2 activities no longer supported include: (i) staff training not relevant to the revised activities; (ii) hiring of local tutors and teachers; (iii) grants for schools and stipends for instructional time; (iv) revision of forms and procedures; and (v) targeted support to Regional Study Centers. The decision to exclude support for these activities is justified by the need to first establish reliable and sustainable network connectivity to facilitate information sharing and up-to-date reporting. Civil works will no longer be included under the restructured project design due to the fact that: (i) although initially included as part of the project, the government decided to use its own funds to renovate the FODE headquarter building, thus removing the need for this activity; and (ii) FODE confirmed that the physical conditions of its provincial centers was better than initially assumed and do not require rehabilitation to appropriately house connectivity-related equipment.

Given that the original project design envisaged minor civil works related to FODE's headquarters building (i.e., renovation of existing office space and minor expansion), OP/BP 4.01 was triggered and the project classified as a Category "C" (i.e., no separate environmental instrument needing to be developed). Even though the restructured project no longer includes construction or rehabilitation activities, Bank requirements mandate that a safeguards policy cannot be "un-triggered". Therefore, the project continues to trigger OP/BP 4.01 and remains a Category "C".

Similarly to component 1, the proposed project restructuring aims at focusing on a limited number of activities to avoid straining FODE's limited implementation capacity and ensure completion of activities

by the project closing date.

New Component 3 "Project management, monitoring and evaluation" would support: (i) project management and day-to-day operations, including activity planning and budgeting, implementation monitoring and progress reporting; (ii) financial management and procurement activities, including reporting and audits; and (iii) monitoring and evaluation activities including gathering information and updating the results framework. Funding would be provided for goods, vehicles, consulting services, project supervision and operating costs.

Original component 3 "Grade 11-12 Matriculation Program Expansion" will be dropped because universities and colleges in Papua New Guinea no longer recognize matriculation program certificates, thus rendering original component 3 activities obsolete. Original component 4 "Improving Information Technology, Monitoring and Evaluation" activities are now either included under the revised component 2 (i.e., most IT activities) or are no longer appropriate given FODE's monitoring and reporting capacity and overall project implementation delays (i.e., pilots and studies on priority needs prior to completing the curriculum and trailing before piloting "radio in a box" and "educational TV", or carrying out a tracer study).

Current Component Name	Proposed Component Name	Current Cost (US\$M)	Proposed Cost (US\$M)	Action
Updating of Curriculum and Instructional Materials	Curriculum Development	1.58	1.80	Revised
Improving the Quality of Service Delivery	Information Management Infrastructure	1.56	2.52	Revised
Grade 11-12 Matriculation Program Expansion		0.57	0.00	Marked for Deletion
Improving Information Technology, Monitoring and Evaluation		1.29	0.00	Marked for Deletion
	Project Management, Monitoring and Evaluation		0.68	New
	Total:	5.00	5.00	

Other Change(s)

Change in Procurement

Explanation:

Updated procurement guidelines "Guidelines: Selection and Employment of Consultants" and "Guidelines: Procurement of Goods Works and Non-consulting Services under IBRD Loans and IDA Credits and Grants by World Bank Borrowers" dated January 2011 and revised in July 2014 will apply for the restructured project . Furthermore, FODE management has proceeded to replace procurement staff with better qualified individuals, and these changes are already showing signs of improved procurement performance.

D. Appraisal Summary

Appraisal Summary Change in Economic and Financial Analysis

Explanation:

The proposed revisions to the project components imply changes to the economic and financial appraisal and in particular the section on the expected development impact. However, fiscal analysis and sections on rationale for public sector intervention and on the World Bank's value added remain unaffected. In general, the economic benefits of education investment programs accrue through increased human capital. For this project, the economic benefits would accrue from increased education attainment of the more disadvantaged individuals who are living in remote and isolated areas.

Under the proposed restructuring, the project's first component would focus on FODE's curriculum development, better aligning it with the national curriculum as the current curriculum of FODE is out-of-date. By aligning FODE's curriculum with the national curriculum, remote and rural populations would have access to education. In many ways, this move to provide access to general education programs parallels international reforms delaying or eliminating the streaming of children into non-general programs such as vocational tracks. Evaluations of these reforms suggest substantial positive impacts on learning outcomes for disadvantaged populations. Component 2 of the restructured project focuses on developing data collection capacity. This component establishes connectivity between the FODE headquarters and provincial centers in order to provide timely and reliable data on student database (and other indicators) to headquarters to better guide management decisions. The communications infrastructure will also provide the backbone for future development of FODE pedagogy including delivering courses on-line, which will potentially serve FODE students in remote and isolated areas. More relevant learning materials and improved service delivery is expected to equip students with knowledge and skills that allow them to contribute to the country's economic activities and become more productive members of society.

Appraisal Summary Change in Risk Assessment

Explanation:

The restructuring proposes to modify the implementing agency risk assessment from "Moderate" to "Substantial" for FODE staff capacity and reporting compliance. This is based on challenges experienced during implementation and reflects the aim of the restructuring proposal for a simplified project design and additional technical assistance. Furthermore, FODE's implementation was further challenged by the country's unstable political and security environment and frequent changes in education sector leadership (i.e., three ministers and four DOE secretaries between 2011 and 2014). Although the replacement of local and international financial management and procurement staff, the addition of FODE management and coordination support and the identification of strong DOE champions is expected to facilitate project implementation going forward, the overall risk rating will be raised from "Moderate" to "Substantial".

Systematic Operations Risk-Rating Tool (SORT)

Risk Category	Rating
1. Political and Governance	Moderate
2. Macroeconomic	Substantial
3. Sector Strategies and Policies	Moderate
4. Technical Design of Project or Program	Substantial
5. Institutional Capacity for Implementation and Sustainability	Substantial
6. Fiduciary	Substantial
7. Environment and Social	Low

8. Stakeholders	Substantial
9. Other	
OVERALL	Substantial
<p>Explanation</p> <p>Overall capacity weakness keeps the overall implementation risk at the “substantial” level, especially in terms of FODE management, fiduciary and monitoring/report capacity.</p>	

ANNEX 1
GoPNG/World Bank FODE Project
Monitoring & Evaluation Framework
(Agreed in April 2014 and updated Jan 2015)

Project Name:	Flexible and Open Distance Education Project (P116521)	Project Stage:	Restructuring	Status:	DRAFT
Team Leader(s):	Binh Thanh Vu	Requesting Unit:	EACNF	Created by:	Kristen Andrew McDonall on 22-Jan-2015
Product Line:	IBRD/IDA	Responsible Unit:	GEDDR	Modified by:	Kristen Andrew McDonall on 18-Feb-2015
Country:	Papua New Guine	Approval FY:	2011		
Region:	EAST ASIA AND PACIFIC	Lending Instrument:	Specific Investment Loan		

Project Development Objectives

Original Project Development Objective:

The development objective of this project is to increase the number of out-of-school youth who complete recognized secondary diploma/certificate equivalency programs.

Proposed Project Development Objective (from Restructuring Paper):

The objectives of the project are: (i) to align the distance education curriculum with the national curriculum; and (ii) to strengthen FODE's information management system.

Results

Core sector indicators are considered: Yes

Results reporting level: Project Level

Project Development Objective Indicators

Status	Indicator Name	Core	Unit of Measure		Baseline	Actual(Current)	End Target
--------	----------------	------	-----------------	--	----------	-----------------	------------

Marked for Deletion	Grade 10 completers	<input type="checkbox"/>	Number	Value	226.00	226.00	2200.00
				Date	26-Nov-2010	09-Dec-2014	30-Jun-2016
				Comment		Data not available. Results framework being revised as part of restructure.	
New	Aligned subject material for Grades 7-12 approved by Governing Council	<input type="checkbox"/>	Text	Value	0	Grades 7&8 [6 subjects per Grade; except PD subject]	All subjects of Grades 7-12 [G11 &12 – 13 subjects each]
				Date		05-Feb-2015	30-Jun-2016
				Comment			
New	Data available online and used for planning and budgeting purposes	<input type="checkbox"/>	Yes/No	Value	No	No	Yes
				Date		23-Jan-2015	30-Jun-2016
				Comment			

Intermediate Results Indicators

Status	Indicator Name	Core	Unit of Measure		Baseline	Actual(Current)	End Target
Marked for Deletion	Completion rates	<input type="checkbox"/>	Percentage	Value	16.00	16.00	28.00
				Date	26-Nov-2010	09-Dec-2014	30-Jun-2016
				Comment		Data not available. Results framework being revised as part of restructure.	
Marked for Deletion	correspondence students	<input type="checkbox"/>	Number	Value	1800.00	1800.00	4000.00
				Date	30-Nov-2009	09-Dec-2014	30-Jun-2016

				Comment	Grade 10 English	Data not available. Results framework being revised as part of restructure.	
New	New learning materials for all subjects for Grades 7-10 trialed and ready for printing	<input type="checkbox"/>	Text	Value	0	0	28 subjects for G7-10 [7 subjects per grade]
				Date		12-Feb-2015	12-Feb-2016
				Comment			
Marked for Deletion	Correspondence students	<input type="checkbox"/>	Number	Value	1574.00	1574.00	3500.00
				Date	30-Nov-2009	09-Dec-2014	30-Jun-2016
				Comment	Grade 10 Mathematics	Data not available. Results framework being revised as part of restructure.	
New	Module writing for Grades 11 – 12 subjects completed and ready for trialing	<input type="checkbox"/>	Text	Value	0	0	26 subjects for Gr 11-12 [13 subjects per Grade]
				Date		05-Feb-2015	30-Jun-2016
				Comment			
New	Roll-out strategy for aligned distance learning curriculum developed and approved	<input type="checkbox"/>	Text	Value	No	No	Final strategy approved
				Date		19-Feb-2015	30-Jun-2016
				Comment			
New	Network connectivity	<input type="checkbox"/>	Number	Value	0.00	0.00	10.00

	established between FODE HQ & at least 10 provincial centers			Date		23-Jan-2015	30-Jun-2016
				Comment			
New	FODE management information system upgraded and rendered functional	<input type="checkbox"/>	Yes/No	Value	No	No	Yes
				Date		23-Jan-2015	30-Jun-2016
				Comment			
New	Harmonized annual project plans developed and submitted for Bank approval no later than January 15 of each year	<input type="checkbox"/>	Yes/No	Value	No	Yes	Yes
				Date		12-Feb-2016	30-Jun-2016
				Comment			