



Mali Emergency Education For All Project (P123503)

AFRICA | Mali | Education Global Practice |

Recipient Executed Activities | Investment Project Financing | FY 2013 | Seq No: 9 | ARCHIVED on 29-Dec-2017 | ISR30430 |

Implementing Agencies: Government of Mali, Ministry of Education

Key Dates

Key Project Dates

Bank Approval Date:22-May-2013

Effectiveness Date:10-Jul-2013

Planned Mid Term Review Date:08-Jun-2015

Actual Mid-Term Review Date:12-Jun-2015

Original Closing Date:30-Dec-2016

Revised Closing Date:31-Dec-2017

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to increase access and improve the learning environment for affected students in targeted areas.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components

Name

Component 1 – Increase access to quality basic education services.:(Cost \$29.85 M)

Component 2 – Strengthen the technical and pedagogical capacity of the education system:(Cost \$7.75 M)

Component 3 – Strengthen the administrative and monitoring capacity of the education system:(Cost \$4.10 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Moderate	● Moderate

Implementation Status and Key Decisions



This ISR evaluates the Project's performance during the lifetime of the project across the three harmonized criteria of: (i) relevance of objectives and design; (ii) efficacy; and (iii) efficiency. A more thorough and comprehensive analysis based on most up-to-date data and reports will be presented in the final Implementation Completion and Results Report (ICR).

Context

Some of the challenges facing the education sector at the time of project appraisal were: (i) inadequate and inequitable access to education, particularly among girls and poorer populations; (ii) low education quality as reflected in low learning outcomes; (iii) inefficient allocation and use of scarce resources; and (iv) weak sector management. Further, the crisis had led to significant displacement, a drop in basic education gross and net enrollment rates, and a deterioration in the learning environment for both displaced and resident students. These immediate effects were visible at the national and regional levels (e.g., regions where students from the North had moved -- i.e., Bamako (Right and Left Bank), Segou, San, Douentza, Mopti, and Kati). The high pupil-to-teacher ratios, combined with the limited number of qualified teachers, were expected to lead to higher repetition rates and lower completion rates. These negative effects were expected to be even worse if the 25,000 students not yet absorbed into the current structure were not accommodated.

It was in the difficult context that the Mali Education For All Emergency Project (funded by an original GPE grant in the amount of US\$41.7 million equivalent) was approved on May 22, 2013. The Project became effective on July 10, 2013 with an original closing date of December 30, 2016. While it was initially envisaged that support to the sector would be provided through a large development policy operation (DPO), it was agreed in light of the crisis in 2012 that an emergency operation would be more appropriate which would allow the project to address the needs of displaced and at-risk students while also protecting the gains which had been observed towards achievement of the MDGs. The closing date of the Mali Education for All Emergency Project was extended by one-year in order to allow achievement of the following: (i) completion of infrastructure activities, including the second phase of classroom construction (249 classrooms), rehabilitation of 200 classrooms, 200 new boreholes, 100 new blocs of latrines; (ii) completion of the school canteens program with the distribution of 27 million meals; and (iii) the scaling-up an automated M&E system to track the effective delivery of school meals.

Relevance of Objectives and Design

The project's objectives were highly relevant as they responded to key challenges facing the education sector in Mali at the time when a severe crisis was further jeopardizing the delivery of education services throughout the country. The project's objectives were well-aligned with the Poverty Reduction Strategy Paper and the 2008-2011 Country Assistance Strategy (CAS) priorities which aimed to increase the education level among rural populations and support capacity-building and decentralization efforts in the sector as well as initiatives which promoted girls' access to quality education. The Project objectives were consistent with the 2013-2015 Interim Strategy Note (ISN) which was also under preparation at the time the project was being designed and appraised. The PDO's emphasis on increasing access to education and improving the learning environment for affected students in targeted areas was very timely given the extremely challenging context in which the project would be implemented. Furthermore, the Project's focus was consistent with the GPE's objectives to provide support to fragile states, promote girls' education, and to improve learning outcomes and the overall quality of education particularly among vulnerable groups. Finally, the Project's emphasis on improving the quality of education as a means to promote economic growth, while alleviating extreme poverty, was well-aligned with the Bank's corporate strategies for the education sector in Africa. In light of the above, the relevance of the objectives under the Project is rated High.

The project's design was relevant as the project-supported interventions were appropriate in light of the challenges facing the as well as the immediate and pressing needs which had materialized following the outbreak of the crisis. Specifically, the Project aimed to help address the urgent needs of displaced students in the South and to attempt to curb service disruptions and preserve/restore education infrastructure which could be expected to lead to significant reductions in access to quality education in contexts of conflict and political instability. The results chain for the project since key project-supported activities could be expected to lead to the achievement of the PDO. The Project supported targeted activities to accommodate increased student enrollment (construction and rehabilitation of classrooms), as it also provided school-feeding, school materials (school kits), and remedial classes to affected populations. Moreover, the project financed the construction of latrines and wells at existing schools. In addition to addressing the needs resulting from the crisis, the Project placed a strong emphasis on supporting underserved areas and vulnerable groups. Finally, the design took into account the contribution of other donors in the sector to ensure complementarity and was grounded in lessons learned from the implementation of education interventions in other conflict-affected/insecure settings. In light of the above, the relevance of the design under the Project is rated Substantial.



Efficacy (achievement of project development objectives)

The following provides an overview of outputs and outcomes achieved under the Project during its implementation. The ICR analysis will build on this preliminary assessment and will provide a more comprehensive analysis of the project's performance and achievements, as well as some of the challenges experienced and lessons learned from the Project. The analysis will also incorporate findings from the Government's completion report as well as the project's final financial and construction audits. The following provides an overview of achievements under each of the Project's three components.

Component 1: Increasing access to basic quality education services. Component 1 aimed to increase access and improve the learning environment of schools through the construction and rehabilitation of physical structures as well as to provide school health and nutrition programs and as relevant, teaching-learning materials to students in targeted areas with a focus on displaced students. The following was achieved under this Component during the life of the Project: 1,050 additional classrooms were built (including 960 primary school classrooms; 81 lower secondary classrooms and 9 upper secondary classrooms); 200 classrooms were rehabilitated; and 168,434 children (of which approximately 47 percent were girls) benefitted from the school canteens program supported under the Project. The school canteens program provided a total of around 27.2 million meals. At the intermediate-level, the following was achieved: 140 wells and 83 latrine blocs were constructed in existing schools and, in order to foster girls' enrollment and attendance in school, incentives (e.g., school materials such as textbooks, notebooks, etc.) were provided to 19,581 girls. In addition, under this Component, 1,500 mothers of students were trained in school health activities and an application was developed and necessary materials provided by the project to ensure that each child received a meal, in turn confirming the attendance of the child. This application could be used to track other educational outcomes (including student and potentially teacher attendance) and could be scaled up for use throughout the country. In addition, the project provided 3,000 school desks to schools.

Component 2: Strengthening the technical and pedagogical capacity of the education system. This Component aimed to improve the learning environment of schools through teacher training activities and pedagogical support for affected students. Specifically, it aimed to improve the capacity of pedagogical advisors, school directors and teachers to provide adequate pedagogical support to students. It was expected that these interventions would result in improved learning outcomes among students. Achievement on corresponding intermediate-level indicators was as follows: 39,981 students (of which approximately 48 percent were girls) benefitted from remedial classes; and 2,708 teachers were trained in a number of areas including psychosocial support and remediation, competency-based learning, learning assessment, and multi-grade teaching. Training was also provided to regional trainers in psychosocial support and in teaching remedial classes. In addition to this, 30,925 students received school kits under the project.

Component 3: Strengthening the administrative and monitoring capacity of the education system and project management. This component supported project management activities including strengthening of the school-based management committees (CGS) and the M&E system. Under this Component, the following was achieved on relevant intermediate-level indicators: 1,332 school-based management committees (CGS) were set up and provided training; a functioning Education Management Information System (EMIS) system was established in the targeted areas; and a project audit report as well as an audit report on school infrastructure were produced.

The key activities supported under each component of the Project led to a number of important outputs and outcomes which contributed to the attainment of the Project's two overarching objectives of increasing access and improving the quality of the learning environment for affected students.

Based on the available evidence, efficacy under the project is rated Substantial.

Efficiency

A detailed economic and financial analysis for the Project will be undertaken in the ICR evaluating both the external and internal efficiency gains realized under the Project. This detailed analysis will also draw on the findings of the various studies undertaken during the course of the project. While there were some delays in school construction particularly under phase 1 as well as delays in setting up an M&E system capable of monitoring the effective implementation of the school canteen program, the majority of project-supported activities were implemented by project closing. While an extension of the project closing date was required to allow additional time to implement key activities and to disburse project funds, by project closing 99 percent of project funds had been disbursed. On the basis of information currently available, efficiency under the Project is borderline: Modest/Substantial. Once a more granular analysis is undertaken for the ICR, efficiency of the Project will be further evaluated and the associated



rating will be re-examined.

Summary of Overall Outcome Rating

Relevance of Objectives/Design (High/Substantial); Efficacy (Substantial); and Efficiency (Modest) = Moderately Satisfactory.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● High	● High
Macroeconomic	--	● Substantial	● Substantial
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Low	● Low
Institutional Capacity for Implementation and Sustainability	--	● Low	● Low
Fiduciary	--	● Substantial	● Substantial
Environment and Social	--	● Low	● Moderate
Stakeholders	--	● Low	● Low
Other	--	--	● Moderate
Overall	--	● Moderate	● Moderate

Results

Project Development Objective Indicators

► Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	711.00	960.00	960.00
Date	26-Aug-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

▲ Number of additional classrooms resulting from project intervention at lower secondary (F2) (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	0.00	81.00	81.00	81.00
Date	26-Aug-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

▲ Number of additional classrooms resulting from project intervention at secondary education (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9.00	9.00	9.00
Date	26-Aug-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

▶ Number of additional students enrolled in targeted areas (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	51,000.00	52,500.00	50,000.00
Date	26-Aug-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

▶ Number of classrooms rehabilitated as a result of project interventions (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	200.00	200.00
Date	26-Aug-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

▶ Number of children benefiting from school canteen as a result of project intervention (by gender) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	180,000.00	168,434.00	150,000.00
Date	26-Aug-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017



Comments

Of which approximately 47 percent were girls.

Overall Comments

Intermediate Results Indicators

► Number of additional wells resulting from project intervention (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	140.00	200.00
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

► Number of additional blocs of latrines resulting from project intervention (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	83.00	100.00
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

► Number of girls receiving incentives (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	15,300.00	19,581.00	15,000.00
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017



► Number of COGES set up and trained (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,332.00	1,332.00	1,000.00
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

► Number of students benefiting from remedial classes as a result of project intervention (by gender) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	39,925.00	39,981.00	20,000.00
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

Comments

Of which approximately 48 percent were girls.

► Teachers recruited or trained (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,708.00	2,708.00	2,000.00
Date	01-Jul-2014	31-Oct-2016	27-Dec-2017	29-Dec-2017

► Number of students receiving kits as a result of project intervention (by gender) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	30,925.00	30,925.00	30,000.00
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

Comments

Of which approximately 48 percent were girls.



► EMIS system in place and functioning in targeted areas (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

► Availability of project audit report (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

► Availability of audit report on school infrastructures (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	01-Jul-2013	31-Oct-2016	27-Dec-2017	29-Dec-2017

Overall Comments



Data on Financial Performance

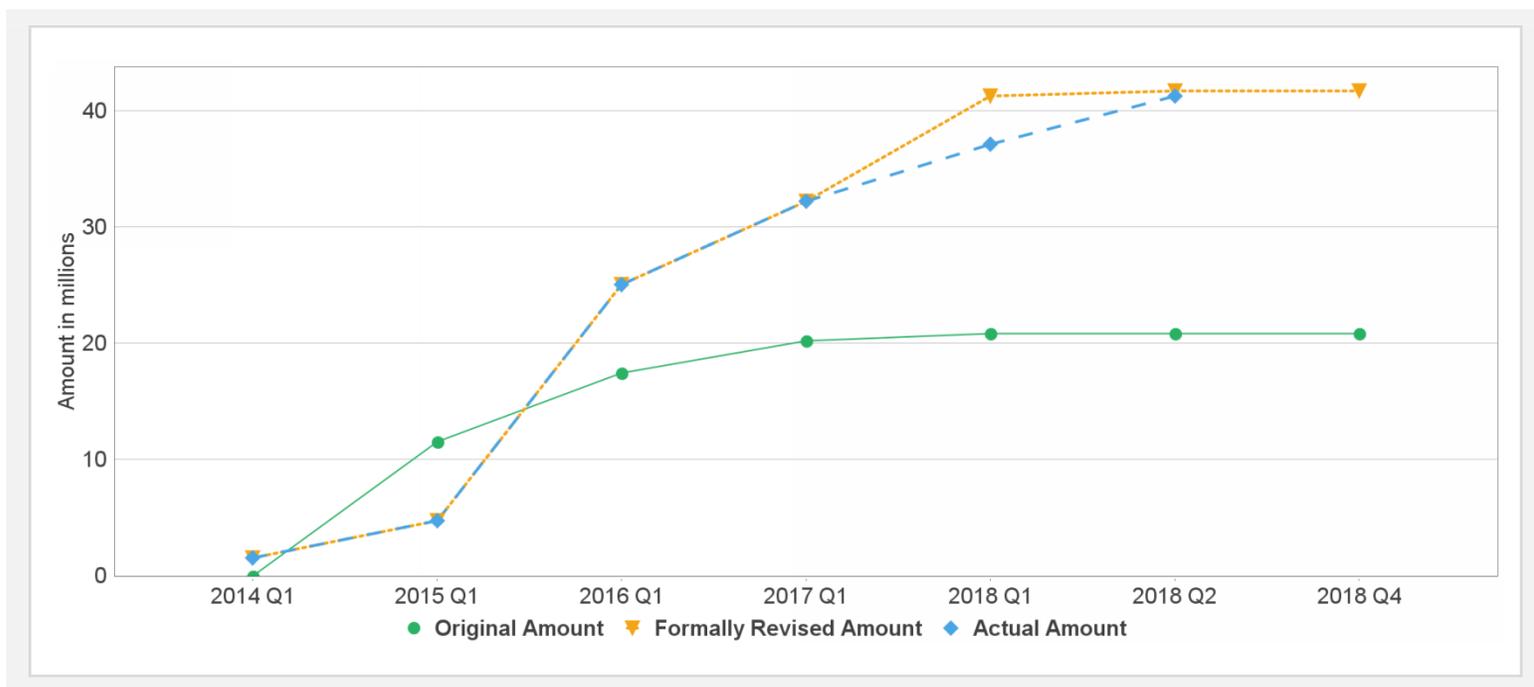
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P123503	TF-14414	Effective	USD	41.70	41.70	0.00	41.25	0.45	99%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P123503	TF-14414	Effective	27-May-2013	27-May-2013	10-Jul-2013	30-Dec-2016	31-Dec-2017

Cumulative Disbursements



Restructuring History

Level 2 Approved on 14-Jul-2016

Related Project(s)



There are no related projects.
