

# PROJECT COMPLETION REPORT (PCR)

## A. PROJECT DATA AND KEY DATES

### I. BASIC INFORMATION

<b>Project Number:</b> P-Z1-IAZ-002	<b>Project Name:</b> Multinational African Virtual University Support Project	<b>Country:</b> Kenya, Senegal, Tanzania, Uganda, Mozambique, Somaliland, Zimbabwe, Zambia, Madagascar, Ethiopia and Senegal	<b>Month and Year of 98% Disb. Rate:</b> September 2010	<b>Date PCR sent to PCR@afdb.org</b> <b>XX</b>
<b>Lending Instrument(s):</b> African Development Fund (ADF)		<b>Sector:</b> Social Sector	<b>Environmental Classification:</b> Category III	
<b>Original Commitment:</b> UA 5.00 million	<b>Amount Cancelled:</b> N/A	<b>Amount Disbursed:</b> UA 4,994,841.90	<b>Percent Disbursed:</b> 99.90%	
<b>Borrower:</b> African Virtual University(AVU)				
<b>Executing Agency (ies) :</b> African Virtual University(AVU) . A Project Coordination Unit ( PCU) managed the day-to-day project implementation. The following composed the PCU : Project Manager, Component Manger I, Component Manager II, ICT Specialist, Procurement Specialist and Project Accountant.				
<b>Co-financers and other External Partners :</b> AVU counterpart funds at appraisal was stipulated at 500,000 UAC . However, the AVU actual counterpart fund to the project is 845,908.73 UAC				

### II. KEY DATES

<b>Project Concept Note Approved by SSMC</b>	<b>Appraisal Report Approved by SSMC</b>	<b>Board Approval :</b> 13 December 2004
<b>Restructuring(s)</b> N/A.		

	<b>Original Date</b>	<b>Actual Date</b>	<b>Difference in months [Actual-Original]</b>
<b>EFFECTIVENESS</b>	December 2004	15 July 2005	6
<b>MID-TERM REVIEW</b>	April 2006	April 2009	36
<b>CLOSING</b>	March 2010	September 2010	6

### III. RATINGS SUMMARY

CRITERIA	SUB-CRITERIA	RATING
PROJECT OUTCOME	Achievement of Outputs	3
	Achievement of Outcomes	3
	Timeliness	0
	<b>OVERALL PROJECT OUTCOME</b>	<b>3</b>
BANK PERFORMANCE	Design and Readiness	3
	Supervision	3
	<b>OVERALL BANK PERFORMANCE</b>	<b>3</b>
BORROWER PERFORMANCE	Design and Readiness	3
	Implementation	3
	<b>OVERALL BORROWER PERFORMANCE</b>	<b>3</b>

### IV. RESPONSIBLE BANK STAFF

POSITIONS	AT APPROVAL	AT COMPLETION
Regional Director		Beileh Abdiraham, Frank Black, Gaye Diaretou, Matongo Fundari Nono, Perrault Frank Joseph Marie
Sector Director	Ms. Alice Hamer	Ms. Agnes Soucat
Task Manager	Mr. Boukary Savadogo	Ruth Karimi Charo
PCR Team Leader		Ruth Karimi Charo
PCR Team		Andrianarisata John, Arcelina Yolanda, Ekoh Patience Ogonma, Leo Oswarld and Odera Walter Owour

## B. PROJECT CONTEXT

Summarize the rationale for Bank assistance. State:

- what development challenge the project concerns,
- the borrower's overall strategy for addressing it,
- Bank activities in this country (ies) and sector over the past year and how they performed, and
- ongoing Bank and other externally financed activities that complement, overlap with or relate to this project.

Please cite relevant sources. Comment on the strength and coherence of the rationale.

**[250 words maximum. Any additional narrative about the project's origins and history, if needed, must be placed in Annex 5: Project Narrative]**

The project aimed at enhancing access to quality higher education in target African countries and is cognizant of the inability of African Governments to finance higher education in the conventional way. The project therefore embraced use of ICT enhanced teacher education program to increase access to quality higher education in target countries. At appraisal, AVU was at the forefront of the efforts to harness the full potential of ICT for Education on the continent through a network of 38 partnering institutions. The target countries were selected based on a criteria which included a proven record of openness to ICT and Education as evidenced in the country ICT profile. The project rationale and priorities, also took into account regional initiatives concerning access to higher education. The project also supported MDGs 3 and EFA priorities. The Dakar Framework for Action April 2000 recognizes the use of ICT as the first strategy for achieving EFA. In line with the Bank's MTS the Bank is supporting similar projects; SADC Open and distance learning project and the WAEMU's Higher Education Project. The September 2000 UN millennium Declaration and NEPAD Initiative and Geneva 2003 recognizes the role of ICT in advancing access to education. AVU business plan 2003-2007 aimed at developing, within its Partnering Institutions (PIs), quality blended ODeL programs which incorporate: instructional technology, design training and staff development. The project aimed at increasing access to quality education in the PIs, while fostering regional integration and mainstreaming gender equity at AVU and in target PIs- MDG 3. AVU played a "catalytic" role in strengthening capacity of PIs to deliver and manage quality ICT assisted education and training opportunities. The project activities supported the AVU strategy by enhancing access and improving quality through development of ICT enhanced teacher education courses; a quality assurance framework; training of course leaders ; ODeL capacity enhancement; mainstreaming of gender concerns in PIs and AVU including award of scholarships to women and disadvantaged students. The project outputs and outcomes are relevant to AVU's current strategic plan 2009-2014; the strategy aims at facilitating use of effective ODeL methodologies in African Tertiary Education Institutions and includes AVU sustainability roadmap. The 2007 survey of 'ICT and Education in Africa' established existence and implementation of ICT and Education policies in most of the project's target countries. Supervision missions' reports have observed that multinational projects require contextualization and coordination at regional and national levels to ensure timely project implementation. It is expected that follow up on multinational projects will improve due to the presence of Bank country offices.

## C. PROJECT OBJECTIVES AND LOGICAL FRAMEWORK

### 1. State the Project Development Objective(s) (as set out in the appraisal report)

To strengthen the capacity of the AVU and a network of institutions coordinated by the AVU to deliver and manage quality ICT assisted education and training opportunities in selected African countries.

### 2. Describe the major project components and indicate how each will contribute to achieving the Project Development Objectives.

The project has four components. (1) Support for the establishment of Open, Distance Learning Centers (ODEL) and connectivity provision at the AVU Partner Institutions (PIs). This component included: AVU ODeL centers equipped/re-equipped/upgraded in existing campuses of the AVU PIs in 10 target countries and connectivity provision at each PIs. The connected centers are to serve as country hubs for admission, registration, study and examination. The centers will also serve as a training centre for university faculty in ICT enhanced instructional design and delivery; (2) Teacher Training and Development Program. This component included: establishment of 10 national teams in each PIs, training of 200 course developers (20 in each country-10 web designers and 10 instructional designers), programs developed composed of 52 modules each of them in three languages English, French and Portuguese and ICT postgraduate diploma in education. The aim of these activities is to enable PIs to acquire the capability to train large numbers of students joining the teaching profession for the first time and in-service for teachers already teaching. The ICT diploma is a core course and targets both pre service and in-service teachers;

(3) Mainstreaming Gender issues in AVU operations. This component included: PIs sensitized on gender issues, gender clinics, marketing materials on gender and HIV/AIDs issues developed in English and French, grant award to women and development of bridging programmes for women in mathematics and science. These activities aim at authoring gender sensitive course modules, award of scholarship to 60 female students, capacity building of ODeL senior staff in gender mainstreaming activities, supporting AVU and PIs in addressing equity concerns and in particular to close the gap in enrolment and graduation figures of women in science related courses; (4) Project Management. This included setting up of a Project Coordinating Unit (PCU) at AVU headquarter in Nairobi and provision of operating costs to support project implementation. The key staff included: project manager and programme officers for instructional technology and design unit, ICT, teacher education and procurement.

### 3. Provide a brief assessment (up to two sentences) of the project objectives along the following 3 dimensions. Insert a working score, using the scoring scale provided in Appendix 1.

PROJECT OBJECTIVES DIMENSIONS		ASSESSMENT	WORKING SCORE
RELEVANT	a) Relevant to the country's development priorities	<u>Somalia PI</u> . The PI notes that training of qualified secondary school teachers is a National priority. The project is also consistent with the country's five years plan. <u>Tanzania PI</u> and Dar Es Salaam Institute of technology are responsible for ICT integration and teacher training. The Government's vision 2025 and the National Development Plan II prioritizes development of critical mass of ICT trained manpower. <u>Senegal PI</u> . The PI indicates that the country's priority is to use ICT in education as the fastest and most efficient way to bridge the gap with the North in Education and Training. <u>Kenya PI</u> strategy 2008-2013 aims at innovative academic programs and promoting diversified modes of content delivery. The country's vision 2030 recognizes the role of ICT in education. <u>Madagascar PI</u> notes the project has contributed to teacher training and reinforcement of capacity to train and integrate new approaches. The National Program of Education Improvement emphasis on	4

		<p>basic infrastructure development and improvement of the Education system management. <u>Zambia PI</u> plan includes integration of ICT in service delivery and expansion of distance learning. The PI notes that the ODeL center is well equipped for content development for other institutions of higher learning. <u>Uganda PI</u> main responsibility is to train teachers however space is limited and hence the distance learning initiative will enhance access. <u>Zimbabwe PI</u> mission is to be a leader in innovative teaching and learning methodologies. The PI notes that the ICT teacher program and gender mainstreaming will enhance its leadership role. <u>Mozambique PI</u> indicates that the country has a high number of un-trained/ under-qualified teachers. The Ministry of Education and Culture has recognized ODeL as a strategy to expand access to training opportunities at national level. The Government ODeL 2001 policy and strategy recognizes the role of ODeL in expanding learning opportunities.</p>	
<b>ACHIEVABLE</b>	<p>b) Objectives could in principle be achieved with the project inputs and in the expected timeframe</p>	<p>The project components and activities directly supported achievement of the project objective. The project was extended by six months up to September 2010 to allow completion of broadband provision and translation of modules into Portuguese. The goods were centrally procured and distributed. However, delivery of procured equipment and furniture in target PIs experienced delays due to logistical issues in each of the countries. The gender activity for scholarship award is still being implemented since students had to be enrolled first using the teacher education modules. The project LOGS was revised to meet under costing of teacher education activities.</p>	3
<b>CONSISTENT</b>	<p>c) Consistent with the Bank's country or regional strategy</p>	<p>The project was conceived within the context of the Bank's Strategies and or plans for some of the target countries including Madagascar, Mozambique, Tanzania, Zambia and Kenya. Among other priorities, the strategies/plans include teacher training and curriculum development, improvement in education and human development.</p>	4
	<p>d) Consistent with the Bank's corporate priorities</p>	<p>The project intervention was on ODeL and ICT to increase access in teacher education and training while fostering regional integration among the 10 countries as outlined in Annex 5 of the PCR. The intervention also facilitated development of a quality</p>	4

		assurance framework and supported access for women and disadvantaged students. This is in consistence with the then Bank's Education Sector Policy of 1999. The policy focused on improving access and developing education systems; regional integration and improving equity and quality. The intervention is still very relevant to the Bank's 2008 HEST strategy and the Bank's MTS. Both include improving access to Higher education and the role of ICT. A Bank study on ICT Development: Policy and Strategy for the ADB, September 2003, highlighted distance learning and Education networks as key areas in enhancing access to education.	
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**4. Lay out the logframe. If a logframe does not exist, complete the table below, indicating the overall project development objective, the major components (minimum of two) of the project, the major activities (minimum of two) of each component and their expected outputs, outcomes, and indicators for measuring the achievement of outcomes. Please add additional rows for components, activities, outputs or outcomes if needed.**

COMPONENTS	ACTIVITIES	OUTPUTS	EXPECTED OUTCOMES	INDICATORS TO BE MEASURED
<b>Component 1:</b> Support for the establishment of Open, Distance Learning Centers (ODEL) and Connectivity provision at the AVU Partner Institutions (PIs).	Procurement and supply to 10 target PIs: desktop, servers, peripherals, audio video equipment, LAN networks equipment, furniture, generator, air conditioner and VSAT.	10 ODEL centers equipped, reequipped or upgraded in the 10 target countries.	Courses delivered using ICT enhanced instructional materials ICT	Number of ICT enhanced instructional materials designed and developed
		PIs ODeL centers connected with internet	As above	Number of ODeL centers with access to internet
	Train 200 existing staff at PIs as course developers (20 in each PI of whom 10 are web designers and 10 instructional material designers).	200 course developers successfully completed the AVU Capacity Enhancement Program(ACEP)	As above	Number of course developers successfully completing the ACEP program
<b>Component 2:</b> Teacher Training and Development Program	Development of policies to guide program implementation and curriculum	Management and working structure established at PIs. 10 National Teams Established, one in each PI	Increased access to mathematics, Science and ICT teacher education programs	Number of Students enrolled in the PIs ODeL using the ICT enhanced modules
	Develop teacher education modules	52 Teacher Education modules developed	As above	As above

		(mathematics, Sciences, ICT)		
	Design and develop a quality assurance framework	As above	As above	As above
	Establish subject matter technical teams	As above	As above	As above
<b>Component 3: Mainstreaming gender issues in AVU operations</b>	Sensitize learning centers and facilitators on gender issues.	learning centers and facilitators sensitized on gender issues	Increased qualified female teachers in science based teacher education courses	Number of women enrolled and completing science based courses
	Develop marketing materials on gender issues.	As above	As above	As above
	Award grants to 3 women per core country.	60 women awarded scholarships	As above	As above
	Develop bridging programs for women.	Pre university science based courses developed	As above	As above

**5. For each dimension of the log. frame, provide a brief assessment (up to two sentences) of the extent to which the log. frame achieved the following. Insert a working score, using the scoring scale provided in Appendix 1. If no log. frame exists, score this section as a 1 (one).**

LOG. FRAME DIMENSIONS		ASSESSMENT	WORKING SCORE
<b>LOGICAL</b>	a) Presents a logical causal chain for achieving the project development objectives	The logical causal chain was well thought through. The framework identifies expected project outputs and outcomes and clearly links them to activities to be undertaken. The outputs and outcomes directly contribute to achievement of project objectives	4
<b>MEASURABLE</b>	b) Expresses objectives and outcomes in a way that is measurable and quantifiable	Project objectives are specific and quantifiable. The indicators are related to project objectives and outcomes, and also allow for measurement of the indicated outputs, outcomes and activities. However, the project outcomes were revised.	3
<b>THOROUGH</b>	c) States the risks and key assumptions	To a great extent, the risks and key assumptions did not take into account the unique challenges at each target PI and the country in general. The three different languages posed a challenge in the ACEP training as well as the period taken to develop and translate the teacher education modules. Country requirements for clearance of goods also caused major delays in distribution of equipment and furniture. The ever changing ICT related policies in the target countries did not affect project outputs to a large extent expect for Ethiopia which adopted a policy to stop E-Learning in teacher education among other courses.	2

## D. OUTPUTS AND OUTCOMES

### I. ACHIEVEMENT OF OUTPUTS


In the table below, assess the achievement of expected vs. actual outputs for each major activity. Import the expected outputs from the logframe in Section C. Score the extent to which the expected outputs were achieved. Weight the scores by the activities' approximate share of project costs. The overall output score will be auto-calculated as the sum of the weighted scores. Override the auto-calculated score, if desired, and provide justification.

MAJOR ACTIVITIES		Working Score	Share of Project Costs (as stated in Appraisal Report)	Weighted Score
Expected Outputs	Actual Outputs			
1 .10 ODEL centers equipped/reequipped/ upgraded and connected with internet	Procurement, distribution and installation of equipment completed in 10 centers. Provision of bandwidth for internet connectivity done in 8 centers; two centers Senegal and Ethiopia Pls use local internet service providers. The equipment supplied and installed are: furniture, electronics, audio visual and power back up equipment. Internet connectivity was provided using VSAT and local internet service providers. Eight ODeL centers have been officially launched by AVU in collaboration with some Bank's field offices namely Uganda, Zambia, and Kenya. The Launching ceremonies were preceded by an elaborate exit training. Launch of the Madagascar and Somalia centers are outstanding due to the security situation. However, the target University in Madagascar received exit training while the one in Somalia received exit training materials and will carry on with the launch with support from the project.	4	20,88	0,8352

<p>2 .200 existing staff at PIs trained as course developers( 20 in each PI of whom 10 are web designers and 10 instructional material designers)</p>	<p>In total, 459 PIs staff were trained against the 200 target at appraisal. 133 have been trained in the AVU Capacity Enhancement Program (ACEP) which imparts skills on materials development, delivery &amp; technology and governance, management and financing of ODeL Programs; 146 subject matter experts have been trained in re-writing existing programs to ODeL formats; 60 course leaders have been trained in delivery and management of education programs; and 120 have been trained in ODeL Centre's equipment maintenance, upgrading and use of the learning management system. Training was done through the ACEP to enable skilled ODeL professionals to design, develop, deliver and manage their own ODeL Programs and create a ODeL community of practice in Africa. The program has been implemented through a series of workshops and Professional Development Programs consisting of 13 modules. The modules that were developed and used include: materials development; instructional design and delivery technology; and governance, management and financing of open, distance and e-learning programs. The ACEP modules are translated into French, English and Portuguese and can be delivered online even after the project through the Learning Management System. The workshops reinforced and provided hands on training for ODeL Programs concepts earlier taught through the ACEP Professional Development Program (PDP) online modules. The modules were</p>	<p>4</p>	<p>13,92</p>	<p>0,4176</p>
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	<p>covered over a period of over 10 months and required a total of 117 hours by each participant. A further 146 faculty members were trained on authoring and peer-reviewing ODeL materials. This was achieved through workshops preceding the material development process in component 2.</p>			
<p>3. <b>52</b> Teacher Education modules developed in mathematics, Sciences and ICT in three languages (French, English and Portuguese)</p>	<p>In 2005, a teacher education program implementation document on policy and curriculum was developed in collaboration with the PIs. Subsequently, in 2005/06 workshops were held to design curricula for science and mathematics for Anglophone, Lusophone and Francophone by subject matter experts nominated by PIs. Nine PIs approved the curricula through the respective countries' accrediting authorities with an exception of Ethiopia PI. In total, 83 modules were developed: Biology (8); Chemistry (13); Physics (16); Mathematics (13); ICT Basic Skills (4); and Professional Courses in Education (19). In addition, a consultant developed 13 modules for ACEP. The modules were reviewed by experts from different PI than the original author. Translation into</p>	<p>4</p>	<p>36,3</p>	<p>1,452</p>

	<p>English and French was completed and modules uploaded onto the Learning Management System (LMS). Translation into Portuguese is nearing completion and the Portuguese module uploading is at advanced stage. A consultant developed a common Quality Assurance Framework (QAF) which was adopted by the PIs Teacher Education Advisory Committee in April 2007. Production of students kits was completed and distributed to target PIs except for the Portuguese modules.</p>			
<p>4. Gender issues are mainstreamed in AVU operations and its PIs.</p>	<p>This output aimed at increasing participation of female students in science-based education programs. A gender mainstreaming strategy was developed in consultation with the target PIs. In previous missions and MTR, this activity was revised to include: (i) marketing of the Project's Programs with a view to particularly attract female students; and (ii) the provision of scholarship funds to deserving female and other disadvantage students to increase access to mathematics and science education programs. Achievements in this output includes: development of gender mainstreaming strategy for AVU and PIs; integration of gender in the authoring process of the teacher education modules; award of scholarships to 697 disadvantaged students in science, ICT and math courses. 372 of the target beneficiaries are females.</p>	3	8,6	0,258
<p align="right"><b>OVERALL OUTPUT SCORE</b> [Score is calculated as the sum of weighted scores]</p>				3

 Check here to override the calculated score

**Provide justification for over-riding the auto-calculated score**

Insert the new score or re-enter the auto calculated score

3

II. ACHIEVEMENT OF OUTCOMES

**1. Using available monitoring data, assess the achievement of expected outcomes. Import the expected outcomes from the log. frame in Section C. Score the extent to which the expected outcomes were achieved. The overall outcome score will be auto-calculated as an average of the working scores. Override the auto-calculated score, if desired, and provide justification.**

OUTCOMES		Working Score
Expected	Actual	
1. ODeL centers <b>serve as country hubs</b> for development and design of ICT enhanced instructional materials.	The 10 ODeL centers created are facilitating development of ICT enhanced program and are supposed to support training of staff on ODeL methodologies. In addition to the 133 staff trained in ACEP (web design, ICT delivery and ODeL governance), 146 academic staff have been trained in writing courses in ODeL format and 60 course leaders have been trained in delivery and management of education programs. These staff are an asset not only to the target IP, but to the education sector in the respective countries. <b>Mozambique IP</b> indicated that the ACEP training resulted in staff capacity in the use of ICT and development of learning materials. <b>Zambia PI</b> has been requested by the Ministry of Education to assist in fast tracking upgrading of primary and secondary teachers. It has also trained an additional 60 staff in ACEP. <b>Tanzania IP</b> is being used to develop and design ICT materials and implement an ICT Trainer of Trainers (ToTs) programme targeting initially 120 secondary schools teachers and 120 staff from teachers training colleges. It has uploaded the teacher education modules on its website. <b>Kenya IP</b> . The IP has utilised the ICT modules for in- servicing University lecturers. Staff from the centre is involved in the national committee to develop the proposed "Open University of Kenya". The proposed Open University has requested to use the Teacher Education modules from this project. The IP has trained an additional 200 staff in ACEP from commerce, science and arts faculties. <b>Senegal PI</b> indicates that this intervention has enabled it to entre new	3

market segments by offering the new curricula fully on line. The ACEP has developed expertise at the PI in e-learning; this has strengthened its position nationally.

**Zimbabwe IP.** The ACEP trained staff developed a capacity enhancement training program in ODeL methods. So far, it has trained 31 principals of teachers colleges and 1 Ministry for Higher Education staff. The IP has strengthened synergies with teachers training colleges in ODeL.


**Madagascar IP.** Teachers are using the ODeL platform for practice. **Senegal PI** has trained additional teachers and administrators in design of courses and delivery technology platforms. Two seminars have been held on use of ICT enhanced modules. The PI in collaboration with the Education Ministry is implementing an extensive program of distance learning for teachers. The PI has uploaded the modules on its moodle platform. The Ministry of Education provided funding to extend the project scope at PI to languages and arts. Internet connectivity has been erratic in some PIs. **Somalia IP** has trained an additional 40 staff in ACEP. It notes that quality in teaching and learning has improved.

AVU has uploaded the modules into a repository on its website, for open use by other universities and institutions. The target PIs have formed a teacher education consortium composed of subject matter experts to ensure follow up and active engagement beyond the project period. The consortium is open to membership from other institutions.

86 modules were developed. However, in total the translated modules are 219. AVU developed an Open Educational Resource (OER) repository that will serve as a platform for tertiary-level African educators

2.52 ICT enhanced modules in mathematics, Science and ICT developed.

	to make their educational resources available to others. The repository will facilitate discussion and comments on educational resources and collaboration in developing resources further. This portal will host the 73 of the 86 modules of teacher education. Portuguese translation is being finalized.	
3. Students enrolled using the ICT enhanced modules.	About 4,000 students out of the target 5,300 for the first year (16,000 cumulative for 3 years) are already enrolled among the PIs using these materials. Kenya PI has enrolled 240 students; Mozambique PI 500 for physics and additional 180 were enrolled in November 2010 for Biology, math and Basic education.; Zimbabwe PI 185; Somalia PI 350; Tanzania PI 20; Uganda PI 184; Zambia PI reported enrollment in Science and Math. Senegal PI; has enrolled 166 students in Biology, Chemistry, maths and physics. The PIs projection for 2010/2011 academic year will exceed the 5,300 target for the first year. The project will contribute significantly in assisting conflict/post conflict PIs in Somalia and Madagascar to e-train teachers.	3
4. More female students enrolled in science based courses.	The teacher education modules were developed based on the gender mainstreaming strategy recommendations which were at two levels: administrative and academic levels. The teacher education modules are gender responsive; a gender specialist participated in each of the workshops where the modules were authored. In total 372 females in the PIs, enrolled in science, math and ICT programs will benefit from the project's scholarship out of the target 697. PIs have acknowledged the need to address gender issues through affirmative action.	3
<b>OVERALL OUTCOME SCORE</b> [Score is calculated as an average of the working scores]		3,25

 **Check here to override the calculated score**

<b>Provide justification for over-riding the auto-calculated score</b>	
<b>Insert the new score or re-enter the autocalculated score</b>	
3	

**2. Additional outcomes. Comment on the project's additional outcomes not captured in the log. frame, including cross-cutting issues (e.g., gender).**

The Open Educational Resource (OER) repository was critical though not envisaged at appraisal. The OER will enable institutions, beyond the target 10 PIs, to access the science and math teacher education modules and facilitate in updating the content. As indicated in the appraisal document, the project has contributed to regional integration among the academia in East and Southern Africa regions. The project has managed to deliver modules for use Lusophone, Francophone and Anglophone countries. The Teacher Education Consortium created by the PIs is an additional outcome and will further enhance integration beyond the project phase. E-Learning policies at the target PIs have been developed and or strengthened using knowledge and skills gained from the ACEP capacity building program. The project objective was to strengthen not only the PIs ODeL capacities, but also AVU capacity. However, no specific activities were indentified for this in the log frame and cost tables. Nevertheless, this project has contributed immensely to defining key elements in AVU's paradigm shift as outlined in its new business plan 2009-2014. The project has given more visibility to AVU and enhanced its capacities for sustainability in line with its new business plan. AVU has been invited as a sustaining member to the 'Global Open Courseware' forum due to the quality of the modules developed. IBM company has contacted AVU for partnership in the proposed Phase II of the project. The partnership of AVU and PIs has been enhanced in regard to technical assistance and membership subscription. AVU has been able to attract additional development partners including FAO and University of Minnesota who are interested in food security courses for the Multinational project Phase II. AVU has won a tender by the Economic and Monetary Union of West Africa for capacity building based on the teacher education and ODeL Center experience so far. The International Atomic Model has collaborated with AVU to launch a virtual University for cancer control based on the teacher education model. In the recent past, AVU has been invited to AU forums through the EU to participate in Higher Education related side meetings.

Somalia PI indicates that the project has contributed to peace-building by engaging youth to train as teachers. Uganda PI won a project tender to expand access through ICT in the country based on its experience in the teacher education program and ACEP training. Kenya PI appointed a E-learning director for the institution who has so far developed a draft ICT policy. The PI has indicated that the University has built capacity in project management and key elements of contracts agreements. Senegal PI. With Government financial support, the PI developed ICT enhanced modules to include languages and arts. Zambia PI chancellor is now a E-learning champion in the country. Tanzania PI. The Ministry of Education and Vocational Training has requested the PI to support fast tracking of ICT training of trainers for 120 secondary school teachers and 12 staff from teachers training colleges. Mozambique PI has added English language to the online modules. Additional support from the Commonwealth of learning and Brazilian Open University is building on the infrastructure and skills gained through this project.

**3. Risks to sustained achievement of outcomes. State the factors that affect, or could affect, the long-run or sustained achievement of project outcomes. Indicate if any new activity or institutional change is recommended to help sustain outcomes. The analysis should draw upon the sensitivity analysis in Annex 3**

Sensitivity analysis was not done at appraisal. The project has achieved outcomes in creation of ODeL centers, development of ICT enhanced modules and built capacities in design and delivery of the modules. Scholarships were also awarded to females and disadvantaged students pursuing science and math courses. The Teacher Education Virtual Consortium established by the PIs academia staff ensures continued development of ODeL materials and capacity enhancement in acquisition of ODeL expertise and methodologies beyond the project period. This will require PIs to honor the membership fee, USD 500, commitment and AVU to offer technical support when required. Disruptions in Internet connectivity at the ODeL centers could negatively affect the project outcomes. Some PIs are using the ODeL centers to deliver short courses in ICT to generate income for the centre's operational costs including internet connectivity. Some PIs have also connected the ODeLs through the Local Area Network(LAN) and are using the VSAT provided as a back up. Students enrolled in the teacher education program are paying fees. ODeL centre equipment will require proper maintenance; 120 staff in target PIs have been trained in ODeL centers equipment maintenance, upgrading and use of the learning management system. However, some PIs are experiencing staff turn over due the skills acquired by the trained staff. The ICT enhanced modules will require to be updated and additional modules in other displines developed into ICT ODeL format. The social -political contexts and reforms in Ethiopia and Madagascar may affect optimal utilization of the ODeL centers and the ICT teacher education modules. Ethiopia PI. A 2010 government policy on E- learning for teacher training has affected full implementation of the Teacher Education Program as it does not support this model. The ACEP trained staff at PIs will be able to assist in development and delivery of ICT enhanced modules beyond the project period. The OER portal will contribute significantly in ensuring the project "lives" beyond its implementation period. It is unlikely that the ODeL centers will be underutilized due to the demand for teacher training programs.

The project supported development of a common policy framework, curriculum conceptualization and a quality assurance framework for development of consortium programs. These are operational reference materials beyond the project life. A gender mainstreaming strategy was also developed and adopted by the PIs. It is envisaged that the PIs will now take affirmative action to address gender concerns. The teacher education modules are "indigenous" in that these are contextualized thorough indigenous knowledge and practices by local subject matter experts. This has increased ownership not only in the target PIs but also in the respective Ministries of Education. The modules have been approved by the respective Ministries and institutions with an exception of Ethiopia. The PIs have identified a number of key areas that need to be strengthened in the proposed phase two in order to consolidate the gains of this project phase. This includes additional ODeL infrastructure to also target the PIs key regional sub centers in the rural, equipment, research and documentation, ICT enhanced modules in other key disciplines related to teacher education, strengthening of the just formed teacher education consortium and scaling up of the ACEP training to other key faculties.

## **E. PROJECT DESIGN AND READINESS FOR IMPLEMENTATION**

**1. State the extent to which the Bank and the Borrower ensured the project was commensurate with the borrower's capacity to implement by designing the project appropriately and by putting in place the necessary implementation arrangements. Consider both design aspects (inputs) and actual outcomes. Design aspects include: extent to which project design took account lessons learned from previous PCRs in the sector or the country (please cite key PCRs); whether the project was informed by robust analytical work (please cite key documents); how well Bank and Borrower assessed the capacity of the implementing agencies and Project Implementation Unit; and provisions made for technical assistance. Project outcomes include the extent to which the project was completed on time and activities were implemented as designed.**

**[200 words maximum. Any additional narrative about implementation should be included at Annex 5: Project Narrative]**

The appraisal document took into account an analysis of the 24 Bank supported projects with ICT components. The analysis established that 60% of the 24 projects was limited to IT hardware. The interventions focused on provision of sophisticated technology rather than application and Public Private Partnerships to ensure these technologies are optimally utilized to achieve the desired project outcomes. The Bank supported ODeL infrastructure which blended development and delivery of modules; ACEP training; and establishment of policy and strategy documents to support ODeL operational. The ODeL model took into account the local context; local subject matters were trained, developed modules and provided input to the strategies and policies. Identification of the PIs was done in collaboration with the host countries based on an established criteria drawn from project objectives and activities. This ensured the target PIs have existing distance learning institutes/ faculties. Therefore, the project's role was to strengthen the PIs capacity in ICT enhanced learning and distance education, and facilitate addressing of gender disparities in science and math courses. The project experienced a 9 months implementation delay due to financial and management concerns in 2007. A task force, which included the Bank, was formed to review the concerns and an action plan. AVU implemented the action plan which included formation of a PCU supported by the project; change of management; cutting down on AVU overheads, rationale staff downsizing and performance contracting for AVU staff. The Bank resumed disbursements in September 2008. The World Bank and CIDA also disbursed outstanding support to AVU.

2. For each dimension of project design and readiness for implementation, provide a brief assessment (up to two sentences). Insert a working score, using the scoring scale provided in Appendix 1.

PROJECT DESIGN AND READINESS FOR IMPLEMENTATION DIMENSIONS		ASSESSMENT	WORKING SCORE
<b>REALISM</b>	a) Project complexity is matched with country capacity and political commitment.	AVU was the executing agency for this project. At appraisal, AVU was partnering with 33 institutions in 18 countries across Africa, assisting in ICT investments and providing ICT related technical assistance. AVU had a digital library and a catalogue of subject-related Web links which has now been replaced by the OER. The management and financial crisis in 2006/2007 led to at least 9 months delays in project implementation and a six months extension. The Bank trained the PCU manager and procurement staff in Bank's procurement processes at Tunis. Identification of the target PIs was based on the project objectives and activities criteria. The PIs therefore had the basic infrastructure including staff to implement the project. The host countries development plans and strategies included development of ICT in enhancing access to education. Some PIs have received support from Government to expand the program.	3
<b>RISK ASSESSMENT AND MITIGATION</b>	b) Project design includes adequate risk analysis.	The risks analysis at appraisal was not very comprehensive. To a great extent, it entailed project activity implementation aspects including enrollment and marketing of the programs and partners participation. Key project risks in regard to project leadership and management; logistical challenges in procurement and shipment; and social-political environments.	2
<b>USE OF COUNTRY SYSTEMS</b>	c) Project procurement, financial management, monitoring and/or other systems are based on those already in use by government and/or other partners.	AVU executed the project. To a great extent, the project used Bank's procurement procedures including standard bidding documents. Procurement processes were carried out by AVU at central level. The processes and distribution of procured goods and services to target PI took one and half years. Project procurement modes for some equipment, furniture and internet connectivity could have been done through NCB in host countries supported by AVU. Procurement of translation services for technical modules in sciences took longer than expected. After repeated attempts, the Bank approved single sourcing for Portuguese translations. This also led to delays in Portuguese translations. AVU procurement procedures were used for workshops and scholarship administration. AVU financial management systems were used including accounting and auditing systems. AVU has a	3

		Financial Policies and Procedures manual. AVU monitored the project using its own internal processes which included PIs visits and reports from the PIs national coordinators. The PIs reported on enrollment and the program progress based on the overall University enrollment data and development agenda.		
For the following dimensions, provide separate working scores for Bank performance and Borrower performance:			<b>WORKING SCORE</b>	
			<b>Bank</b>	<b>Borrower</b>
<b>CLARITY</b>	d) Responsibilities for project implementation are clearly defined.	The project appraisal document detailed AVU's roles and responsibilities in regard to the PCU skill mix, implementation of each component, processes for engagements of the PIs, procurement procedures reporting and auditing. The project was launched in April 2005. The AVU confirmed that it was clear on its expected role in project implementation.	4	4
<b>PROCUREMENT READINESS</b>	e) Necessary implementation documents (e.g. specifications, design, procurement documents) are ready at appraisal.	Bidding documents including specifications for goods were not ready at appraisal. However, the appraisal document details expected procurement procedures for goods and services. The project implementation schedule includes timelines for bid documents preparations. The list equipment for ODeL centers was identified at appraisal.	2	2
<b>MONITORING READINESS</b>	f) Monitoring indicators and monitoring plan are agreed upon.	The project log frame includes project monitoring indicators that are related to project objectives, outputs and outcomes. AVU reported on progress in each component through the quarterly reports and supervision mission status reports. The reports included data from PIs. A monitoring plan was not formulated and agreed upon.	2	2
<b>BASELINE DATA</b>	h) Baseline data are available or are being collected.	A baseline data survey was conducted in 2006 in all the target PIs collected through a survey. The report is in place. However, the data from the report is yet to be input into a monitoring plan and or spread sheets to facilitate comparisons with project achievements.	3	3

## F. IMPLEMENTATION

**1. State the major characteristics of project implementation with reference to: adherence to schedules, quality of construction or other work, performance of consultants, effectiveness of Bank supervision, and effectiveness of Borrower oversight. Assess how well the Bank and the Borrower ensured compliance with safeguards. Briefly list what was accomplished at the time of project closing.**

**[200 words maximum. [Any additional narrative about implementation should be included at Annex 5: Project Narrative.]**

The project was extended once by six months from March 2010 to September 2010 to allow for completion of bandwidth provision and translation of Portuguese modules. At extension, the project physical execution was estimated at 83% and actual disbursement was 81%. Overall, performance of ODeL equipment suppliers and consultants for the teacher education and gender component is satisfactory as per the performance analysis document. In total, the Bank carried out 10 missions to AVU over the 5 years. AVU implemented mission's recommendations and submitted audit reports to the Bank as required. The project accomplished: Ten Open distance and e-Learning (ODeL) Centers have been established, one in each of the ten beneficiary countries. The project has trained 459 University academics: 133 trained in ACEP, 146 subject matter experts trained in re-writing existing programs to ODeL formats, 60 course leaders trained in delivery and management of education programs; and 120 PI staff trained in ODeL Centre's equipment maintenance, upgrading and use of the learning management system. The development of 86 Modules was completed: 13 modules in ACEP, 73 modules of ICT –Integrated Teacher Education Program (these modules consists: ICT Basic Skills – 4 modules; Biology – 8 modules; Chemistry - 13 modules; Mathematics - 13 modules; Physics – 16 modules; and Education Professional courses – 19 modules). Three operational documents have been developed: A policy framework and curriculum conceptualization for development of consortium programs; A quality Assurance Framework; and A gender Mainstreaming Strategy. About 4000 students are enrolled in the teacher education program. 697 scholarships will be awarded to students in PIs by 20 December 2010; 372 are females beneficiaries. Portuguese translation contract will be concluded by December 20 2010.

**2. Comment on the role of other partners (e.g. donors, NGOs, contractors, etc.). Assess the effectiveness of co-financing arrangements and of donor coordination, if applicable.**

According to the project appraisal document, the project was not co-financed. However, UNDP supported additional two Universities in Somalia within the project context; East Africa University and University of Hargesia. It also supported an additional 6 Universities in Somali to participate in the ACEP. The World Bank and CIDA provided the initial counterpart fund as communicated to the Bank at inception. Somalia PI received additional funding from the EU for teacher education program. The two projects were complementary.

**3. Harmonization. State whether the Bank made explicit efforts to harmonize instruments, systems and/or approaches.**

The project is located in 10 countries therefore harmonization was based on international and regional agenda on enhancing education access through ICT. According to the appraisal document, identification of the PIs was done in collaboration with the respective Ministries of Education. The teacher education modules were also approved by the relevant institutions in host countries. Project intervention areas were conceived within the international and national development agenda on enhancing access to Education through ICT.

**4. For each dimension of project implementation, assess the extent to which the project achieved the following. Provide a brief assessment (up to two sentences) and insert a working score, using the scoring scale provided in Appendix 1.**

PROJECT IMPLEMENTATION DIMENSIONS	ASSESSMENT	WORKING SCORE
TIMELINESS	a) Project was completed on time. Draw directly from	The project was extended once by six months. The extension was mainly to allow
		4

	Section A on Project Data and Key Data. Calculate the ratio of planned time from approval to closing. Score "4" if the ratio is 1.0, score "1" if the ratio is 2.0, score "0" if ratio is greater than 2.0 (i.e. project completion took more than twice as long as planned)].	for teacher education modules translations into Portuguese. This was due to the difficulties initially encountered in procuring Portuguese experts in science and math. Provision of internet to the PIs was also scheduled to end in September 2010. Project duration was three years as per grant agreement. However, the project period in SAP was 5 years.	
<b>BANK PERFORMANCE</b>	b) Bank complied with:		
	Environmental Safeguards	The project had minimal, if any, impact on the physical environment. No works or activities that could lead to emissions and disposals were included in the project activities. AVU has a policy on disposal of obsolete ICT equipment. AVU also takes into account, equipment specifications in regard to radiations emitted to the environment.	4
	Fiduciary Requirements	The appraisal documents details the project accounting and audit requirement. The Bank reviewed the five annual audit reports submitted by the PCU and formally communicated its feedback.	4
	Project Covenants	The grant conditions were straight forward and reasonable. The conditions adopted ensured proper identification of the target PIs and formation of a PCU and work plan. This facilitated timely project "take off". The grant condition required that AVU opens a separate account for counterpart funding. AVU formally requested for a waiver on this since World Bank and CIDA were contributing to the general AVU account where the counterpart funds were to be drawn from. The Bank formally approved.	3
	c) Bank provided quality supervision in the form of skills mix provided and practicality of solutions	The Bank fielded 10 missions to AVU during the project period. The aide memoires contain specific recommendations for various issues. AVU acknowledged that the supervision missions were effective in addressing emerging issues. Each mission had at least one Education expert and a procurement/Architect person. Financial department did not participate in the mission.	3
d) Bank provided quality management oversight	Supervision missions reviewed implementation of previous mission's recommendations and status of each project activity by component. AVU noted that sometimes there were delays from Bank side in reviewing and approving procurement documents and disbursements.	3	

<b>BORROWER PERFORMANCE</b>	e) Borrower complied with:		
	Environmental Safeguards	According to the appraisal document, there was no stated environmental safeguards that AVU was expected to comply with. The project had minimal environment impact since no works or activities impacting on the environment were included in the project.	4
	Fiduciary Requirements	AVU submitted four annual audit reports. AVU formally responded to queries raised by the Bank on the audit reports. Eventually, the Bank accepted the four audit reports. The final project audit is due in January 2011.	3
	Project Covenants	The original planned date for grant effectiveness was December 2004. The grant became effective in July 2005 after the grant signature, opening of special accounts and formation of a PCU. Supporting document for one other condition (requirement of PIs to have an approval to receive internet data over satellite) is not available.	3
	f) Borrower was responsive to Bank supervision findings and recommendations	Supervision missions reviewed implementation of previous mission's recommendations. AVU implemented Bank findings and recommendations to a great extent. AVU noted that the recommendations were jointly agreed upon.	4
	g) Borrower collected and used monitoring information for decision making	AVU has back to office reports on sites visits to PIs. The reports have a recommendations section that AVU uses to follow up on actions required. ODeL exits trainings and commissioning was as a result of a need indentified during the site visits. Design and Development of teacher education modules were merged as one continuous activity as a result site visits discussions with PIs. Site findings were taken into account. The PIs submit to AVU progress reports. Since a formal and approved monitoring plan was not in place, a schedule for collection of data was not documented.	3

## G. COMPLETION

Briefly describe the PCR Process. Describe the Borrower's and co-financers' involvement in producing the document. Highlight any discrepancies concerning the assessments made in this PCR. Describe the team composition and confirm whether an in-sight visit was undertaken. Mention any major collaboration from other development partners. State the extent of field office involvement in producing the report.

[100 words maximum]

The PCR process was launched in July 2010. Detailed questionnaires were developed based on the PCR format and sent to the PIs in July 2010. The PIs submitted completed questionnaires in September 2010 with an expectation of Somalia which submitted in December 2010. A partially completed PCR format (log frame layout and listing of outputs and outcomes) was sent to OSHD staff in five countries. The respective Resident Representatives were formally informed. The staff visited the respective PIs and carried out PCRs which were submitted in November 2010 for review and consolidation. Consolidation of the final PCR has been continuous processes as questionnaires and PCRs were received. A PCR mission took place from December 6-10 2010 to finalize the PCR and jointly review its content and scores with AVU. A PCR aide memoire was signed.

## H. LESSONS LEARNED

Summarize key lessons for the Bank and the Borrower suggested by the project's outcomes

[250 words maximum. Any additional narrative about lessons learned, if needed, must be placed in Annex 5: Project Narrative]

(i) To address female access to sciences and math courses, gender parity strategies should also target primary education level; (ii) With an appropriate platform, it is possible to harmonize education curriculum among various countries and foster regional integration; (iii) Development of country and regional specific policies and strategies can be achieved within project implementation; and (iv) Research and documentation of a similar multinational project should be a key project component.

## I. PROJECT RATINGS SUMMARY

All working scores are auto-generated by the computer from the relevant section in the PCR.

CRITERIA	SUB-CRITERIA	WORKING SCORE
PROJECT OUTCOME	Achievement of outputs	3
	Achievement of outcomes	3
	Timeliness	4
	<b>OVERALL PROJECT OUTCOME SCORE</b>	<b>3</b>
BANK PERFORMANCE	<b>Design and Readiness</b>	
	Project Objectives are relevant to country development priorities.	4
	Project Objectives could in principle be achieved with the project inputs and in the expected time frame.	3
	Project Objectives are consistent with the Bank's country or regional strategy	4
	Project Objectives are consistent with the Bank's corporate priorities	4
	The log frame presents a logical causal chain for achieving the project development objectives.	4
The log frame expresses objectives and outcomes in a way that is	3	

	measurable and quantifiable.	
	The log frame states the risks and key assumptions.	2
	Project complexity is matched with country capacity and political commitment.	3
	Project design includes adequate risk analysis.	2
	Project procurement, financial management, monitoring and/or other systems are based on those already in use by government and/or other partners.	3
	Responsibilities for project implementation are clearly defined.	4
	Necessary implementation documents (e.g. specifications, design, procurement documents) are ready at appraisal.	2
	Monitoring indicators and monitoring plan are agreed upon.	2
	Baseline data are available or are being collected.	3
	<b>PROJECT DESIGN AND READINESS SUB-SCORE</b>	<b>3</b>
	<b>Supervision:</b>	
	Bank complied with:	
	Environmental Safeguards	4
	Fiduciary Requirements	4
	Project Covenants	3
	Bank provided quality supervision in the form of skills mix provided and practicality of solutions.	3
	Bank provided quality management oversight.	3
	<b>SUPERVISION SUB-SCORE</b>	<b>3</b>
	<b>OVERALL BANK PERFORMANCE SCORE</b>	<b>3</b>
	<b>BORROWER PERFORMANCE</b>	<b>Design and Readiness</b>
Responsibilities for project implementation are clearly defined.		4
Necessary implementation documents (e.g. specifications, design, procurement documents) are ready at appraisal.		2
Monitoring indicators and monitoring plan are agreed upon and baseline data are available or are being collected		2
<b>PROJECT DESIGN AND READINESS SCORE</b>		<b>3</b>
<b>Implementation</b>		
Borrower complied with:		
Environmental Safeguards		4
Fiduciary Requirements		3
Project Covenants		3
Borrower was responsive to Bank supervision findings and recommendations.		4
Borrower collected and used of monitoring information for decision-making.		3
<b>IMPLEMENTATION SUB-SCORE</b>		<b>3</b>
<b>OVERALL BORROWER PERFORMANCE SCORE</b>	<b>3</b>	

## J. PROCESSING

STEP	SIGNATURE AND COMMENTS	DATE
Sector Manager Clearance	Mr. Boukary Savadogo	15/12/2010
Regional Director Clearance	Frank Black, Gaye Diaretou	
Sector Director Approval	Ms. Agnes Soucat	

# APPENDIX 1

## Scale for Working Scores and Ratings

SCORE	EXPLANATION
4	<b>Very Good-</b> Fully achieved with no shortcomings
3	<b>Good-</b> Mostly achieved despite a few shortcomings
2	<b>Fair-</b> Partially achieved. Shortcomings and achievements are roughly balanced
1	<b>Poor-</b> Very limited achievement with extensive shortcomings
NA	Non Applicable

**Note: The formulas round up or down for decimal points. Only entire numbers are computed.**

# LIST OF ANNEXES

## Mandatory

### 1. Project Costs and Financing

- a. Project costs by component
- b. Financing by sources of funds

**2. Bank Inputs.** List the key team members, and their specialties, during preparation and supervision. Provide a consolidated list of Preparation, Supervision and Completion Missions in chronological order. Provide the date and ratings of the last supervision report.

**3. Economic Analysis (ERR) and Financial Analysis.** Re-estimate the economic rates of return based on costs and benefits at completion, and compare with appraisal estimates. Break down by components as appropriate. Analyze the sensitivity of the ERR to key assumptions. Present a financial analysis for project beneficiary entities.

### 4. List of Supporting Documents

## Optional

**5. Project Narrative.** Key factors not covered in the main template that affected the design and implementation of the project. Such factors, both positive and negative, could include: climate and weather, political changes, contractual or personnel matters, technical issues, procurement processes, and interactions with other partners. If any of these factors is significant enough to affect the evaluation ratings, it should be noted in the template with a reference to this annex.

## ANNEX 1 : PROJECT COSTS AND FINANCING

### A. PROJECT FUNDS ALLOCATION AND FINANCING PER COMPONENT, CATEGORY AND SOURCE OF FUNDS (UA Millions)

Component and Categories	ADF			AVU			TOTAL		
	Allocation at Appraisal	Allocation as at Last revision	Actual At PCR	Allocation at Appraisal	Allocation at last revision	Actual at PCR	Allocation at Appraisal	Allocation as at Last revision	Actual at PCR
<b>COMPONENT I</b>									
1.Goods	1.37	0.93	0.93	0	0	0	1.37	0.93	0.93
2.Services	0.80	1.1	1.15	0	0	0	0.80	1.1	1.15
3.Operating Costs	0.00	0.14	0.09	0	0	0	0.00	0.14	0.09
<b>Sub Total</b>	<b>2.17</b>	<b>2.17</b>	<b>2.17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2.17</b>	<b>2.17</b>	<b>2.17</b>
<b>COMPONENT II</b>									
1. Goods	0.05	0.05	0.05	0	0	0	0.05	0.05	0.05
2.Services	1.58	1.57	1.57	0	0	0	1.58	1.57	1.57
3.Operating Costs	0.58	0.28	0.25	0	0	0	0.58	0.28	0.25
<b>Sub Total</b>	<b>2.21</b>	<b>1.90</b>	<b>1.87</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2.21</b>	<b>1.90</b>	<b>1.87</b>
<b>COMPONENT III</b>									
1. Goods	0.07	0.07	0.07	0	0	0	0.07	0.07	0.07
2.Services	0.32	0.02	0.32	0	0	0	0.32	0.02	0.32
3.Miscellaneous	0.14	0.45	0.14	0	0	0	0.14	0.45	0.45
<b>Sub Total</b>	<b>0.53</b>	<b>0.53</b>	<b>0.53</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.53</b>	<b>0.53</b>	<b>0.53</b>
<b>COMPONENT IV</b>									
1.Services	0.09	0.40	0.43	0	0	0	0.09	0.40	0.43
2.Operating Costs	0	0	0	0.51	0.58	0.60	0.51	0.83	0.85
<b>Sub Total</b>	<b>0.09</b>	<b>0.40</b>	<b>0.43</b>	<b>0.51</b>	<b>0.58</b>	<b>0.60</b>	<b>0.60</b>	<b>1.23</b>	<b>1.28</b>
<b>GRAND TOTAL</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>0.51</b>	<b>0.58</b>	<b>0.60</b>	<b>5.51</b>	<b>5.83</b>	<b>5.85</b>

## B. STATUS OF FUNDS IN THE SPECIAL ACCOUNT

### 1. Funds in the Special Account as at 31<sup>st</sup> December 2010 - \$109,280

Description	Due completion date for ongoing contracts	
Universite Pedagogica for Portugues Transalction	4 <sup>th</sup> February	50,000
JOYPET Services	4 <sup>th</sup> February	17,307
Sovaya	4 <sup>th</sup> February	11,063
Project Coordinating Unit Consultancy fee	31 <sup>st</sup> January	14,800
Project Coordinating Unit Staff Consultancy fee	28 <sup>th</sup> February	14,800
Consultancy Fee Modules uploading	28 <sup>th</sup> February	1,200
Bank Charges	By 28 <sup>th</sup> February	111
<b>Total Committed Fund</b>		<b>109,280</b>

**NB:** The delay in concluding Portuguese translations resulted in delays to conclude other activities above.

### 2. Scholarship Fund Disbursement Status - \$643,516

Description	Due Date	Amount
Total disbursed as of 24 <sup>th</sup> January 2011	Disbursed	499,396
Approved and awaiting disbursement by	6 <sup>th</sup> February	63,000
In evaluation process	6 <sup>th</sup> February	34,814
Ongoing student applications process	18 <sup>th</sup> February	46,306
<b>Total scholarships</b>		<b>643,516</b>

## C. FINAL AUDIT REPORT AND JUSTIFICATION OF THE ABOVE FUNDS

The fifth and final project audit up to 31st December 2010 will be submitted to the Bank in January 2011. AVU has committed to fully justify funds in the special account including the scholarship fund by 1 March 2011.

## Annex 2: Bank Inputs

<b>Mission</b>	<b>Dates</b>	<b>Key Team Members</b>	<b>Specialties</b>
<b>Preparation(Appraisal) Mission</b>	5 <sup>th</sup> – 18 <sup>th</sup> September 2004	Boukary Savadogo	Chief Education Specialist
		Dirk Bronsealer	Senior Architect
<b>Supervision Missions</b>	28 <sup>th</sup> November – 9 <sup>th</sup> December 2005	Boukary Savadogo	Chief Education Specialist
		Dirk Bronsealer	Senior Architect
	25 <sup>th</sup> April – 6 <sup>th</sup> May 2006	Boukary Savadogo	Chief Education Specialist
		Dirk Bronsealer	Senior Architect
	18 <sup>th</sup> September – 5 <sup>th</sup> October 2006	Boukary Savadogo	Chief Education Specialist
		Dirk Bronsealer	Senior Architect
	23 <sup>rd</sup> February – 17 <sup>th</sup> March 2007	Boukary Savadogo	Chief Education Specialist
		Dirk Bronsealer	Senior Architect
	26 <sup>th</sup> November – 8 <sup>th</sup> December 2007	Baboucarr Sarr	Chief Education Specialist
	8 <sup>th</sup> - 20 <sup>th</sup> September 2008	Baboucarr Sarr	Chief Education Specialist

		Ruth Charo	Social Development Specialist
		Emmanuel Nyirinkwaya	Senior Architect
	11 <sup>th</sup> – 15 <sup>th</sup> October 2009	Baboucarr Sarr	Chief Education Specialist
		Ruth Charo	Social Development Specialist
		Patrick Owuori	Procurement Assistant
	<b>Last Supervision Mission</b> 30 <sup>th</sup> June – 2 <sup>nd</sup> July 2010	Baboucarr Sarr	Chief Education Specialist
		Ruth Charo	Social Development Specialist
		Joseph Muvawala	Principal Education Economist
		<b>Last supervision mission SAP ratings on the next page</b>	
	<b>Project Completion Mission</b>	October- December 2010	Andrianarisata John
Arceline Yolanda			Social Sector Specialist
Bhebhe Themba			CPO-ZMFO
Ekoh Patience Ogonma			Senior Education Analyst
Leo Oswarld			Social Development Specialist
Odero Walter Owour			Macro Economist
Ruth Charo			Social Development Specialist

**SAP RATINGS FOR LAST SUPERVISION 30<sup>th</sup> JUNE – 2<sup>nd</sup> JULY 2010**

INDICATORS	RATINGS				
	Precedings reports				This report
	26.11.2007	08.09.2008	18.04.2009	30.09.2009	30.06.2010
<b>A. PROJECT IMPLEMENTATION</b>					
Compliance with loan conditions precedent to entry into force	3	3	3	3	3
Compliance with General Conditions	3	3	3	3	3
Compliance with Other Conditions	3	3	3	3	3
<b>B. PROCUREMENT PERFORMANCE</b>					
Procurement of Consultancy Services	2	3	2	3	3
Procurement of Goods and Works	2	3	3	3	3
<b>C. FINANCIAL PERFORMANCE</b>					
Availability of Foreign Exchange	2	2	3	3	3
Availability of Local Currency			3	3	3
Disbursement Flows	2	2	3	3	3
Cost Management	2	3	2	2	3
Performance of Co-Financiers	2	2	3		
<b>D. ACTIVITIES AND WORKS</b>					
Adherence to implementation schedule	2	2	3	2	2

Performance of Consultants or Technical Assistance	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Performance of Contractors	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
Performance of Project Management	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>E. IMPACT ON DEVELOPMENT</b>					
Likelihood of achieving development Objectives	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
Likelihood that benefits will be realized and sustained beyo	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
Likely contribution of the project towards an increase in	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
Current Rate of Return					
<b>F. OVERALL PROJECT ASSESMENT</b>					
Current Supervision Average	<b>2.25</b>	<b>2.44</b>	<b>2.82</b>	<b>2.88</b>	<b>2.88</b>
Current Trend over time					<b>2.65</b>

**RATINGS:** 3 = Highly Satisfactory, 2 = Satisfactory, 1 = Unsatisfactory, 0 = Highly Unsatisfactory, ' ' = Not applicable

## STATUS

**Implementation Progress (IP) = 2.85**

**Development Objectives (DO) = 3.00**

**OVERALL STATUS : NON PROBLEMATIC PROJECT / NON POTENTIALY PROBLEMATIC PROJECT /**

## JUSTIFICATION OF RATINGS

Physical execution of the project is estimated at 87% while actual disbursement is 95%. It is envisaged the entire grant will be absorbed. Outstanding project activities have been initiated and it is envisaged these will be completed this year. PIs have already enrolled about 3400 students using the teacher education modules. Translation of teacher education modules into French and English is almost complete while that of Portuguese is delayed. Some PIs have already received student's kits. AVU has launched 9 of the 10 ODeL centres and conducting exit trainings for the PIs staff at ODeL centres. Project management and oversight by the AVU rector and board is satisfactory.

## **Annex 3: Economic Analysis (ERR) and Financial Analysis**

“At appraisal no Economic Rate of Return (ERR) was calculated. As a result, there is no basis to re-estimate the ERR.”

## **Annex 4: List of Supporting Documents**

- a) Project appraisal document, November 2004
- b) 2004 and 2010 supervision missions Aide Memoirs
- c) Project Completion Reports from Zambia, Madagascar, Tanzania, Kenya and Mozambique
- d) Project Completion questionnaires from the target PIs.
- e) Bank approved LOGS revisions
- f) Scholarship Fund administration document
- g) Contractors Performance Analysis document
- h) June 2009 Mid Term Review Report and MTR consultant report
- i) Report on the Teacher Education Pilot Study
- j) AVU Back-to- Office Reports from PIs site visits
- k) Baseline Survey Report October-December 2005
- l) AVU 2009-2014 Business Plan

## Annex 5: Project Narrative

- 1. ODEL Centres (Open, Distance and E-Learning Centres).** The main functions of the ODeL Centres are to serve as training facilities for PI in the use of ICT in the development, delivery and management of Open, Distance and E-Learning (ODEL). The centers are used as delivery points for the current and future ODeL programs. PIs can also use the centers to conduct research and participate in collaborative work in ODeL. By offering ICT short courses and other diploma and degree courses, the centers are a source of revenue generating thus guaranteeing long-term sustainability.
- 2. The AVU Capacity Enhancement Program (ACEP).** The ACEP was an initiative targeted at enabling Partner Institutions (PIs) to design, develop, deliver and manage their own Open Distance and e-Learning programs (ODEL). This program was implemented through a series of workshops and Professional Development Programs, which were conceptualized, developed and implemented as a comprehensive strategy. The ACEP aims at creating a critical mass of skilled ODeL professionals, as well as a vibrant ODeL community of practice in Africa. It is envisaged that the target PIs are now able to create quality ODeL curricula, courses and content.
- 3. The Teacher Education Program.** The ICT-Integrated Teacher Education Program for math and sciences aimed at: improving the quality of teaching and learning in math and sciences through the use of ICTs; increasing the number of Mathematics, Sciences, and ICT Basic Skilled teachers by expanding access to training through the use of ODeL methodologies; developing and promoting research in teacher education in order to encouraging evidence-based decision-making in all aspects of teacher development; and promoting regional integration. AVU adopted a collaborative strategy in the development and implementation of this component. The 10 target PIs were engaged at all steps from the conceptualization of the curriculum to harmonization of the various curricular and implementation of the program. This facilitated ownership and adoption of the curriculum.

The initial step for the PIs was to develop the program's policies and conceptualize the curriculum. This was achieved through joint workshops which included staff from the respective ministries of education. Curriculum Design and development was accomplished through harmonization of the 10 target PIs curricula for science, math and professional studies. Three workshops were held: in October 2005 and February 2006 involving curriculum experts from each PI. These resulted into curricula structures for ICT-integrated modules for Mathematics, Science and ICT Basic Skills targeting pre-service and in-service teacher's education. The third workshop was held in December 2006. It came up with ICT-integrated curricula structures for professional development courses.

Content development of 73 modules in science and math was structured in three phases. Three content authoring workshops by subject matter experts from the target PIs, took place in August 2006, March 2007 and November 2007. The modules produced are suitable for both on-campus and distance learning students. As an additional project outcome, AVU has developed and established an Open Resource Repository platform where the modules are uploaded and can be used by any institution across the continent.

- 4. Project Challenges.** Project implementation has experienced significant challenges and required continuous mitigation strategies to overcome the unique and diverse environments in each PI. For example, Somalia has three 'autonomous' regions that has made it logistically challenging to implement a national project and carry out installation of equipment. Somalia lacks a Teacher Education National Coordinator from the Ministry of

Education due to the political situation. In Zimbabwe, implementation of the teacher education activities was slowed down in 2007/2008 due to the political crisis. Unstable political environment in Madagascar led to delays in the installation of ODeL equipment. Information policies concerning VSAT Equipment. The Kenya, post election violence of 2007/2008 led to a change of venue for capacity enhancement workshops from Nairobi to Dakar, Senegal, which had significant financial implications. Installation of eLearning Centres, development of a continental teacher education program, and enhancement of eLearning skills capacity in ten partner institutions has also been a complex process.

The PIs ODeL centres are located in the urban. Most of the rural areas have no access to internet and computers. With time, ODeL Sub regional Centers in-country will be required to facilitate access to education for all. The sub centers will also enable face-to-face interactions by the students and the PI staff. A large number of students lack adequate ICT skills. The PIs may have to consider it compulsory for ODeL students to take an ICT short course at the beginning.

- 5. Gender Mainstreaming and Scholarship.** The AVU established a scholarship fund to award scholarships to eligible female and disadvantaged students. A Scholarship Board is in place and comprises of one AVU Board member, the AVU Rector and two AVU Staff. The board reports to the overall AVU board of Directors. A scholarship Fund Manager administers the day today activities related to the scholarship Fund. The Scholarship fund is administered according to AVU

As indicated in the appraisal document, this project's scholarship fund, USD 643,514, is administered through the existing AVU rules in consultation with its Partner's Institutions. The main beneficiaries of the Scholarships are the target PIs. The last tranche of the project's scholarship fund will be disbursed by December 20 2010. In total 697 students have benefited and will benefit from the project's scholarship fund; 372 are females. The scholarship fund targets students pursuing science, math and ICT courses. The Scholarship Fund will be audited and the audit separately in January 2011. Other partners contributing to the AVU scholarship fund include CIDA, Charity Aid Foundation and individuals.

- 6. AVU Capacity and Sustainability.** The project has enabled AVU to conceptualize its strategic role and comparative advantage and in a broader sense, informed a paradigm shift. AVU has 'departed' from brokering degree content to African universities from the West. The new changes entail working with African Partnering Institutions to build their capacity in ODeL with an objective of increasing access to quality education. Through the project, AVU secured additional funding for Somalia. The project has strengthened its open, distance and eLearning methodologies as well as online delivery infrastructure. The impact of this project on the AVU has largely contributed in defining the key elements of the new five year business plan 2009-2014.

Due to past financial and management issues, the new plan puts a lot of focus on organizational sustainability to enable AVU meet its financial and operational objectives for the next five years. This business plan therefore represents a shift in the view of AVU's activities from purely project-based and donor-funded to a mix of two groups of service offerings: Educational and support services provided on a fee basis and Not-for-profit development services that AVU has traditionally provided in the past under its capacity building initiative. In general, the AVU will frame as many of its activities as possible as services that are provided to the client / recipient for a fee in order to generate sufficient revenue for the AVU to meet direct costs of providing the service, as well as an appropriate share of the AVU's overhead. The AVU's resource mobilization activities will focus on procuring funding for ODeL-related development services, Scholarships / bursaries and for projects

that do not fit into the AVU's new service and fee structure. In these cases, the AVU will seek funding to cover estimated direct project costs as well as a management fee of 10-20% to cover overhead and administrative costs that are indirectly driven by the project. The AVU will establish a reserve fund which it will use to generate investment income and temporarily meet its cash flow needs. The reserve fund will be initially set up using any surplus funds that are left over at the end of each fiscal year.

7. **Regional Integration.** The collaborative methodologies adopted by AVU with the PIs to establish ODeL centers, develop the teacher education modules and enhance capacity through ACEP, have resulted into an increased collaboration between PIs. As a result, the PIs have formed a Teacher Education Virtual Consortium to facilitate continuous engagement beyond the project period. The objective of the consortium is to sustain project benefits and continue to enhance capacity of target PIs in developing, managing and implementing their own program using ODeL methodologies, beyond this project. Commonly agreed upon Teacher Education Modules for sciences, math and ICT have been developed and adopted by the PIs in East and Southern regions. The modules are in three languages: English, French and Portuguese. The modules are uploaded on AVU Open Resource Repository to enable other Institutions in Africa and beyond use the modules and comment on them.
8. **Lessons Learnt.** Implementation of technology-based project requires constant reassessment project outputs to ensure this remain relevant and realistic with the ever changing ICT technologies. ICT applications, software and hardware are constantly evolving. For example, use of project VSAT has been overtaken in some PIs by use of Local Area Network through the installation of fiber optic cables by host countries. The collaborative strategy at all steps of project implementation is perhaps the most valuable lesson learnt. This approach ensured a high degree of ownership of project's activities within the institutions and host countries-Ministries of Education.

The logistical challenges associated with multinational projects can easily be underestimated. Conceptualizing of Multinational projects requires careful consideration of logistical challenges and cost implication in order to adopt most efficient procurement and implementation arrangements/modes. Social political environments in different target countries call for project scope flexibility. The project's teacher education component has demonstrated the possibility of achieving regions integration across language divides. The project lacked the all important research component which is crucial for this nature of project. This should be taken into account in future.

9. **Sustainability of project outputs and outcomes.** Sustainability of project outputs and outcome is in built in project design. AVU signed agreements with PIs regarding sustainability of the Teacher Education program, the ODeL center and ACEP. ODeL centres' are used to train ODeL programs development, delivery and management. The ACEP program trained PIs on the management and financing of ODeL programs. ACEP's trainees were expected to conduct cascade training in each institution; this is ongoing. The Teacher Education Virtual Consortium comprises of 12 PIs at the moment. The consortium objective is to: enhance capacity of PIs in ODeL methodologies; develop African based ODeL content that may be Open Education Resources; build a Community of Practice among subject matter experts; strengthen the quality of online courses through Quality Assurance mechanism; and establish Research and Development activities in ODeL. The scholarship fund may not be sustainable. However, the targets PIs have adopted the gender mainstreaming strategy which highlights key intervention in addressing gender parities in Science and Math courses.