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The World Bank

Report No: 61496-AR

RESTRUCTURING PAPER

ON A

PROJECT RESTRUCTURING

OF THE

RURAL EDUCATION IMPROVEMENT PROJECT-PROMER

LOAN 7353-AR

APPROVED BY THE BOARD ON DECEMBER 15, 2005

TO THE

ARGENTINE REPUBLIC

August 29, 2011

ABBREVIATIONS AND ACRONYMS

ANSES	National Social Security Administration (*Administración Nacional de la Seguridad Social*)
EGB	General Basic Education (*Educación General Básica*)
DGUFI	General Directorate of the Unit of International Finance (*Dirección General Unidad de Financiamiento Internacional*)
DINIECE	National Directorate of Educational Information, Evaluation and Educational Quality (*Dirección Nacional de Información y Evaluación de la Calidad Educativa*)
GDP	Gross Domestic Product
IPP	Indigenous Peoples Plan
IRR	Internal Rate of Return
NME	National Ministry of Education
ONE	National Evaluation Survey (*Operativo Nacional de Evaluación*)
PAD	Project Appraisal Document
PDO	Project Development Objective
UoM	Unit of Measure

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Task Team Leader: Peter A. Holland

Restructuring **Status: Approved**

Restructuring Type: Level two

Last modified on date : 08/29/2011

1. Basic Information

Project ID & Name	P070963: AR Rural Education Improvement Project
Country	Argentina
Task Team Leader	Peter A. Holland
Sector Manager/Director	Chingboon Lee/Keith Hansen
Country Director	Penelope J. Brook
Original Board Approval Date	12/15/2005
Original Closing Date:	10/31/2011
Current Closing Date	10/31/2011
Proposed Closing Date [if applicable]	12/31/2013
EA Category	B-Partial Assessment
Revised EA Category	
EA Completion Date	02/08/2005
Revised EA Completion Date	

2. Revised Financing Plan (US$m)

Source	Original	Revised
BORR	90.58	90.58
IBRD	150.00	150.00
Total	240.58	240.58

3. Borrower

Organization	Department	Location
Argentine Republic		Argentina

4. Implementing Agency

Organization	Department	Location
Ministry of Education		Argentina

5. Disbursement Estimates (US$m)

Actual amount disbursed as of 05/02/2011 **85.38**

Fiscal Year	Annual	Cumulative
2012	25.00	110.38
2013	25.00	135.38
2014	14.62	150.00
	Total	**150.00**

6. Policy Exceptions and Safeguard Policies

Does the restructured project require any exceptions to Bank policies?	N
Does the restructured projects trigger any new safeguard policies? If yes, please select from the checklist below and update ISDS accordingly before submitting the package.	N

7. Project Development Objectives

The Project's Development Objective is to support national Government policy to: (i) improve the coverage, efficiency, and quality of the Argentine education system, and (ii) to improve the governance of the Argentine education system through strengthening of the normative, planning, information, monitoring, and evaluation capacity at the national and provincial levels.

ARGENTINA
RURAL EDUCATION IMPROVEMENT PROJECT-PROMER

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RURAL EDUCATION IMPROVEMENT PROJECT - PROMER

RESTRUCTURING PAPER

A. SUMMARY

1. The major changes to the Project and rationale are the following:

a) Proceeds have been reallocated largely because of (i) the need to support carrying out student learning assessment on an enhanced sample of rural schools and the provision of feedback to the schools and operating costs (Part B of the Project), and (ii) the need to fund additional consultants supporting the provincial and national governments to implement the Project because it is being extended.
b) The Results Framework - including indicators, baseline, and targets - has been extensively revised to be consistent with the legal changes that have taken place since Board approval of the Project and with updated available statistics, to increase clarity and reduce repetition.
c) The closing date has been extended from October 31, 2011 until December 31, 2013 to allow the Government sufficient time to finalize all Project activities.

B. PROJECT STATUS

2. The Project was approved by the Board on December 15, 2005 and became effective on December 14, 2006. It has two components: Component A Improving quality and coverage of rural education, which has three sub-components: (A1) Improving operating conditions of rural schools, (A2) Expanding coverage and improving student promotion flow, and (A3) Strengthening line departments at the provincial levels; and Component B Enhancing stewardship capacity of national government, which has two sub-components: (B1) Strengthening line departments at the national level and (B2) Monitoring and evaluation.

3. Under Component A, about 16,822 rural schools have been organized into clusters to help them cope with geographic isolation (usually ten rural schools that are close to each other are grouped to jointly conduct teacher, student, and community activities; the clusters are designed as a mechanism to deal with a common set of problems such as education planning, training and resource management). The clustered schools have been provided with didactic materials and teaching equipment, including distance education learning materials. Approximately 443 infrastructure sub-projects are currently pending approval or are under implementation. Schools in 7 provinces have received AR$2,000 each to implement about 185 approved local educational development projects (these are educational projects developed by students and teachers, proposed by the schools, and selected on a competitive basis by the provinces). A total of AR$10.3 million was allocated to 10,300 rural clustered schools in 2009 for school maintenance (AR$1,000/school), and another AR$38.1 million to 14,049 rural clustered schools in 2010 (AR$2,000/school). A third allocation of AR$2,000/school is being

implemented in 2011 to all rural clustered schools supported by the Project. The teacher training activities financed by the Project, to ensure that teachers in rural areas have a domain of appropriate multi-grade teaching techniques, are progressing well, albeit at a different pace in different provinces.

4. Under Component B, the Project has financed the strengthening of the monitoring and evaluation capacity of the Ministry of Educations at the national and provincial level. The National Ministry of Education (NME) has recently completed a standardized learning assessment in the 3rd and 6th grades in a sample of urban and rural schools, partially funded by loan proceeds.

5. The implementation of the Project is carried out through existing management structures, at both the national and provincial level. The physical and financial implementation of the Project has been slow because of the varying capacity of execution at the provincial level. The provinces have their own fiduciary processes, which are different for each of Argentina's twenty-three provinces, to the procedures agreed in the Legal Agreement. This requires close collaboration, on both technical and fiduciary aspects, between the NME and the provinces, and training to provincial teams associated with the Project on fiduciary procedures. The Project has solved most if not all the pressure points affecting Project execution. The nation has reached agreement with the provinces to speed up Project implementation and the Project is progressing towards achieving its Project Development Objective (PDO).

6. In December 2006, a National Education Law (Law No 22,026) that changed the operating environment in the education sector was approved by Congress. The law increased the length of compulsory education from 9 to 13 years, and restored the system of primary followed by secondary education. Under the law, provinces can restructure their education system from a mandatory basic education (grade 1-9) to a system of kindergarten plus 6 or 7 years of primary followed by 6 or 5 years of secondary education. The law calls on the Ministry to enact agreements with the provinces to: i) establish education goals, ii) agree on the level of resources needed to reach those goals, and iii) agree on the evaluation mechanisms to assess the proper use of resources. It also introduces complementary policies such as flexible hours and tutoring.

C. PROPOSED CHANGES

Project Development Objectives Outcome Indicators

7. Of the eight Project Development Objectives Indicators included on pages 6 and 7 of the Project Appraisal Document (PAD), five have been revised and three have been dropped. Two new PDO indicators have been introduced. Largely to increase clarity and reduce repetition, revisions have also been made to the 12 original intermediate results indicators included on page 33 of the PAD (middle column). In this restructuring they are dropped and replaced by five new intermediate results indicators being monitored through the end of the Project. The baseline and targets for the PDO outcome indicators and intermediate results indicators have been revised following updated data available from the Ministry of Education. (See Annex 1: Results Framework and Monitoring).

8. **PDO Indicators.** The PDO indicators have been revised as follows:

A. Coverage

Indicator One (indicator revised; baseline and target revised). The indicator measuring coverage of preschool has been revised to align the indicator to the way in which the Ministry has been estimating and monitoring the data. The baseline has been corrected based on an adjusted series provided by the National Unit for Information and Measuring Education Quality (DINIECE). The target has been accordingly revised.

- **Original Indicator from PAD:** "Reduce by half the difference in the access of 6 year old children in 1st grade as compared to 5 year old children in Pre-School in rural areas in Argentina".

- *Baseline in PAD:* 9,000 students in 2004.
- *Target in PAD:* 4,500 students at Project end.

- **Revised Indicator**: "Reduce by half the number of 6 year old children in 1st grade who did not attend Preschool, in rural areas in Argentina."

- *Baseline corrected:* 15,861 in 2004.
- *Target revised:* 7,921 students at Project end.

Indicator Two (indicator unchanged; baseline revised, and target unchanged). The indicator measures the transition from primary to secondary education in Argentina. The baseline was corrected based on an adjusted series provided by DINIECE. The target remains as planned.

- **Original Indicator from PAD:** "Increase the access of students completing the 7th grade to the 8th grade of schooling, in rural areas in Argentina".

- *Baseline in PAD:* 73 percent in 2004.
- *Baseline corrected:* 77.8 percent in 2004.

Indicator Three (new). This indicator will monitor primary school completion. Some provinces have 7 years of primary education and 5 years of secondary education; while others follow 6 years of primary education and 6 years of secondary education.

- **New Indicator:** "Increase the access of students completing the 6th grade to the 7th grade of schooling in rural areas in Argentina."

- *Baseline:* 91.6 percent in 2004.
- *Target:* 93 percent at Project end.

B. Efficiency

Indicator Four (indicator revised; baseline and target revised). The indicator measuring promotion from the first cycle of primary education (grades 1 to 3) to the second cycle of primary (grades 4 to 6) is replaced by the promotion rate from grades 1 to 6. This change is made to better reflect the Project objective of increasing education achievement in both primary education and secondary education. The baseline is based on an adjusted series provided by DINIECE. Target is revised accordingly.

- **Original Indicator from PAD:** "Improve promotion rate in EGB1 (grades 1 to 3) in rural areas in Argentina from 76 percent to 85 percent".

- **Revised Indicator**: "Improve average promotion rates in grades 1 to 6 in rural areas in Argentina".

- *Baseline:* 85.3 percent in 2004.
- *Target:* 91 percent at Project end.

Former Indicator B2 (dropped). The indicator measuring the over-age enrollment in grades 4 to 6 in rural areas has been dropped. The new education law 22,026 and other complementary policies such as extra tutoring and flexible school hours were also intended to bring children that had previously dropped out back to school. In practice, this may have led to stability in the overage student population even when Project activities were designed to decrease it. To help address the inefficiencies caused by over-age students, and consistent with Project objectives, the Government recently introduced a national policy aimed at reducing, over time, over-age students.

C. Quality

Former Indicator C1 (dropped). The indicator measuring student learning gains in grade 3 as measured by the National Student Assessment is dropped. Due to data processing lags and delays in implementation of activities, there would only be one data point (2010) taken, rendering comparability of performance over time in schools difficult.

Former Indicator C2 (dropped). For the same reason as above the indicator measuring student learning gains in grade 6, as measured by the National Student Assessment, is dropped.

Indicator Five (new). This indicator will monitor the improvement in quality of instruction through a measure of the number of schools with teachers that have completed additional intensive training.

- **New Indicator:** "Number of rural schools with at least one teacher graduate from the diploma program in math and Spanish."

- *Baseline:* 0.
- *Target:* 3000.

D. Governance

Indicator Six (indicator unchanged; baseline and target set). The PAD indicator remains unchanged. However, it requires setting a baseline and a target which were not indicated in the PAD.

- **Original Indicator from PAD:** "Number of bilateral agreements between national and provincial Governments in satisfactory execution."

- *Baseline:* 0.
- *Target:* 23.

Indicator Seven (unchanged; baseline and target set). The PAD indicator remains unchanged. However, it requires setting a target which was not indicated in the PAD.

- **Original Indicator from PAD:** "Annual plans regarding the compilation, analysis, dissemination and use of educational statistics in satisfactory execution."

- *Baseline:* No system in place.
- *Target:* System in operation and updated based on current available information.

9. **Intermediate Results Indicators**. The intermediate results indicators have been revised as follows:

A. Component A: Improving Quality and Coverage of Rural Education

The following intermediate result indicators have been added:

Intermediate Result Indicator One (new): "Percentage of secondary rural schools that receive ICT equipment as a share of total secondary rural schools participating in school clusters."

- *Baseline:* 0 percent.
- *Target:* 100 percent.

Intermediate Result Indicator Two (new): "Percentage of rural schools that receive Institutional Libraries as a share of rural schools participating in school clusters."

- *Baseline:* 0 percent.
- *Target:* 100 percent.

Intermediate Result Indicator Three (new): "Number of infrastructure projects completed with PROMER funding".

- *Baseline:* 0 civil works.
- *Target:* At least 700 civil works.

These replace the intermediate results indicators below that have been dropped:

Former Indicator 1 (dropped). The indicator has been dropped as it is repetitive with PDO outcome indicator One.

Former Indicator 2 (dropped). The indicator has been dropped as it is repetitive with indicators Two and Three.

Former Indicator 3 (dropped). The indicator measuring improvement of internal enrollment flux between grades 1 to 3 (former first cycle of primary) and within grades 4 to 6 (second cycle of primary) since these cycles have been replaced and are no longer being monitored.

Former Indicator 4 (dropped). The intermediate result indicator related to overage is deleted, for the same reasons justifying elimination of former PDO indicator B2.

Former Indicator 5 (dropped). The indicator measuring the improvement in student achievement is dropped as it is not expected that the Project will have any short/medium term impact on student learning.

B. Component B: Enhancing Stewardship Capacity of national Government

The following intermediate result indicators have been added:

Indicator Four (new). A new indicator has been introduced to reflect that the Standardized National Assessment Tests (ONE) sample, mainly an urban sample, has been extended to include a statistically representative measurement of students learning in rural schools in grades 3 and in grade 6. This is a key indicator which will allow measuring student learning and its associated factors in rural areas.

- **New Indicator**: "Standardized National Assessment Test (ONE) sample extended and especially designed to assess student learning in grades 3 and in grade 6 in rural schools in 2007, 2010, and 2013".

- *Baseline:* No standardized national assessment test results for a representative sample in rural areas.
- *Target:* ONE conducted with an extended sample of rural schools in years 2007, 2010, and 2013. Report with the comparative performance 2007 and 2010 fed back to the provinces for educational policy decisions.

Indicator Five (new): "Percentage of rural schools surveyed for the National Educative Map".

- *Baseline:* 0 percent (2004).
- *Target:* 100 percent.

Indicator Six (new): "Implementation of a web-based system to access the information and results of the rural schools census".

- *Baseline:* No system in place.
- *Target:* System designed and implemented.

These replace the intermediate results indicators below that have been dropped:

Former Indicator 6 (dropped). The indicator measuring timely availability of educational statistics to be used for Project monitoring has been dropped as it is repetitive with PDO Seven.

Former Indicators 7 and 8 (dropped). These indicators measuring the existence of ONE with sample extended and specially designed to assess student learning in grades 3 and in grade 6 in rural schools has been dropped as it is repetitive with new indicator Four.

Former Indicator 9 (dropped). The indicator measuring feedback of educational statistics to schools has been dropped as it is repetitive with PDO indicator Seven.

Former Indicator 10 (dropped). The indicator measuring capacity building of provincial Jurisdictions regarding compilation and use of educational statistics has been dropped as it is repetitive with PDO indicator Seven.

Former Indicator 11 (dropped). The indicator measuring implementation of impact evaluation studies and dissemination through seminars has been dropped as the Government is assessing the design for impact evaluation of Project components.

Former Indicator 12 (dropped). The indicator measuring the strengthened capacity of line units at the national and provincial levels has been dropped as the Government has not been able to set quality standards regarding different administrative procedures connected with fiduciary matters.

Financing

10. **Project costs.** The cost of Component A (Improving Quality and Coverage in Rural Education) is decreasing as the Ministry of Education has a more accurate estimate of the cost of the goods, works, consultants and other services, training and operating costs needed to implement the remaining activities. The cost of Component B (Enhancing Stewardship Capacity of the Ministry of Education) is increasing as the Project supported carrying out student learning assessments on an enhanced sample of rural schools and the provision of feedback to such schools in the years 2006 and 2010. In addition, consultants costs needed to support the provincial and national governments to implement Project activities and components have increased since the Project's implementation period is being extended.

Table 1. Project Costs

Component	Allocation US$M		Borrower US$M		Bank US$M	
	Original	Revised	Original	Revised	Original	Revised
A. Improving Quality and Coverage in Rural Education	227.05	227.05	89.88	89.88	137.17	137.17
A1. Improving operating conditions of rural schools	113.88	113.88	13.45	13.45	100.43	100.43
A2. Expanding coverage and improving student promotion flow	102.92	102.92	75.28	75.28	27.64	27.64
A3. Strengthening line departments at the provincial levels	10.25	10.25	1.15	1.15	9. 10	9.10
B. Enhancing Stewardship Capacity of National Government	5.17	8.53	0.70	0.70	4.47	7.83
B1 Strengthening line departments at the national level	2.28	3.77	0.30	0.30	1.98	3.47
B2 Monitoring and evaluation	2.89	4.76	0.40	0.40	2.49	4.36
Refunding of Project Preparation Advance and Unallocated	7.98	4.62	0.00	0.00	7.98	4.62
Total Project Costs	240.2	240.2	90.58	90.58	149.62	149.62
Front-end fee	0.38	0.38	0.00	0.00	0.38	0.38
Total Financing Required	240.58	240.58	90.58	90.58	150.00	150.00

11. **Reallocation.** The increased costs of Component B will be financed by reallocating the remaining funds of US$548,839.19 from the category “Refunding of Project Preparation Advance” (Category 4 of the loan agreement) and US$2,808,751 from “Unallocated” (Category 6 of the loan agreement).

12. Proceeds will be reallocated as follows**:**

Table 2: Reallocation of Loan Proceeds

Category of Expenditure	**Allocation US$**		**% of Loan Allocation**	
Current	Current	Revised	Current	Revised
1) Part A of the Project:	137,172,000	137,172,000	91.4%	91.4%
a)Goods, works, consultants´ and other services, training and operating costs procured by Provinces for subprojects and school managed activities costs	79,270,000	79,270,000	52.8%	52.8%
b) Goods, works, consultants´ and other services, training and operating costs procured by the Borrower pursuant to Part A.4 of the Project	57,902,000	57,902,000	38.6%	38.6%
2) Part B of the Project				
a) Consultants´ services and operating costs	2,184,798	2982208	1.5%	1.9%
b) Goods and training	2,288,202	4848382	1.5%	3.2%
3) Front-end fee	375,000	375,000	0.3%	0.3%
4) Refunding of Project Preparation Advance	1,500,000	951,161	1.0%	0.6%
5) Premia for Interest Rate Caps and Interest Rate Collars	0	0	0.0%	0.0%
6) Unallocated	6,480,000	3,671,249	4.3%	2.4%
Total	**150,000,000**	**150,000,000**		

13. **Closing date.** The closing date has been extended to December 31, 2013. This extension is necessary to give the Government time to (i) achieve the PDO; (ii) consolidate the teacher training activities to ensure sustainability of the rural modality; (iii) analyze and disseminate preliminary findings of a learning assessment of 3rd and 6th grades recently taken on a sample of urban and rural schools whose results will be available by the fourth quarter of 2011; (iv) successfully implement the IPP of the project; and (v) complete civil works currently under execution. The Government has prepared an action plan to ensure completion of the Project by the extended closing date.

D. APPRAISAL SUMMARY

Economic and financial analysis

14. **Summary.** This section presents an update of the economic analysis included in the Project Appraisal Document (PAD), Report No: 33215-AR. It incorporates the longer duration of the Project, recent labor market and education efficiency indicators, and updated education costs. The analysis finds that the Project continues to be profitable with a solid Internal Rate of Return (IRR) of 11 percent. This revised IRR is lower than the original 14.3 IRR reported in the PAD, but it is above the prevailing long term interest rate.

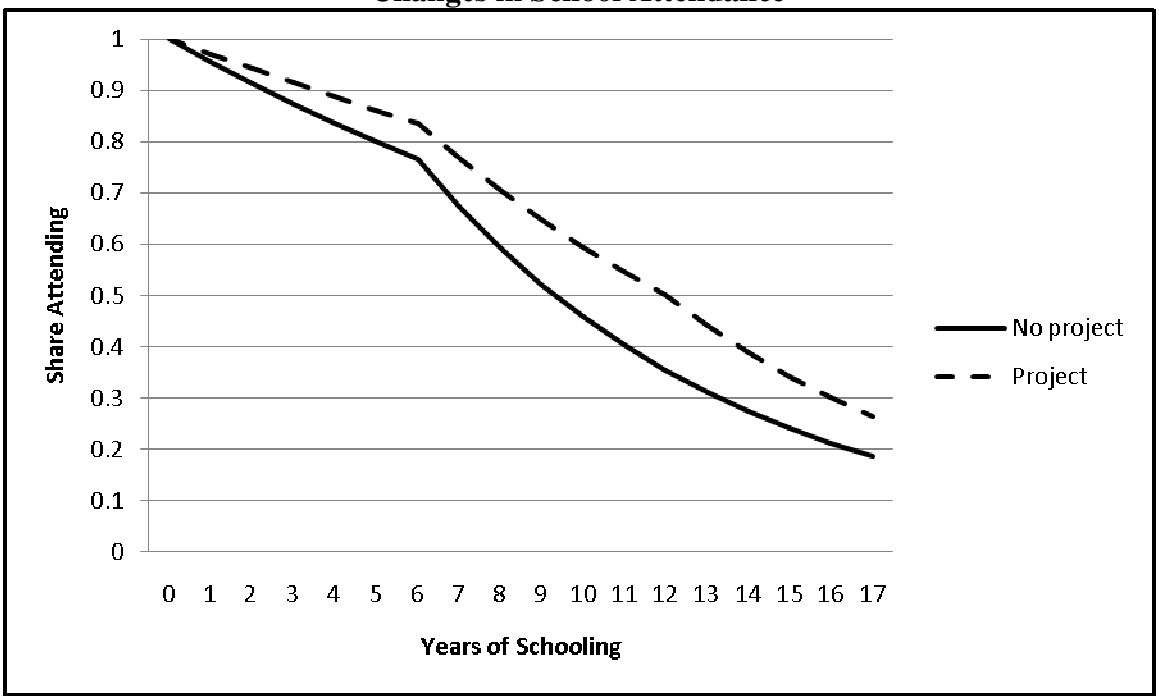
15. **Detailed Analysis.** The revised IRR of 11 percent is the result of internal efficiency gains, increases in education attainment, and increases in government cost of education due to the Project.

16. ***Internal efficiency gains:*** The original economic analysis assumed an investment per student of US$281, which would generate reductions in repetition rates and dropout rates of 30 percent in grades 1 to 9.[1] As the Project has taken longer to implement than originally planned, the investment per student is reduced to US$198 (a reduction of 30 percent in investment per student). The lower investment per student diminishes the impacts of the Project because less money is available to promote and/or retain students in schools. The revised economic analysis reduces the expected impact of the Project on repetition and dropout rates to 21 percent (a 30 percent reduction of the original expected impacts included in the PAD).

17. ***Increases in education attainment:*** Even though the impacts of the Project are concentrated in primary and secondary education, the higher rate of survival at school has consequences that span into tertiary education. Given the assumptions of the PAD, the expected years of education per beneficiary increases by 0.9 years of schooling (approximately 7 percent). Figure 1 presents the expected evolution of school attendance of students under the Project.

[1] This economic analysis assumes the Project efficiency improvements span to grade 12.

Figure 1
Changes in School Attendance



18. Given the current patterns of salary by year of education, estimates indicate an increase in expected lifelong earnings of approximately US$2,500 due to increased education attainment.

Safeguards

19. The Project continues to be in full compliance with Bank safeguards. With regards to the Indigenous People's Development Plan, implementation is proceeding on schedule. In September 2010, the Federal Education Council (*Consejo Federal de Educacion*) approved legal resolution CFE 119/10 which defines the main aspects of Intercultural Bilingual Education (IBE) for the nation. The resolution requires actions from the Provinces to install, consolidate and strengthen IBE at the Province level, for which the Bank is providing technical assistance in the context of Project supervision.

ARGENTINA: Rural Education Improvement Project – PROMER

ANNEX 1: Revised Results Framework and Monitoring

PDO
To support national Government policy to: (i) improve the coverage, efficiency, and quality of the Argentine education system, and (ii) to improve the governance of the Argentine education system through strengthening of the normative, planning, information, monitoring, and evaluation capacity at the national and provincial levels..

					Cumulative									
Project Outcome Indicators	**Core**	**Status D, C, N, R 1/**	**Unit of Measure (UoM)**	**Baseline 2004**	**2007**	**2008**	**2009 3/**	**2010**	**2011**	**2012**	**2013**	**Frequency**	**Data Source**	**Resp for Data collection**
Indicator One: Coverage Reduce by half the number of 6 year old children in 1st grade who did not attended preschool in rural areas in Argentina.	☐	**R**	**#**	15,861 **2/**	10,102	9,387	8,154	8,095	8,037	7,979	7,921	Annual	School Census	Ministry of Education DINIECE
Indicator Two: Coverage Increase the access of students completing the 7th grade to the 8th grade of schooling, in rural areas in Argentina.	☐	**R**	**%**	77.8 **2/**	78.6	80.4	81.1	82	83	84	85	Annual	School Census	Ministry of Education DINIECE
Indicator Three: Coverage Increase the access of students completing the 6th grade to the 7th grade of schooling, in rural areas in Argentina	☐	**N**	**%**	81.6	83.7	87.1	88.5	89	91	92	93	Annual	School Census	Ministry of Education DINIECE
Indicator Four: Efficiency Improve promotion rates in grades 1 to 6 in rural areas in Argentina. **4/**	☐	**R**	**%**	85.3 **2/**	88.3	88.8	89.1	90	90	91	91	Annual	School Census	Ministry of Education DINIECE
Indicator Five: Quality Number of rural schools with at least one teacher graduate from the diploma program in math and Spanish	☐	**N**	**#**	0	0	0	0	0	1000	2000	3000	Annual	INFD Data	Ministry of Education Central INFD
Indicator Six: Governance Number of bilateral agreements between national and provincial Governments in satisfactory execution.	☐	**R**	**#**	0	23	23	23	23	23	23	23	Annual	Project Progress Reports	Ministry of Education DGUFI

Indicator Seven: Governance Annual plans regarding the compilation, analysis, dissemination and use of educational statistics in satisfactory execution.	☐	**R**	**Text**	No system		Web system developed	System updated with results from 2008	System updated with results from 2009	System updated with results from 2010	System updated with results from 2011	System updated with results from 2012	Annual	Project Progress Reports	Ministry of Education DGUFI
Former Indicator B2 Reduce two or more years of overage enrollment in EGB2 in rural areas from 24 percent to 12 percent	☐	**D**												
Former Indicator C1 Improve the percentage of students in Grade 3 in rural schools achieving proficiencies in the nationally ratified standards of the Core Learning Priorities (NAP)	☐	**D**												
Former Indicator C2 Improve the percentage of students in Grade 6 in rural schools achieving proficiencies in the nationally ratified standards of the Core Learning Priorities (NAP)	☐	**D**												
Revised Intermediate Results														
Component one: Improving Quality and Coverage of Rural Education														
Intermediate Result Indicator One Percentage of secondary rural schools which receive ICT equipment as a share of total secondary rural schools participating in school networks.	☐	**N**	**%**	0	0	81	81	100	100	100	100	Annual	Project Progress Reports	Ministry of Education DGUFI
Intermediate Result Indicator Two Percentage of rural schools which receive Institutional Libraries as a share of total rural schools participating in school networks.	☐	**N**	**%**	0	0	41	66	66	66	100	100	Annual	Project Progress Reports	Ministry of Education DGUFI

Intermediate Result Indicator Three Number of infrastructure projects completed with PROMER funding	☐	**N**	**#**	0	5	47	94	183	263	343	420	Annual	Project Progress Reports	Ministry of Education DGUFI
Former Intermediate Result Indicator One Enrollment of 5 year old children in rural areas	☐	**D**												
Former Intermediate Result Indicator Two Promotion rates for grades 7 to grade 8 in rural areas	☐	**D**												
Former Intermediate Result Indicator Three Promotion rates in grades 1 through 3	☐	**D**												
Former Intermediate Result Indicator Four Extreme overage (2 or more years overage) enrollment rate and overage enrollment rate for EGB2 (measured in percentage of overage children over total enrollment for EGB2)	☐	**D**												
Former Intermediate Result Indicator Five Proficiency in the NAP (Priority Learning Core) measured in grade 3 and grade 6	☐	**D**												
Component Two: Enhancing Stewardship Capacity of National Government														
Intermediate Result Indicator Four Standardized National Assessment Test (ONE) sample extended and specially designed to assess student learning in grades 3 and in grade 6 in rural schools in years 2007, 2010, and 2013	☐	**N**	**Text**	Sample not extended	Test with extended sample conducted in year 2007			Test with extended sample conducted in year 2007		Comparative report 2007-2010 for the rural education system disseminated	Test with extended sample conducted in 2013	Annual		Ministry of Education
Intermediate Result Indicator Five Percentage of rural schools being censed for the National Educative Map.	☐	**N**	**%**	**0**	**50**	**77**	**100**	**100**	**100**	**100**	**100**	Periodic	Project Progress Reports	Ministry of Education Mapa Educativo

Intermediate Result Indicator Six Implementation of a web system to access the information and results of the census of rural schools.	☐	**N**	**Text**	No system				System designed for online consulting	System implemented	System implemented	System implemented	Periodic	Project Progress Reports	Ministry of Education
Former Intermediate Result Indicator Six Database with indicators established and online access provided to eligible users	☐	**D**												
Former Intermediate Result Indicator Seven Test instrument needs to be developed, pilot tested, and applied in alternate years. During life of this project, test should be implemented at least twice; once at the beginning of the project; and again near the end of the project with compatibility between the two applications. Sample size should be sufficient for inferences to be drawn regarding schools and rural schools by Province	☐	**D**												
Former Intermediate Result Indicator Eight Complementary instruments to the ONEs would include additional modules for Rural Schools	☐	**D**												
Former Intermediate Result Indicator Nine Implementation of school-level projects for the use and dissemination of educational information,; and impact evaluation study at project completion	☐	**D**												
Former Intermediate Result Indicator Ten Institutional capacity assessments to be carried out and technical assistance provided	☐	**D**												

Former Intermediate Result Indicator Eleven Number of impact evaluation studies carried out and number of seminars held (national and provincial)	☐	**D**												
Former Intermediate Result Indicator Twelve Quality standards regarding different administrative procedures connected with fiduciary matters (procurement, financial management, including audits) to be set up and monitoring of those standards to be performed at least twice a year	☐	**D**												

1/ D=Dropped, C=Continued, N= New, R=Revised.

2/ Revised baseline (2004) based on adjusted series provided by DINIECE.

3/ Actual at the time of restructuring (based on 2009 data)

4/ Calculated as the quotient between the student promoted in a given year in grades 1 to 6 and the total initial enrollment in grades 1 to 6 for the same year multiplied by 100.