

Ex post evaluation – Niger

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Sector: Education (CRS code 11220)
Project: A) Primary Education, BMZ No. 2000 65 755*
 B) PGF Primary Education, BMZ No. 2004 66 466**
Programm executing agency: Ministry for Primary Education and Literacy



Ex post evaluation report: 2014

		Project A (Planned)	Project A (Actual)	Project B (Planned)	Project B (Actual)
Investment costs (total)	EUR million	5,62	5,50	390,00	n.v.
Counterpart contribution	EUR million	0,00	0,40	197,03	n.v.
Funding	EUR million	5,11	5,11	6,00	n.v.
of which BMZ budget funds	EUR million	5,11	5,11	6,00	0,00

*) Random sample 2013
 **) Random sample 2014

Description: Building on the "Primary Education" project, the "Primary Education II" project constructed and equipped 450 classrooms and 230 latrines, distributed bilingual teaching materials, and organized awareness campaigns. It was conducted parallel to a GIZ project (not as a cooperative programme), was embedded into the World Bank's PROSEF II donor programme, and in line with the Fast Track Initiative it supported Nigerien educational and poverty-reduction strategies as well as the first phase of the sector plan entitled "Programme Décennal de Développement de l'Education (PDDE)". The "programme-oriented joint financing for primary education" was designed as donor financing for basket funding of the national PDDE sector plan. The project was not implemented because certain conditions remained unfulfilled. The project funds were reallocated in 2011 for a bilateral project.

Objectives: The ultimate objective of the "Primary Education II" project was to "improve education levels, especially of girls, in particularly disadvantaged regions of the country", and in addition for the EPE, "to reduce conflict potential through increased access to social infrastructure and job creation." The programme objective was reformulated for the EPE to "Improve learning conditions and employment in programme area." The target system of the "PGF Primary Education II" project was designed to achieve a "higher level of education in Niger and make a contribution to MDG 2 and 3."

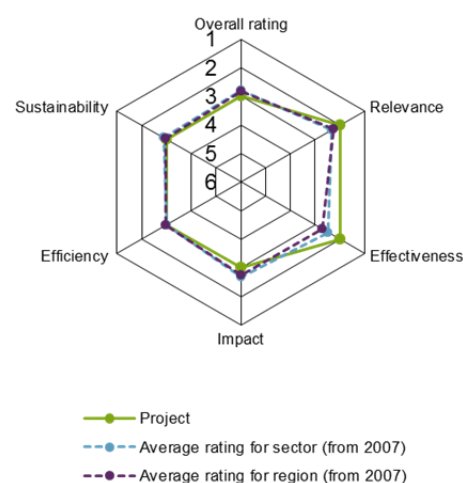
Target group: "Primary Education II" focused on 19,400 children of school age, particularly girls, in two disadvantaged rural programme regions. "PGF Primary Education" targeted all children of school age and adults attending literacy courses, teachers, administrative staff, parents and municipalities.

Overall rating: Note 3

Overall rating: not rated

Rationale: Total rating "Primary Education II": rating 3: The project contributed to higher enrolment rates and a closing of gender gaps. The project was a pioneer in terms of education quality (building concept adjusted for climate, bilingual teaching, construction of latrines). The effectiveness of the project was hampered by the lack of qualified teaching personnel and maintenance resources.

Highlights: rationale: Total rating "PGF Primary Education": not rated
 The project was discontinued because certain disbursement conditions were not met. A partial amount of EUR 30,000 was spent on consulting services.



Rating according to DAC criteria

Overall rating: 3 (Primary Education II), not rated (PGF Primary Education)

Overall context

Due to the extreme lack of classrooms in the country, the "Primary Education II" project was in the right place and fulfilled the recommendation formulated by the World Bank in the World Development Report 2011 of making development results visible as rapidly as possible in fragile states. Niger remains a fragile country despite having a democratic government (since 2011) and is under threat from its borders with Mali, Libya, Chad and Nigeria. However, uranium mining means that conflicts are concentrated in the north of the country, while there is widespread safety in the project region of Maradi and Zinder in the south-east of Niger. The project implementation not only brought about a new standard for classroom building in Niger and promoted girls' education (construction of latrines and raising awareness), it also mobilized local operating committees (again), was a pioneer in distributing school materials for bilingual teaching and initiated a bilingual school publisher at the Ministry of Education. Despite impressive progress regarding enrolment rates and a reduction of gender gaps, the overarching developmental impacts of the project were only satisfactory because of ongoing deficits in the quality of education by today's standards. The planned contribution to the Niger "programme-oriented joint financing for primary education" basket funding (hereinafter referred to as: "PGF Primary Education") was a logical consequence of the need for greater and harmonized commitment from development partners in the Nigerien education sector. However, following years of delays and finally the termination of the basket funding in 2011, PGF Primary Education could not be implemented, which meant there were no results nor impacts. Niger restored its constitution in 2011, established a development-friendly government after fifty years of military rule and coups, which focuses more closely on quality as part of its 2013-2020 Education Strategy. During regular meetings between development partners and project-executing agencies, development partners are striving towards further harmonization in accordance with the Fast Track Initiative (FTI) as well as in line with the sector plan and school construction plans. The funds reallocated from "PGF Primary Education" as part of a bilateral project (Primary Education Programme I, BMZ No.: 2011 66 727) are also included here. It can therefore be assumed that the initial efforts regarding quality of education will continue to be expanded and the impacts of the "Primary Education II" project are sustainable. The project confirms the results of the 12th KfW Evaluation Report. The report stated that positive, sustainable development results are possible in fragile countries when working together with government institutions (KfW 2013).

The impact of the "Primary Education II" project is therefore deemed to be satisfactory. The discontinuation of the "PGF Primary Education" project before disbursement of the German FC funding means there is no rating.

Relevance

In the "Primary Education II" project, the core problem of insufficient classroom availability was correctly identified during the programme appraisal. In light of the overcrowded classes, the high population growth and the fact that even today at least 30% of classrooms are made from makeshift materials (principally straw), the development of school infrastructure was and still is a basic requirement to facilitate improvements in Nigerien education, which recorded an increase of 0.2 million pupils to 1.9 million pupils in primary school education between 1979 and 2010. The results chain was and is essentially plausible. The better furnishing and equipment in schools and the reconstruction of classrooms, with particular regard to the needs of girls, should help to improve learning conditions, increase access to primary education, enhance equal opportunities and result in a better quality of education. In this context, the FC contribution is primarily suited to widening access to education in disadvantaged regions. The building of latrines, the distribution of bilingual school materials and the construction methods used which require little maintenance (whilst also improving the interior climate and reducing pest infestation) supported a better learning environment, a higher quality of education and sustainability. The fact that the government paid scant attention to quality aspects (e.g. by hiring masses of poorly qualified contractual teachers) was foreseeable

during the project planning phase, but given the extreme demand in Niger there was no alternative to infrastructure building and the government continues to tackle the bottleneck. "Primary Education II" was supported in line with the set German objectives¹ as part of the FTI for the first phase of the national 10-year plan entitled Programme Décennal de Développement de l'Éducation (PDDE) 2003-2012, which was primarily focused on expanding access to primary education. Additionally, the project anticipated quality aspects such as the introduction of bilingual teaching in the 2013-20 education strategy. The project supports the accomplishment of MDG 2 (achieve universal primary education), MDG 3 (promote gender equality and empower women) and was important for social cohesion in a fragile region with its potentially rapid development results and impact on employment (WB 2011).

Against this backdrop, we rate the relevance of the "Primary Education II" project as good.

The participation in the "PGF Primary Education" basket funding was a logical consequence of the significant need for (better coordinated) commitment in the sector and therefore essentially very relevant, but in retrospect it was premature under the given circumstances. The requirements for implementing sector-specific budget support, such as adequate planning and execution capacities were evidently not fulfilled in Niger. However, the new Nigerien government is committed to setting priorities in education, has pushed through the first reforms necessary in the sector, and has launched a national education policy for 2013-2020, which embraces aspects such as quality of education. There have also been renewed comprehensive donor commitments since 2011.

Relevance rating: 2 (Primary Education II), not rated (PGF Primary Education)

Effectiveness

The objective of the "Primary Education II" project, according to the appraisal report, was to "increase the gross enrolment rate in both regions by three percentage points compared to the current level, and increase the number of pupils by 9,700 children in both cases". For the ex-post evaluation, and in accordance with today's state of the art standards principle of a system with dual goals for a fragile environment (infrastructure and peace building), the project objective was reformulated to "improving learning conditions and the employment situation in the programme area". Target indicators for the programme were adjusted, and now read: (1) The continued use of classrooms in Maradi and Zinder by at least 43 children in both cases; (2) The condition of infrastructure and school materials 3 years after the final review; and (3) The level of job creation through the project.

As shown in Table 1, the target indicator set during the project appraisal regarding class-room use and the number of children was already exceeded by the final review.

Table 1: Achievement of target indicators for project

Indicator for FC measure objective	Status as of project appraisal (2001)	Target	Status as of final review (2009)	Status as of EPE (2013)*
The classrooms in Maradi and Zinder are used by at least 43 children	Average of 43 children per class	9,700 children in each case	9,700 in each case (between 45 and 50 children per class)	More than 20,000 children (409 classrooms x 53.5 pupils: roughly 21,900 children)
Condition of infrastructure and school materials 3 years af-	n.a	n.a.	School buildings: Latrines:	Good (above average) Acceptable

¹ Education has not been a priority sector for German DC in Niger since 2000.

ter final review			Furniture: Books:	Maintenance required Very worn
Job creation	n.a.	n.a.	During construction: Use:	43 local building firms 2 local furniture firms Publishing (learning materials) Roughly 409 teachers

x) Figures based on projections derived from the 11 FC-financed schools visited by the local consultant.

At the final review it was assumed, as observed in previous projects, that classroom use exceeded 43 children per classroom, and therefore despite the lower number of classrooms (down to 409 from 450), additional school places could be offered for 9,700 children per region as planned. In fact, classroom use in Maradi stood at 46 children in 2006-07, and in Zinder at just 39 (but in the 2011-12 school year, the figures were 49 in Maradi and 41 in Zinder). In the 11 FC-financed schools visited by the local consultant, classroom use is significantly higher (50 pupils on average in Maradi / 57 in Zinder). This is partly attributable to the local consultant visiting a disproportionately high number of urban classrooms, but also to the fact that at least one third of classrooms in Niger are still made from makeshift materials, and solid rooms are used more intensively. The overuse of classrooms is not ideal from a quality perspective, but comes as no surprise given the extreme lack of classrooms. The project achieved the targeted number of pupils in spite of the lower number of built classrooms. Teachers are also available for the teaching in the classrooms. The government's mass hiring of contractual teachers pushed the number of primary school teachers up from 22,427 in 2003-04 to 52,916 in 2011-12. That said, the quality and motivation of the teachers (poor pay, frequent absences, weak training (institutes)) do represent a problem.

The state of the built classrooms three years after the end of the project is still good to very good, and according to the head-teachers surveyed is much better even than classrooms built later by other donors. This applies to a limited extent for the latrines too, only JICA seems to build more durable latrines. As for teaching materials, first and foremost the instructions for bilingual teaching are now very worn as they have no hard cover, they are used frequently, and there is no reliable follow-up financing from the state or other sources.

Jobs were created during the construction (43 small local building firms carried out the construction), when making the school furniture (2 qualified local companies produced the furniture for all schools) and when producing the teaching materials (a publisher was established at ministry level). There is also now one long-term teacher employed in each of the 409 new classrooms. The majority are contractual teachers, but as part of the new education strategy they should be moved into the better-paid category of permanent staff.

At programme level the "PGF Primary Education" basket funding targeted the improvement of teaching quality, an appropriate supply of school infrastructure and a strengthening of administrative structures in the education system, but no indicators were defined. The "PGF Primary Education" project made no contribution, as the basket funding was discontinued.

Against this backdrop, we rate the effectiveness of the "Primary Education II" project as good. The "PGF Primary Education" project cannot be assessed.

Effectiveness rating: 2 (Primary Education II), not rated (PGF Primary Education)

Efficiency

The "Primary Education II" project achieved good results. The pre-selection up to the contract award for consulting services was delayed by a total of 15 months, and the contract term of the consultant was extended from 36 months to 46.5 months (due to delays in awarding the building contracts and in the construction itself). The reasons for the delays included problems with the availability of construction materi-

als in Niger², the distances between building sites, two lengthy rainy seasons during the construction and, above all, the use of local building firms who lacked capacity and experience. The actual consultant and project management costs came to 22 % instead of the planned 15 % of total costs, which is still considered acceptable given the higher support expense based on the factors mentioned above. While the price per classroom during the project appraisal in 2001 was estimated at roughly FCFA 4.0 million (EUR 6,000), the average price during the implementation phase (2004-2007) came to roughly FCFA 5.2 million (EUR 7,800), which is a cost increase of approximately 30 %. Consequently, the number of classrooms built was reduced from the planned figure of 450 to 409, and the latrines from 230 to 200; funds originally earmarked for distributing bilingual teaching materials were reallocated to the construction of classrooms. The production price of less than EUR 8,000 per classroom based on the final review, however, is still cost-effective in comparison with other projects in the region.

The significant contribution to higher-value school infrastructure in disadvantaged rural areas was conducive to allocation efficiency, taking access criteria for girls into account. As described above, the contribution made to access, especially for girls, was significant, and the learning environment was markedly improved. All of the schools visited are still in operation and highly frequented. Additionally, long-term employment was generated in a fragile country not just during the construction but also with the teaching positions. Allocation efficiency suffered slightly because adequate training of teachers could not keep pace with the development of infrastructure.

As it was discontinued without any disbursements the "PGF Primary Education" project generated a limited amount of costs, but had no results.

We rate the efficiency of the "Primary Education II" project as satisfactory. The "PGF Primary Education" project was not appraised.

Efficiency rating: 2 (Primary Education II), not rated (PGF Primary Education)

Impact

The ultimate objective of the "Primary Education II" project was to "improve the level of education, especially of girls, in particularly disadvantaged regions of the country". Given the delicate situation in Niger, the aim of a dual target system in fragile countries was supplemented at the EPE with the goal of "reducing conflict potential by means of increased access to social infrastructure and job creation". During the programme, the following indicators were taken from the Basic Education Sector Project (PROSEF) co-financed by the World Bank: (1) increase in gross enrolment rate, (2) enrolment rate of girls relative to total pupils, (3) reduction in urban-rural gap and (4) improvement in completion rate at primary school level. Added during EPE: (5) repetition rate and (6) access to bilingual teaching. The ultimate objective and related indicators thus cover quantitative and qualitative improvements in primary school education as well as equal opportunities, and are in keeping with today's state of the art standards. However, they contain no developmental impact such as the improvement of social and economic development or of the living conditions / satisfaction of the population. Yet such an impact is plausible according to a World Bank study, which states that simply the ability to read in Niger raises life-long earning opportunities by 150 % (WB 2011). Likewise, the peace making influence was promoted by means of better access to social infrastructure and employment in the programme area.

(1) Increase in the gross enrolment rate: the gross enrolment rates (GER) rose in Maradi (Zinder) from 40.6 % (31.9 %) at the start of the project to 82 % (72 %) in 2011-12 (see Table 1).

² New trade routes had to be opened because of the civil war in the Ivory Coast.

Table 1: Development of gross enrolment rate at primary school level, 2002-03 to 2011-12

	2002-03 (Project launch)	2006-07 (Project end)	2009-10 (Final review)	2011-12** (Ex-post evaluation)
Maradi	40,6 %	55,4 %	75,3 %	82,7 %
Zinder	31,9 %	48,6 %	64,9 %	72,1 %
Niger	50,0 %*	57,0 %	72,9 %	79,2 %

*) * Rate for 2003-04

** "Annuaire des Statistiques Scolaires 2012-2013" by the MEN not yet available

At national level the gross enrolment rate of all children rose from 41.7 % in 2001-02 to 54 % in 2005-06. The ambitious goal of 60 % for the first phase of the national 10-year plan in primary education (PDDE) was not achieved though. In 2011-12 the gross enrolment rate totalled 79.2 %.

(2) The enrolment rate for girls and the Gender Parity Index (GPI): the rate of enrolled girls increased in the same period from 33.3 % to 49 %, but fell short of the 56 % target for 2007. In 2011-12 it stood at 70.7 %, revealing a significant improvement. The proportion of girls in primary education totalled 38.25 % (43.37 %) in 2006-07 in Maradi (Zinder) compared to the figure targeted during the project planning of 37.3 % (42.9 %) and stood at 42 % (46.5 %) in 2011-12. In the classes visited by the local consultant there were even more girl pupils than boy pupils (57 % in Maradi and 51 % in Zinder).³ The availability of latrines (and water) was unanimously taken to be the most important factor for the enrolment of girls. FC financed 42 % of the school latrines in the region⁴, where the project's contribution to the enrolment of girls is clearly more significant than the contribution to school access overall.

(3) Reduction of urban-rural gap. The urban-rural gap (38 % rural GER in 2006 compared to 41.3 % rural GER in 2003 and 92 % urban GER) and the regional disparities (falling from 20 percentage points in 2004 to 15 in 2006) have improved slightly during the project.

(4) Improvement in completion rate at primary school level: in Maradi (Zinder), 43 % (33 %) of pupils completed school in 2006-07, compared with 60.4 % (47.8 %) in 2011-12. Maradi has therefore made the most progress on a regional basis, while Zinder, in spite of the improvements, still remains well below the national average. At national level the completion rate increased from 24.2 % in 2002 to 39.8 % in 2006. In 2011-12 the same rate was 55.8 %. The MDG objective of 100 % will clearly be missed with an expected figure of less than 60 % in 2015, while literacy is also predicted to fall for those between the ages of 15 and 24. Gender-specific and regional differences are particularly severe in terms of the quality of education. While the completion rate in 2008-09 was 58.3 % for boys, it was only 38.6 % for girls. Altogether it is clear that slow progress is being made as well with respect to the quality of education; especially given that the level of qualification of the Nigerien primary school certificate is not fully convincing (KfW 2011).

(5) Repetition rate: repetition rates worsened over the project period in Maradi (from 4.89 % to 5.28 %) but declined to 3.56 % in 2011-12. In Zinder, the repetition rate fell steadily between 2003-04 and 2011-12 from 5.6 % to 2.49 %.

(6) Access to bilingual teaching: access to bilingual teaching in Maradi rose in 2003-04 from 0 % to 0.5 %, while in Zinder it fell from 1 % to 0.75 %. In 2011-12 it stood at 1.10 % in Maradi and at just 0.73 % in

³ In Maradi this was primarily because of the visit to a large girls' school.

⁴ The total number of schools with latrines rose between 2003-04 and 2006-07 in Maradi (Zinder) from 181 (128) to 295 (325), i.e. by 114 (197). With 201 completed latrine blocks in the same period, FC evidently had a significant influence here.

Zinder.⁵ A study published by MEN in 2011 highlighted that the project (in conjunction with TC projects 2BEP and Souteba) had had a significant influence on the growth of bilingual schools, the production of learning materials and institutional communication in the field of bilingual education. In 2008, one year after the end of the project, MEN decided to move beyond the 40-year experimental phase of bilingual education and open up another 50 bilingual schools in each region of Niger in 2009-10. This was not fully achieved according to the study of the Ministry of Education, but the development continues (MEN 2011).

The indicators do not capture the improved learning conditions due to the new construction methods, which, amongst other things, reduce bat and termite infestation thanks to the lack of intermediate ceilings, significantly improve the climate and lighting in the rooms and lower the maintenance expense. The so-called 2003 Model was praised in writing by regional inspectors at the end of the project, was taken on as a reference model by the government and is now applied by many development partners (WB, JICA, Unicef, Saudi Arabia, etc.). The schools visited as part of the ex-post evaluation also emphasize the advantages of FC-financed classrooms, without exception.⁶

In short, the FC project helped to improve the enrolment situation, of girls in particular, and contributed to improving school building standards. It also promoted the introduction of bi-lingual teaching. The reduction in differences between the regions, urban and rural areas and genders, however, is dependent on the interaction of several activities in the sector plan. All told, the quantitative progress made is slowly bringing about improvements regarding quality and equal opportunity in primary education. While the first phase of the sector plan (PDDE 2002-2007) still focused strongly on access to primary education, the spotlight from the second phase (2008-2011) was placed more on quality. The 2013-20 Strategy is now also concentrating on interdependence with other school levels.

The "PGF Primary Education" basket funding should contribute to raising the education level of the Nigerien population by implementing the PDDE, as well as to achieving MDG 2 and MDG 3. The gross enrolment rate and completion rate (both differentiated by gender and urban/rural area) have improved over the years, as described above. The net enrolment rate added at a later date also improved throughout the programme period. Data was not available on minimum skills. By contrast, the share of the budget spent on education fell. The German project made no contribution to these developments as it was discontinued without any payment to the basket funding.

In view of the extreme challenges brought on by population pressure in Niger, our appraisal of the overarching developmental impacts of the "Primary Education II" project is rated satisfactory. There were no developmental impacts of the "PGF Primary Education" project because it was discontinued.

Impact rating: 3 (Primary Education II), not rated (PGF Primary Education)

Sustainability

The project risk formulated for "Primary Education II" in terms of sustainable use and adequate utilization failed to materialize given the strong demand for education, in rural areas. The risk regarding operation and maintenance was limited so far as the construction method used requires little maintenance and the schools are well equipped with materials and furniture, but this will be relevant going forward. The responsibility was shifted from the state to municipal level, while parent committees (COGES) were granted a

⁵ The success of bilingual teaching is disputed in literature. Internal evaluations and an analysis conducted in 2000 of the Nigerien pilot programme launched in 1972, however, revealed that pupils who began learning in their mother tongue could also read and write better in the second language. Bilingual classes were much more interactive, stimulating and relaxed too. Children in rural areas particularly seemed to benefit from bilingual teaching methods, and the surveyed parents supported primary school education in the mother tongue (Bergmann et al., 2000, Halaoui Nazam coord., Balima Pierre, Haidara Youssouf, 2009). The World Bank also recommended bilingual education to raise internal efficiency in Niger (WB, 2011). Upon the introduction of bilingual teaching the project made a visible contribution by adding 119 schools to the 40 schools in which the government had tested bilingual education for 30 years, and producing bilingual teaching materials to a professional standard (MEN 2011). Bilingual teaching is now anchored in the 2013 Strategy and is to be rolled out at national level. Nonetheless, after 40 years the system is still in its infancy and covers much less than 1% of all pupils in Niger. Since Germany was the only donor of bilingual school materials, there is now a lack of proper teaching and learning materials in the bilingual schools again. In addition, the lack of trainers for bilingual teaching at the training institutes is a problem.

⁶ The latrines built by JICA receive a better evaluation, one reason being they have three latrines in one block, meaning separate areas for teachers, boys and girls.

central role. The project integrated the COGES very tightly into the work. However, in none of the visited schools did anyone remember that local tradesman were to be trained to carry out maintenance in all the FC-financed schools. Capacities vary and the COGES are still dependent on appropriations, training and the distribution of school materials/maintenance handbooks from the Ministry. Almost all of the classrooms visited by the local consultant are still in a good state of repair (according to head-teachers, they are in a much better condition than other classrooms, even those built later). Nevertheless, the head-teachers describe the lack of school books, the maintenance requirement (first and foremost the latrines), the lack of know-how/resources and the fact that the municipalities increasingly seem to be evading their responsibilities, as problematic.

The main risk identified for the "PGF Primary Education" during the project appraisal (project implementation may be delayed) did in fact materialize, and the project was discontinued in 2011 without disbursement of German FC funds. However, the bilateral funding of all development partners (including reallocated funds from Germany) is still included in the PDDE education planning.

Given the insufficient availability of learning materials, the unsettled financing and operation/maintenance issues as well as the still delicate situation in Niger, we rate the sustainability of the "Primary Education II" project as satisfactory.

Sustainability rating: 2 (Primary Education II), not rated (PGF Primary Education)

Notes on the methods used to evaluate project success (project rating)

Projects (and programmes) are evaluated on a six-point scale, the criteria being **relevance, effectiveness, efficiency** and **overarching developmental impact**. The ratings are also used to arrive at a **final assessment** of a project's overall developmental efficacy. The scale is as follows:

Level 1	Very good result that clearly exceeds expectations
Level 2	Good result, fully in line with expectations and without any significant shortcomings
Level 3	Satisfactory result – project falls short of expectations but the positive results dominate
Level 4	Unsatisfactory result – significantly below expectations, with negative results dominating despite discernible positive results
Level 5	Clearly inadequate result – despite some positive partial results, the negative results clearly dominate
Level 6	The project has no impact or the situation has actually deteriorated

Rating levels 1-3 denote a positive assessment or successful project while rating levels 4-6 denote a negative assessment.

Sustainability is evaluated according to the following four-point scale:

Sustainability level 1 (very good sustainability): The developmental efficacy of the project (positive to date) is very likely to continue undiminished or even increase.

Sustainability level 2 (good sustainability): The developmental efficacy of the project (positive to date) is very likely to decline only minimally but remain positive overall. (This is what can normally be expected).

Sustainability level 3 (satisfactory sustainability): The developmental efficacy of the project (positive to date) is very likely to decline significantly but remain positive overall. This rating is also assigned if the sustainability of a project is considered inadequate up to the time of the ex post evaluation but is very likely to evolve positively so that the project will ultimately achieve positive developmental efficacy.

Sustainability level 4 (inadequate sustainability): The developmental efficacy of the project is inadequate up to the time of the ex post evaluation and is very unlikely to improve. This rating is also assigned if the sustainability that has been positively evaluated to date is very likely to deteriorate severely and no longer meet the level 3 criteria.

The **overall rating** on the six-point scale is compiled from a weighting of all five individual criteria as appropriate to the project in question. Rating levels 1-3 of the overall rating denote a "successful" project while rating levels 4-6 denote an "unsuccessful" project. It should be noted that a project can generally be considered developmentally "successful" only if the achievement of the project objective ("effectiveness"), the impact on the overall objective ("overarching developmental impact") and the sustainability are rated at least "satisfactory" (level 3).