

## PCR EVALUATION NOTE

### NIGER: BASIC EDUCATION SUPPORT PROJECT (EDUCATION I)

#### 1. The Project

Project Code: <b>P-NE-IAO-004</b>	Project Appraisal Date: <b>June 1998</b>	Borrower's Completion Report Ref:
Total Project Cost (UA): <b>UA 11.11 million</b>	Project Approval Date: <b>10 Sept. 1998</b>	PCR Evaluation Note Date: <b>September 2009</b>
Loan Amount (UA): <b>UA 10.00 million</b>	Date of Effectiveness: <b>2 Nov. 1999</b>	Evaluator Name: <b>Ms. Judith OFORI</b>
Grant Amount (UA): <b>N/A</b>	Project Completion Date: <b>30 June 2006</b>	Reviewer(s) Name:
Co-financed Amount (UA): <b>UA 1.11 million (Government)</b>	PCR Date: <b>June 2009</b>	Manager Name: <b>Mr. Mohamed Manai</b>

#### 1.1 Objectives and expected outcomes and outputs

**Project objectives were:** i) Support the implementation of the country's new educational policy; ii) Increase the enrolment capacity and improve the quality of primary education; iii) Increase the enrolment capacity and improve the quality of secondary education; and iv) Promote the enrolment of girls and female literacy.

**Expected project outcomes were:** i) The education system is restructured; Supervisory staff are trained in management and school statistics are produced regularly; ii) Increase in the gross primary enrolment ratio (GER) from 30.13% in 1998 to 40.13% in 2004; iii) Increase in the rate of promotion from primary school to first cycle of secondary school from 28.7% in 1997 to 35% in 2004; iv) Enrolment in CEG increased by 800 students; the promotion rate from the first cycle to the second cycle of secondary school rises from 17.74% in 1997 to 25% in 2004; and v) Increase in the proportion of girls from 38.15% in 1997 to 45% in 2004 Increase in the female literacy rate from 9% in 1997 to 15 % in 2004

**Expected project outputs were:** i) Studies on education indicator trends, review of the organization chart and efficiency of education volunteers implemented; ii) Office and data processing equipment and 13 vehicles procured for the directorates; iii) About 32 MEN management staff, 4674 head teachers (central and regional), 70 inspectors and 165 pedagogic advisers, 1500 primary school teachers, 38 laboratory technicians, 375 science teachers, 6 science inspectors, 16 IEC trainers, 100 instructors, 200 librarians and 600 management committee members trained or retrained; Building of infrastructure as follows: construction/rehabilitation of 180 new classrooms, 180 old classrooms, 2 Junior high schools, 18 laboratories, 100 literacy centres and 1 maintenance centre; iv) About 52 000 textbooks and teacher's guides were handed over to beneficiaries; v) Functioning of 52 inspectorates ensured; vi) About 10 000 women taught how to read and write; and vii) A Girls' Support Fund put in place and sensitization campaigns conducted

#### 1.2 Activities

Project activities were: i) Conduct studies; ii) Building/rehabilitation infrastructure and procurement of furniture and equipment; iii) Training and procurement technical assistance services; iv) Management of the Girls' Enrolment Support Fund; and v) Project management.

There were no modifications to the physical aspects of the project; the only modification (in agreement with the Bank) was girls were placed in foster homes as the setting up of the Girls Enrolment Support Fund (that would have built or rented their dormitories was delayed).

#### 1.3 Inputs (including financing)

At project completion, the Bank disbursed UA 9.49 million (representing 94.95% of the ADF loan) and the Government contributed UA 1.23 million (representing 11.5% of the total project cost) which was slightly higher by 1.5% compared to appraisal estimates.

#### 1.4 Intended beneficiaries and Scope

Intended project beneficiaries were primary and secondary school pupils and students, their teachers and tutors respectively; illiterate women, in the entire country, except for construction and rehabilitation of

classrooms which was limited to Maradi, Tahoua, Tillaberi and Zinder - regions with the lowest enrolment rates in the country.

## **2. PCR Conclusions and Success Ratings**

### **2.1 Main Conclusions**

The implementation of the project was satisfactory despite the fact that the project did not adhere to implementation schedule which was due mainly to the country being under sanctions for non-payment of arrears. The over-all project results were satisfactory; the project strengthened the education sector, and greatly helped improve the enrolment, teaching and learning standards in the project areas helping push up the country's educational standards; the project was very successful in sensitising the communities on educating girls; the enrolment, promotion and retention of girls in primary and secondary school improved a great deal {enrolment rate of 53.5% in 2007/2008 in primary schools (from 38.5%); retention rate of 99% in 2006/2007 in 59 CEGs; in secondary education, the rate of promotion from the first to the second cycle was 38.7% in 2007-2008 (from 28.7%)}. The setting up of literacy centres also increased the overall literacy rate to 29% (2008), including 17% among women (compared to 9% in 1995/96). This success led to the Government's 10-Year Education Development Plan. In addition, both the World Bank and Italian Co-operation held discussions with project with the view of replicating the system in other their projects in other areas of the country.

### **2.2 Performance Ratings**

The Evaluation Note agreed with the overall assessment of the PCR's ratings and most of the explanatory comments. Where the Evaluation Note agrees with the individual rating but has a different view on supporting remarks, that is stated the comments column. The PCR rated project implementation assessment, the performance of the Bank and over-all project outcomes/results as **satisfactory**. The Evaluation note agreed with all the rating; the evaluation disagreed with a number of individual sub-component ratings under project results, but the over-all rating was **satisfactory**, same as the PCR rating. Details and the ratings and explanatory remarks can be found in Annex II of the Evaluation Note.

### **2.3 Lessons Learned**

The PCR gave four (4) key lessons learnt in the course of project implementation. The lessons were in relation the Non-adherence to clauses relating to the payment, each year, of the Borrower's contribution for planned project activities; sustainability issues relating to school infrastructure, furniture and equipment; beneficiary involvement and its contribution to institution building; and the conduct of mid-term reviews that helps to draw lessons from good implementation practices and/or make recommendations to mitigate any constraints identified.

### **2.4 Recommendations**

The PCR gave two recommendations to the Borrower and three to the bank. The recommendations made to the Borrower related to measure to ensure sustainability of the project through preventive and corrective maintenance of school infrastructure, furniture and equipment by sensitising and engaging project staff and communities as well as allocating adequate budgets to regional and local authorities; additionally, the PCR urged the Borrower to take the necessary measures to retain inspectors, pedagogic advisers and teachers trained by the project. The recommendations made to the Bank were in relation to Mid-term reviews that should be conducted on all projects, even when implementation is without any problem, as lessons on good practices would be useful for improving the implementation of other projects; and also that the Bank ensure that measures related to the timely payment of the counterpart contribution needed to finance planned project activities are scrupulously respected, to avoid implementation delays. It is the view of the Evaluation Note that this second particular recommendation is not the responsibility of the Bank; the timely payment of counterpart contribution is the responsibility of the Borrower; the recommendation should have been made to the Borrower not the Bank.

### **2.5 Future operational plan and potential benefits (and their sustainability, institutional development and overall success ratings)**

There was no mention of future operational plan; as the project is operational, and on-going and the government is providing re-current costs; it is assumed that the project will continue its operations.

### **3. Borrower's PCR (its inputs to Bank's PCR)**

The BPCR was reported to be prepared in accordance with the Operations Manual. The PCR was not available to the Evaluation team; the PCR however included in its annex extracts from the BPCR, summaries of key achievements. The PCR also listed the BPCR recommendations to both the Bank and the country's authorities. The recommendations to the Bank were for continued support of similar projects to consolidate achievements of the project and also that the Bank should in future expedite the processing of future projects requests'.

### **4. PCR quality ratings**

#### **4.1 Objectivity and soundness**

The PCR gave an adequate analysis of Project goals, objectives and formulation. It produced a retrospective matrix with verifiable indicators at project completion which were all consistent with appraisal estimates.

#### **4.2 Project implementation**

Even though brief, the PCR satisfactorily analysed project implementation; giving reasons for the project's failure to meet the planned schedule.

#### **4.3 Project performance and results**

The PCR gave a detailed analysis of project performance and results; the details of the performances of the planned component activities were given. Figures, percentage changes in education indicators and impact where available were all given. Institutional performance as well as the performances of consultants, contractors and suppliers was all adequately covered.

#### **4.4 Social and environmental impacts**

The PCR's analysis of social and environmental impact is satisfactory. It adequately stated project impact on the various categories of beneficiary communities in particular project impact on women and girls as a target group. Environmental impact was brief, but sound; the PCR stated the projects environmental credentials including schools environmental awareness training and in women's literacy activities.

#### **4.5 Project Sustainability**

The PCR's presentation of project sustainability is adequate. It stated the key sustainability issues as well as steps that needed to be taken to ensure sustainability of the project.

#### **4.6 Bank, Borrower, and co-financiers performance**

The PCR's analysis of Bank and Borrower performance was brief but sound. An analysis was made of the Bank's support prior to loan effectiveness and during project implementation but not in project formulation. It also gave good analysis of the Borrower's performance.

#### **4.7 Consistency of the PCR overall rating**

The PCR on the whole gave was consistent with the rating of individual components. It made satisfactory remarks to justify the ratings awarded to the various components.

#### **4.8 Analysis and Clarity of conclusions, lessons learned and recommendations**

The PCR gave a good summary of project performance and results; with synopsis of project outcomes and impact on education; it also gave a number of relevant recommendations to both the Bank and the Borrower.

#### **4.9 appropriateness and adequacy of coverage of key data and supporting material,**

The PCR updated all relevant information and provided the necessary data at project completion to support its analysis of project performance, results and impact.

#### **4.10 quality of presentation**

The quality of the presentation was satisfactory.

### **5. Priority of Project for Performance Evaluation Report, impact evaluation, country/sector reviews or thematic evaluation studies**

As there are no outstanding issues; the project is not recommended for a PPER; it should be included in sector studies.

## Annex 1

### PCR QUALITY ASSESSMENT AND RATING

Project Loan No: **F/NIG/EDU-1/98/24**  
Country: **Niger**

Title: **Education I Project**  
Sector: **Social**

PCR EVALUATION CRITERIA	RATING (4-point scale)	REMARKS
1. Adequacy of analysis of Project goals, objective and Formulation (including the verifiable indicators, consistency with appraisal and subsequent revisions)	3	The PCR gave an adequate analysis of Project goals, objectives and formulation. It produced a retrospective matrix with verifiable indicators at project completion which were all consistent with appraisal estimates. The PCR, stated the minor modifications to the project, which were limited to girls being placed in foster homes instead of dormitories as they wait for the fund to build their dormitories was delayed.
2. Adequacy of analysis of Project execution (including procurement issues, disbursements, Borrower's reporting, and assessment of monitoring and evaluation achievements)	3	Even though brief, the PCR satisfactorily analysed project implementation. It presented the implementation schedule and gave reasons for the failure to meet the timetable; the project reporting was well covered; weaknesses in the reporting were high-lighted and when improvements were made was also noted. The PCR stated that the Borrower presented its PCR, but nothing was mentioned about the quality of the BPCR.
3. Soundness of judgments on Project Performance and Results (including operating results, economic and financial and related conditions/covenants and their fulfillment, institutional, performance of consultants, contractors, suppliers and other parties)	4	The PCR gave a detailed analysis of project performance and results. The PCR covered all the components; giving the details of the performances of the planned component activities. Figures, percentage changes and impact where available and possible were all given. The PCR gave a brief but sound assessment of Institutional performance; analysing the training received to ensure judicious management of the project. The performance of consultants, contractors and suppliers were all adequately covered, with the PCR, noting those that gave a highly satisfactory performance; the PCR even graded the performance of contractors, noted the percentage that gave satisfactory performance (79.42%) and unsatisfactory (20.58%).
4. Adequacy of analysis of social and environmental impacts	3	The PCR's analysis of social and environmental impact is satisfactory. The PCR adequately stated project impact on education; the various categories of beneficiary communities. Improvements in indicators across the board were given and the projects over-all contribution to the rise in educational levels of the country was discussed. the PCR gave project impact on women and girls as a target group; additionally the success of the project as best practice, warranting the World Bank and Italian co-operation to use it as model for replication was also stated. Environmental impact was brief, but sound; the PCR stated the projects environmental credentials including schools environmental awareness training; women's literacy activities that re-enforced environmentally friendly agricultural practices.
5. Soundness of judgments on project sustainability, plan for future project operation's phase and maintenance	3	The PCR's presentation of project sustainability is adequate. It stated the key sustainability issues; which not rectified could jeopardise the future of the project; additionally efforts that has been made to ensure project sustainability, notably community involvement and participation; relevant training for staff as well as institutional strengthening were also mentioned.
6. Soundness of judgments on Performance of the Bank, Borrower and Co-financiers	3	The PCR's analysis of Bank and Borrower performance was brief but sound. The PCR stated the Bank's support to the Borrower prior to loan effectiveness as well as the Bank's performance over the life of the project. It however did not discuss the Bank's performance in project formulation. The PCR gave another brief but good analysis of the Borrower's performance; stating reason's for delays in implementation.
7. Consistency of Overall rating with individual rating components	3	The PCR on the whole gave was consistent with the rating of individual components. It made satisfactory remarks to justify the ratings awarded to the various components.
8. Adequacy of analysis and clarity of conclusions, lessons learned and recommendations	3	The PCR gave a good summary of project performance and results; with synopsis of project outcomes and impact on education; especially the enrolment, promotion and retention of girls in primary and secondary schools. The project's positive impact on women's literacy rates as well as strengthening of MEBA's education system management efficiency. The PCR gave a number of relevant recommendations to both the Bank and the Borrower. The recommendations were in relation to the lessons learnt noted as well as the issues identified in the report

9. Other (Specify)	NA	
<b>Overall Rating</b>	<b>3</b>	<b>Satisfactory</b>
OPEV and Country Department agree/disagree on Project Performance Rating Y/N		

**Borrower's PCR and inputs to Bank Staff PCR** (quality of Borrower's PCR, reviews of project implementation issues, future operation plan, Borrower's comments on PCR):

The BPCR was reported to be prepared in accordance with the Operations Manual. The PCR was not available to the Evaluation team, the PCR however included in its annex extracts from the BPCR, summaries of key achievements . The PCR also listed the BPCR recommendations to both the Bank and the country's authorities. The PCR also included Borrower's remarks on the Bank's PCR; which while agreeing to most of the PCR's findings noted that the Bank's PCR failed to take into consideration, the country's coup d'état that plunged the country into serious social, economic and political turmoil, soon after the start of project implementation in 1999. Other comments were made on project accounts and audit as well as sustainability.

**Conclusion :**

The implementation of the project was satisfactory despite the fact that the project did not adhere to implementation schedule mainly due to the country being under sanctions for non-payment of arrears; the over-all project results were satisfactory; the project strengthened of education sector, and greatly helped improve the enrolment, teaching and learning standards in the project areas helping push up the country's educational standards; the project was very successful in sensitising the communities on educating girls; the enrolment, promotion and retention of girls in primary and secondary schools. This success led to the Government's 10-Year Education Development Plan. In addition, both the World Bank and Italian Co-operation held discussions with project with the view of replicating the system in other their projects in other areas of the country.

The quality of the PCR produced was satisfactory; it drew valid conclusions and stated lessons learnt during formulation and implementation; and gave relevant recommendations to both Borrower and the Bank.

**Priority of Project for Performance Evaluation Report, Impact Evaluation, Country/Sector reviews or Thematic Evaluation Studies:** ( x )

- Project is an adjustment operation
- Project is the first of its type in the sub-sector
- Project is part of series and suitable for cluster evaluation
- Project has innovative features, is large or complex
- Project highly successful or highly unsuccessful
- Project has high priority for impact evaluation
- PCR is incomplete/unsatisfactory
- Performance evaluation is required to sector/country reviews
- Thematic or special evaluation studies (Specify )

Major Issues of focus in the performance evaluation report:

- a)
- b)
- c)

**Follow Up Action/Decision:**

The project is not recommended for a PPER; it should be included in sector studies.

ANNEX 2				
ASSESSMENT OF IMPLEMENTATION AND BANK PERFORMANCE AND PROJECT RESULTS/OUTCOMES				
Niger: Education I				
	Component Indicator	PCR Rating (1-4)	Evaluation Rating	Comments
<b>1. IMPLEMENTATION PERFORMANCE ASSESSMENT</b>				
1.1	Adherence to implementation schedule	1	1	The Evaluation Note agrees with the PCR rating and its remarks that the initial schedule provided for an implementation period of five years with effect from January 1999. This period was not respected and spanned 8 years because of delays, including the 18-month suspension of disbursements for non-payment of debt due and the late establishment of the Girls' Enrolment Support Fund.
1.2	Adherence to cost schedule	4	4	The Evaluation Note agrees with the PCR rating and its remarks that the projected costs were adhered to and the outcomes of the project are in keeping with the projections made at its appraisal.
1.3	Compliance with covenants and conditions	2	2	The Evaluation Note agrees with the PCR rating and its remarks that with respect to other conditions, the condition relating to the provision of evidence of payment each year, no later than 30 June, of the Government's contribution to the financing of project activities was not completely fulfilled, which was one of the causes of non adherence to the implementation schedule.
1.4	Adequacy of monitoring evaluation and reporting	3	3	The project had monitoring and supervision integrated into the various components. The PCR stated that BEP's capacity was strengthened to ensure proper monitoring of planned activities; both NIGERTIP and UNESCO's involvement in activities and training helped improve the monitoring of construction and training activities respectively.
1.5	Satisfactory operations	NA	NA	
	<b>Total Scores</b>	<b>10</b>	<b>10</b>	
	<b>Average Rating</b>	<b>2.5</b>	<b>2.5</b>	<b>Satisfactory</b>
<b>2. PERFORMANCE OF THE BANK</b>				
	Component Indicator			Comments
2.1	Identification	4	4	The project identification was exhaustive. Following studies on the improvement of science teaching in secondary schools (AESES Studies) funded by the Bank, the project was identified in February 1998 by a Bank mission composed of three experts. The project was part of the country's priorities. It is the result of the Education Act adopted in 1998 and was in line with the Government's development plan and the Bank's strategy for the 1996-1998 period aimed at reducing poverty and supporting public sector reforms.
2.2	Preparation	3	3	The Evaluation Note agrees with the PCR rating and its remarks that the project was prepared using a participatory approach (Consultation of players and partners in the education sector in the country's eight regions) in April 1998 under the supervision of Bank experts. The project preparation report was reviewed and its information sheet and matrix were also prepared. All actions carried out before the project appraisals were relevant with respect to the Bank's measures.
2.3	Appraisal	3	3	The Evaluation Note agrees with the PCR rating and its remarks that the project matrix was prepared, the appraisal report is of good quality, the risks and assumptions were partially analyzed, and the appraisal report processing phases were followed.
2.4	Supervision	3	3	A total of 13 technical supervision missions (an average of 1.6 supervision missions per year), 2 financial supervision missions and 1 internal audit mission were conducted. The supervision mission reports were in keeping with the provisions of the Operations Manual, the file processing time frame was acceptable and the composition and duration of missions were appropriate.
	<b>Total Scores</b>	<b>13</b>	<b>13</b>	
	<b>Average Rating</b>	<b>3.25</b>	<b>3.25</b>	<b>Satisfactory</b>
<b>3. PROJECT RESULTS/OUTCOMES</b>				
	Component Indicator			Comments
1.	<b>Relevance and achievement</b>			

ANNEX 2				
ASSESSMENT OF IMPLEMENTATION AND BANK PERFORMANCE AND PROJECT RESULTS/OUTCOMES				
Niger: Education I				
	Component Indicator	PCR Rating (1-4)	Evaluation Rating	Comments
	<b>of objectives</b>			
1.1	Macro-economic policy	NA	NA	
1.2	Sector policy	3	3	The project was in keeping with the Education Act (1998), the country's development plan and the Bank's strategy (1996/1998)
1.3	Physical (including production)	3	3	All physical outputs were completed, a 100% achievement as follows: Works (100 new classrooms, rehabilitation of 180 old classrooms, 2 junior high schools, 3 new laboratories and rehabilitation of 20 old laboratories, 100 literacy centres and a maintenance centre) were completely implemented.
1.4	Financial aspect	3	3	UA 9.49 million (94.95%) of the loan and the Government's contribution of UA 1.23 million (110%) were disbursed. The unspent loan balance of UA 0.49 million (5.5%) is to be cancelled.
1.5	Poverty reduction, social impact and gender	3	3	The Evaluation Note agrees with the PCR rating and its remarks that the setting up of literacy centres for women enabled them to acquire the necessary practical knowledge for improvement of their living conditions: reduction of the mortality rate, creation of income-generating activities, and easy access to microcredit, which help to reduce poverty. Similarly, the promotion of girl enrolment and all the human resources trained will contribute more effectively to poverty reduction.
1.6	Environment	3	3	With category III classification, the project had little or no adverse environmental impact; it rather had a positive impact as all works took into account the required hygiene/sanitation measures. Laboratories were equipped with sanitation and sewage treatment systems with septic tanks and permeable plateaux to prevent the contamination of water tables. Students were also sensitized on environmental protection.
1.7	Private sector development	2	3	The project economic boost to and contributed to the development of the private sector companies through contracts (40) concluded with 34 contractors for the building of infrastructure (schools, CEG, laboratories, literacy centres and maintenance centre). In addition, contracts for the supply of furniture and equipment awarded to suppliers helped strengthen Niger's private sector.
1.8	Other (Specify)	NA	NA	
	<b>Total Scores</b>	<b>17</b>	<b>18</b>	
	<b>Average Rating</b>	<b>2.83</b>	<b>3</b>	<b>Satisfactory</b>
<b>2.</b>	<b>Institutional Development</b>			
2.1	Institutional framework including restructuring	3	3	The Evaluation Note agrees with the PCR rating and its remarks that the new organization chart of MEBA helped enhance its efficiency in the management of the education system. The training carried out in the various domains (management of education systems, data processing, project design/monitoring/evaluation, and educational administration/management/planning) also equipped the beneficiaries with additional skills needed for the efficient performance of their duties.
2.2	Financial and integrated systems of management including audit systems	2	3	The project procured and installed SUCCESS accounting software; in which project staff have been trained. The project accounts were audited annually, which helped adapt the accounting entry plans of the management procedure manual, separate management tasks of accounting staff and build their capacity in the application of new SUCCESS accounting software.
2.3	Transfer of Technology	2	3	The project contributed to the training of staff in the domains of organization and production of teaching aids and techniques of maintenance of oscilloscopes of the National Maintenance Centre.
2.4	Staffing by qualified/skilled personnel (including turnover), training and counterpart staff.	3	3	The project trained a number of teachers (2,219 against the planned 1,500) and technical personnel; provided the country with the human resources it needs for teaching and training of people and the management of the education.
	<b>Total Scores</b>	<b>10</b>	<b>12</b>	
	<b>Average Rating</b>	<b>2.5</b>	<b>3</b>	<b>Satisfactory</b>

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Niger: Education I				
	Component Indicator	PCR Rating (1-4)	Evaluation Rating	Comments
<b>3.</b>	<b>Sustainability</b>			
3.1	Continued commitment of borrower	2	2	The government did not complete the setting up of the Girls Enrollment Fund and did not fulfill the condition of payment of its contributions into the appropriate account which in addition to paying of past debts led to 18 months sanctions against the country. The government has however given the undertaking to implement the Girls' Enrolment Support Fund.
3.2	Environmental policy	2	3	Even though there was no mention of environmental policy per say; the inclusion in school programmes of topics on environmental protection and the supply of science and environmental studies put environmental concerns in the project.
3.3	Institutional framework	4	3	The institutional framework in place is adequate and has been strengthened by the project.
3.4	Technical viability and staffing	3	3	The quality of the physical works and the equipment procured are reported to be good; maintenance provisions have been made by the project and staff have been trained in maintenance of the facilities.
3.5	Financial viability ((including cost-recovery)	NA		
3.6	Economic viability	NA	NA	
3.7	Environmental viability	2	3	The project as it at completion is environmentally viable; it is reported that the hygiene and sanitation measures implemented during the infrastructure construction works will be pursued during other interventions in the sector. These include the equipment of laboratories with sanitation and sewage treatment systems with septic tanks and permeable plateaux to prevent the contamination of water tables.
3.8	O & M facilitation (foreign exchange and recurrent cost financing availability, etc)	3	3	The Evaluation Note agrees with the PCR rating and its remarks that every year, the Ministry of National Education includes in its investment budget funds for the maintenance of school infrastructure and equipment. The 2009 Finance Act earmarks 229 207 000 (two hundred and twenty-nine million two hundred and seven thousand) francs for the maintenance and repair of school infrastructure CFAF 96 776 000 of which is devoted to the repair of benches.
	<b>Total Scores</b>	<b>16</b>	<b>17</b>	
	<b>Average Rating</b>	<b>2.66</b>	<b>2.83</b>	
<b>4.</b>	<b>Economic rate of return</b>	<b>NA</b>	<b>NA</b>	
	<b>OVERALL TOTAL</b>	<b>43</b>	<b>45</b>	
	<b>OVERALL RATING (1-4 above)</b>	<b>2.68</b>	<b>2.81</b>	

#### Sources of Information.

1. Bank PCR June 2009
2. ADB Operations Manual. 1999
3. Appraisal Report June 1998
4. The Bank's Project Supervision Reports
5. Supervision Summary Report
6. Country Strategy Paper 1996-98 plus 2 Updates