



<b>1. Project Data:</b>		<b>Date Posted :</b> 08/22/2002	
<b>PROJ ID:</b> P036950		<b>Appraisal</b>	<b>Actual</b>
<b>Project Name:</b> Cn-basic Ed. Poor Iii	<b>Project Costs (US\$M)</b>	191.8	213.63
<b>Country:</b> China	<b>Loan/Credit (US\$M)</b>	100.0	91.92
<b>Sector(s):</b> Board: ED - Primary education (43%), Secondary education (42%), Tertiary education (9%), Sub-national government administration (3%), Central government administration (3%)	<b>Cofinancing (US\$M)</b>		
<b>L/C Number:</b> C2831			
	<b>Board Approval (FY)</b>		96
<b>Partners involved :</b>	<b>Closing Date</b>	12/31/2001	12/31/2001
<b>Prepared by :</b>	<b>Reviewed by :</b>	<b>Group Manager :</b>	<b>Group:</b>
Lenor Armstrong	Jorge Garcia-Garcia	Alain A. Barbu	OEDST

**2. Project Objectives and Components**

**a. Objectives**  
The objectives were to: (a) support the attainment of universal primary education (UPE) and the expansion of coverage of lower secondary education in poor and minority areas; and (b) build stronger institutions responsible for education delivery.

**b. Components**  
The three major components were: (a) institutional development (US \$142.5 million), which consisted of: upgrading of facilities; instructional equipment for primary and junior secondary schools; training of teachers, principals and administrators; procurement of tent schools and the development of a distance education system in Qinghai province; (b) management improvement (US\$ 1.2 million), which comprised training for local education management staff and project implementation staff, provision of equipment and expert services, and development of an education management information system (EMIS); and (c) central component (US\$4.7 million) supported national level management training for provincial trainers, education managers administrators, dissemination of best practices, a national study on student assessment, monitoring of a student assistance program and activities of the Chinese Experts Panel.

**c. Comments on Project Cost, Financing and Dates**  
The project was estimated to cost US\$ 191.8 million (US\$148.4 million of total base cost and US\$ 43.4 million of physical and price contingencies). US\$ 100 million (52%) was to be financed through IDA. Final total project costs amounted to US\$213. 63 million of which US\$91.9 million (43%) was financed by the loan. The largest increase was in the institutional component which amounted to US\$206.99 million, 30% more than estimated at appraisal. The higher costs can be attributed to the doubling of counterpart funds in Henan province, and in the other provinces a decline in the SDR/US\$ exchange rate also necessitated an increase in counterpart funds to meet the deficit.

**3. Achievement of Relevant Objectives:**  
The project succeeded in attaining its quantitative targets, and contributed to enhanced management capacity in 7 poor and minority provinces (Anhui, Fujian, Gansu, Hebei, Henan, Jilin and Qinghai). As a result of construction and replacement of 4,695 new primary and lower secondary schools, and rehabilitation of 2,966 others; teacher training; and provision of instructional equipment, furniture, and books to 16,000 schools, the objectives of the project--nine-year compulsory education in 99 (79.8%) of the 124 targeted counties and UPE in 18 counties (14.5%)-- were achieved. Approximately 364,000 of the

poorer students were assisted in enrolling and completing school by the provision of textbooks and school fees, which they would otherwise not have afforded otherwise.

A comprehensive system for the delivery and management of education services at the local level was put in place through the establishment of national, provincial, and county level project implementation units (PIUs) and staff training. The training of principals is reported to have contributed to improvements in school management. Data collection and reporting was improved through the establishment of an education management information system, and the procurement of equipment and training of staff in each province, region, and municipality. Best practices related to education for disabled children, bilingual education, girls' education, multi-grade education and pre-vocational education in lower secondary schools were disseminated.

**4. Significant Outcomes/Impacts:**

The project accelerated the achievement of nine year compulsory education, and UPE by as much as 2 years in some project counties. Primary school enrollment in the targeted areas increased from 88.3% in 1993 to 95.2% in 2001, and at the lower secondary level from 66.3% to 87.9%. In 5 of 7 provinces, the project assisted in eliminating illiteracy among young and middle aged adults and attaining nine year compulsory education.

A system for providing assistance to children from poor socio-economic backgrounds was established and institutionalized as a result of the Student Assistance Program.

The training of principals of rural schools is reported to have contributed to improved school management. Teacher education targets were exceeded by 36%.

As a result of project management training, several provinces have incorporated World Bank procurement and disbursement procedures into their own procedures.

The Chinese Experts Panel facilitated implementation by providing advice to MOE and the provinces., and assisting in supervision.

**5. Significant Shortcomings (including non-compliance with safeguard policies):**

Greater emphasis was placed on investment inputs than on educational outcomes.

The equipment and books provided are not being optimally utilized in the classrooms through fear of misuse and damage.

Although the quantitative targets for teacher training were exceeded, program design and methodologies were inappropriate, and therefore the training has had little impact in the classroom.

As yet, the statistical data generated is not being adequately used to inform policy.

<b>6. Ratings:</b>	<b>ICR</b>	<b>OED Review</b>	<b>Reason for Disagreement /Comments</b>
<b>Outcome:</b>	Satisfactory	Satisfactory	The rating is based on the attainment of quantitative targets, more so than on evidence of qualitative improvements.
<b>Institutional Dev .:</b>	Substantial	Substantial	Project achieved its physical objectives, but the capabilities to design and deliver teacher training need to be improved.
<b>Sustainability:</b>	Likely	Likely	<b>Sustainability:</b> Likely
<b>Bank Performance:</b>	Satisfactory	Satisfactory	
<b>Borrower Perf .:</b>	Satisfactory	Satisfactory	
<b>Quality of ICR:</b>		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:**

- In order to avoid over emphasis on inputs and physical targets, and neglect of outcomes during implementation, projects should include specific qualitative improvement objectives.
- Direct assistance to poor students for school related expenses such as textbooks, and tuition fees is essential in order to retain these students, and promote learning;
- Project design should not only include investments to enhance the capacity to produce statistical data, but also to promote their utilization. There is also need to address the factors which mitigate against their collection, analysis and utilization;
- National experts' panels have the potential to play an important advisory role both in the preparation and implementation of projects provided their expertise is related to the sector, and their input is clearly detailed;

- In order to improve the quality of instruction, there is need to place greater emphasis on the quality of teacher training programs, and the mechanisms for transferring knowledge and skills to the classroom. During supervision, focus must be on the classroom practices, and instructional outcomes, and the factors which may prevent the application of acquired teaching skills.

**8. Assessment Recommended?**  Yes  No

**9. Comments on Quality of ICR:**

The ICR provides a good overview of implementation progress; however, the text might have been improved by providing relevant statistical data with respect to key indicators, and a comparative analysis of factors which promoted or impeded implementation progress in the different counties and provinces. This would have provided valuable lessons for implementing similar projects which target poor and minority populations. Several statements under the heading lessons learned are findings rather than lessons learned. ICR could have discussed Bank performance better, by relating it to project preparation and supervision.