



1. Project Data:		Date Posted : 04/18/2001	
PROJ ID: P000426		Appraisal	Actual
Project Name: Basic Education	Project Costs (US\$M)	15.78	17.42
Country: Cape Verde	Loan/Credit (US\$M)	11.5	11.45
Sector(s): Primary Education	Cofinancing (US\$M)	2.4	2.4
L/C Number: C2675			
	Board Approval (FY)		94
Partners involved : Netherlands	Closing Date	12/31/2000	06/30/2000

Prepared by :	Reviewed by :	Group Manager :	Group:

2. Project Objectives and Components

a. Objectives
The objective of the project was to promote private sector development and promote sectors that best exploit the country's human resource potential such as fisheries, tourism, export processing and services . The project would assist the Government in implementing this strategy by : (a) supporting the infrastructure, pedagogic, and managerial improvements needed to introduce the revised integrated primary education cycle nationally; (b) improving the quality and relevance of the technical, vocational and professional training system to provide skills relevant to the labor market; and (c) strengthening the institutional capacity to develop policies and implement programs for education, training and employment.

b. Components
Components were: (a) the establishment of a national Integrated Basic Education System inclusive of upgraded school infrastructure, primary teacher training and the establishment of a sustainable textbook supply and distribution system; (b) the improvement of the relevance of technical education and training through a rise in entry requirements to secondary education, changes in curricula and teacher training and an improvement in effectiveness of technical training by establishing apprenticeship programs overseas; (c) institutional capacity strengthening to develop programs and implement policies by reinforcing ministry planning and managerial capacity and monitoring training and employment activities.

c. Comments on Project Cost, Financing and Dates
The project was completed six months earlier than expected and disbursed fully .

3. Achievement of Relevant Objectives:
Two of the three objectives were achieved . The basic education system was established, and the country attained universal primary education with a 99% net enrollment ratio. A new curriculum was developed in technical education, and teachers were trained, though its impact on the labor market is unknown . However, the objective on enhancing the institutional capacity to develop and implement policies and programs in education and training for the labor market was not achieved.

4. Significant Outcomes/Impacts:
School infrastructure was upgraded, and 276 classrooms were built. The efficiency of primary education improved, and repetition dropped from 19.5% in 1992/93 to 9.7% in 1998/99. (The number of students in the system rose from 73,525 to 92,523). Promotion rates to secondary education increased from 52% to 84% in the same period. About 68% of the teachers had been trained and certified by the end of the project . Textbooks were developed and sold to students. School-level monitoring of achievement was attempted, but the practice was not sustained . The results were used to screen students but not as a policy measure . A total of 1304 apprentices received technical training, surpassing original targets. School mapping was completed in seven of the nine islands .

5. Significant Shortcomings (including non-compliance with safeguard policies):
The project was too ambitious, and had no means to monitor impact . Implementation processes, quality targets, and long-term sustainability received insufficient attention . The project coordination unit achieved most of its assigned responsibilities successfully and was instrumental in helping achieve objectives . Implementation suffered to some extent because a parallel project financed by the African Development Bank did not disburse as expected . However, the institutional capacity of the Ministry of Education was overestimated, and did not improve by the end of the

project. Furthermore, quality received much less attention than access, and educational financing is being reduced . The ICR rated the probability of project results being resilient as unlikely because it is questionable whether the Ministry can sustain or further project results .

6. Ratings :	ICR	OED Review	Reason for Disagreement /Comments
Outcome :	Satisfactory	Satisfactory	
Institutional Dev .:	Modest	Negligible	The institutional capacity of the Ministry of Education did not improve.
Sustainability :	Unlikely	Unlikely	
Bank Performance :	Satisfactory	Satisfactory	
Borrower Perf .:	Satisfactory	Satisfactory	
Quality of ICR :		Satisfactory	

NOTE: ICR rating values flagged with '*' don't comply with OP/BP 13.55, but are listed for completeness.

7. Lessons of Broad Applicability:

- Access to education is an insufficient goal without quality . Synergies between the two issues should be structured into projects.
- The Bank should try to ensure the financial sustainability of investments . If funds dry up after project implementation, outcomes rapidly deteriorate .
- Labor market issues such as migration patterns must be taken into consideration when developing technical education programs.
- Donor coordination remains an essential problem, particularly in small countries (where donors typically have very high influence).

8. Assessment Recommended? Yes No

Why? The Bank has large influence in very small countries, where projects are not audited often .

9. Comments on Quality of ICR:

The ICR was thorough and frank in its discussion of issues .