



1. Project Data:		Date Posted : 08/19/2003	
PROJ ID: P001087		Appraisal	Actual
Project Name: Equity And School Improvement	Project Costs (US\$M)	53	36.7
Country: Guinea	Loan/Credit (US\$M)	42.5	35.5
Sector(s): Board: ED - Primary education (68%), Secondary education (13%), Central government administration (9%), Tertiary education (6%), Health (4%)	Cofinancing (US\$M)	46.6	46.6
L/C Number: C2719; CP810			
	Board Approval (FY)		96
Partners involved : AfDB, USAID, EU (parallel)	Closing Date	06/30/2001	06/30/2002
Prepared by :	Reviewed by :	Group Manager :	Group:
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2. Project Objectives and Components			
a. Objectives			
(a) Increase primary school enrollment and completion rates, with a strong focus on girls and students in rural areas (from 28% enrollment to 53% by the year 2000); (b) improve teaching and student learning in primary and lower secondary schools; and (c) strengthen educational system management.			
b. Components			
(a) Increased primary school enrollment (school construction and rehabilitation, US\$ 14.7 million actual) (b) Improving teaching and learning (textbooks, staff development, and micronutrients; US\$ 18.25 million actual); (c) Strengthening education management (achievement testing, communication, financial monitoring, preinvestment studies; US\$3.2 million actual).			
c. Comments on Project Cost, Financing and Dates			
This was a multidonor project, but other donor funds were disbursed in parallel, and their final disbursements are not exactly known. The project was extended by one year. US\$7 million were cancelled, as AfDB took over textbook financing and civil works cost less than expected.			
3. Achievement of Relevant Objectives:			
Project objectives were partly achieved, as follows :			
(a) Increased enrollment - highly satisfactory; gross enrollment rate rose from 44% in 1996 to 72% in 2002 vs. a target of 53%. Girls' enrollment rose from 19.3% to 63% during the project period.			
(b) Improved teaching and learning - unsatisfactory. Students had few if any textbooks to study from for most of the project period. Grade repetition rose from 20% to 21% (according to the Region; 28% stated in the ICR) rather than drop to 14%. Test scores showed that only about 3-5% of students scored at a mastery criterion of 75%. (c) Strengthen management - satisfactory. School mapping, teacher deployment, and a telecommunication network were implemented.			
4. Significant Outcomes/Impacts:			
The enrollment increase during the project set Guinea on the path to achieve the Education for All goals. A total of 1264 classrooms were built instead of 600 initially planned. Use of community-level NGOs increased implementation capacity and decreased costs. Approximately 6000 primary-school teachers participated in school-based training grant implementation and considered the experience very beneficial. A telecommunication system enabled staff in the capital to communicate with regional offices in a country where telephones are very scarce. Achievement tests were developed and administered (though only once) for grades 2, 4, and 6, a task which requires considerable expertise. The large-scale provision of primary education greatly improved the country's capacity to provide access eventually to all students.			
5. Significant Shortcomings (including non-compliance with safeguard policies):			
The project started with a highly committed minister and staff in place, but a change in high-level management			

created large governance problems. As a result, the project had some striking successes but also several very problematic issues.

Of 1200 primary schools to be rehabilitated only 83 were completed, and of 866 primary classrooms needing urgent repairs only 693 were completed. The fund to carry out this work was exhausted through mismanagement, and IDA did not replenish it. Communities did not become more capable of maintaining schools. Of 17 textbook titles to be developed, only 4 textbooks and teacher guides were completed. Their printing was financed by AfDB, and the IDA component was cancelled. Many were stolen after importation and never reached schools. Nevertheless many textbooks reached the schools, but they were worn out or stolen and were not replaced. By 2002 there were almost no textbooks left (1 per 17 pupils). Without textbooks students could not learn the material tested in achievement tests. A textbook rental scheme was put in place and parents paid, but the government required that funds be kept in a bank that later declared bankruptcy and they were lost. A financial audit unit was suspected of mismanagement. Despite efforts, 1998 test results showed that the majority of students were functionally illiterate at the end of grade 6. Increased grade repetition suggests that little is taught in schools.

6. Ratings :	ICR	OED Review	Reason for Disagreement /Comments
Outcome :	Satisfactory	Satisfactory	
Institutional Dev .:	Modest	Modest	
Sustainability :	Likely	Likely	
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:

-Sustained government commitment and planning can bring about large -scale enrollment increases within a few years. Donor coordination can help achieve this goal with targeted inputs in clearly defined areas of need .
 -Policy dialogue and project activities must stay focused on improving instructional effectiveness and providing students with basic skills. Activities aimed at strengthening management and procuring educational commodities may be necessary but they are not sufficient for the improvement of learning and quality in educational systems . Providing mass education under clearly inadequate instructional conditions may create graduates who are functional illiterates, and may benefit only a minority of students .
 -Textbooks are the crucial providers of information in schools . If they are unavailable or if students cannot study from them sufficiently, the rest of the educational investments lose their effectiveness . Procurement methods and plans must aim at making large numbers of textbooks available at an affordable cost and free to the poor .

8. Assessment Recommended? Yes No

Why? This project was already assessed as part of a cluster PPAR recently completed .

9. Comments on Quality of ICR:

The ICR is satisfactory and provides extensive information on project events . The project's sector information appears incorrectly on the form, the correct sector classification is: Primary education (68%), Secondary education (13%), Central government administration (9%), Tertiary education (6%), Health (4%)