



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF
MAURITANIA BASIC EDUCATION SECTOR SUPPORT PROJECT (BESSP)
APPROVED ON FEBRUARY 6, 2014
TO
GOVERNMENT OF MAURITANIA

EDUCATION

AFRICA

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ABBREVIATIONS AND ACRONYMS

BESSP	Basic Education Sector Support Project
CD	Country Director
CNE	Cellule Nationale d’Evaluation / National Unit of Evaluation
CREL	Centre de Recherche et d’Etudes des Langues/ Center of Research and Studies on Languages
DGSPC	Direction Générale de la Stratégie, Planification et Coopération/ General Directorate of Strategy, Planning and Cooperation
DPEF	Direction des Projets Education Formation/ Directorate of Education and Training projects
DREN	Direction Régionale de l’Education Nationale / Regional Directorate of National Education
DSPC	Direction des Statistiques, de la Planification et de la Coopération/ Directorate of Statistics, Planning and Cooperation (formerly DGSPC)
EMIS	Education Management Information System
ENI	Ecole Normale des Instituteurs/ Primary school teacher training institutes
GPE	Global Partnership for Education
IDEN	Inspection Départementale de l’Education Nationale / District Inspectorate of National Education
LEG	Local Education Group
MEE	Ministère d’État à l’Éducation National, à l’Enseignement Supérieur et à la Recherche Scientifique / Ministry of State for National Education, Higher Education and Scientific Research also referred to as State Ministry of Education
MEN	Ministere de l’Education Nationale/ Ministry of National Education (formerly MEE)
PDO	Project Development Objective
RESEN	Rapport d’Etat des Systèmes Educatifs Nationaux / Report on the State of National Education Systems
RF	Results Framework
TA	Technical Assistance
TTL	Task Team Leader



BASIC DATA

Product Information

Project ID P126902	Financing Instrument Specific Investment Loan
Original EA Category	Current EA Category
Approval Date 06-Feb-2014	Current Closing Date 31-Aug-2017

Organizations

Borrower GOVERNMENT OF MAURITANIA	Responsible Agency DPEF
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Project Development Objective (PDO)

Original PDO

The development objective of the proposed operation is to improve quality of pre-service teacher training in primary education and to promote equitable access to lower secondary education.

Summary Status of Financing

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
TF-16390	18-Feb-2014	18-Feb-2014	19-May-2014	31-Aug-2017	12.40	9.79	2.61

Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No



I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

A. Project status

1. The Mauritania Basic Education Sector Support Project (BESSP) is funded by a Global Partnership of Education (GPE) grant in the amount of US\$12.4 million. The Project was approved on February 6, 2014 and became effective on May 19, 2014. The original closing date of the Project was May 1, 2017 and was subsequently modified to August 31, 2017 in a restructuring approved by the Global Partnership for Education (GPE) on April 28, 2017. The PDO is to improve quality of pre-service teacher training in primary education and to promote equitable access to lower secondary education. The PDO was relevant at appraisal and remains strongly aligned with the Government’s strategic agenda for the education sector.
2. To date, significant progress has been made towards achievement of the PDO. The current pace of implementation is Moderately Satisfactory and gains have been observed on a number of PDO- and intermediate-level indicators. The disbursement rate is currently 77.7 percent. Delays have been observed, however, in some activities, most notably: the construction of 13 *collèges de proximité* (small middle schools) in each of the six targeted *Wilayas* (regions); and the establishment of an education management information system (EMIS). The following table provides an overview of component costs and available funds:

Table 1. Component Costs (US\$ million)

Component	Amount	Committed	Disbursed*	Available
Component 1: Improving the quality of teaching in primary education	4.0	3.2	2.8	0.8
Component 2: Promoting equitable access to lower secondary	4.7	3.9	3.4	0.8
Component 3: Strengthening the capacity of the education sector	3.7	2.5	2.4	1.2
Total	12.4	9.6	8.6	2.8

(*) As of June 30, 2017; the difference between the amount disbursed in this table and in the Portal corresponds to the balance of the project’s revolving account.



3. The following provides an overview of achievements to date under each Component.

Component 1: Improving the quality of teaching in primary education (US\$4 million)

4. This Component supports pedagogical reforms in pre-service teacher training, focusing on primary schoolteacher training institutes (*Ecole Normale des Instituteurs* – ENIs). It also supports the provision of pedagogical tools to schools in order to improve the learning environment.
5. Significant progress has been made in the implementation of the planned support to the ENIs. This includes training of ENIs trainers on subject matters, pedagogy, management and information and communications technology (ICT); provision of equipment to enhance ENIs' learning environment; and intensive language training of ENIs trainees.¹ In addition, quality control mechanisms have been put in place to evaluate the outcomes of the ENIs' training through external assessment of graduates in basic subjects (Arabic, French and Mathematics) and language certification using international standards. To date, more than 1,000 ENI trainees (double the original target) have been certified as bilingual teachers by an independent body (*Centre de Recherches et d'Etudes en Langues* – CREL)². Assessment of the first cohort of the ENIs' graduates (conducted in May 2016) showed that 32 percent of graduates of ENIs mastered the minimum required competencies. The Project aims to improve such proportion by 5 percentage points each year.

Sub-component 1.1: Improving the quality of pre-service teacher training (US\$2 million)

6. Under Sub-Component 1.1, progress has been made on a number of activities, notably: (a) training on the ENI new standardized curriculum and the competency-based approach (*approche par les compétences*) for all 101 trainers in all 4 ENIs; (b) training on learning assessments (two-week training in 2014) for all 70 trainers of the ENIs of Nouakchott and Aioun³; and (c) training in mentoring for 76 primary school teachers who supervise ENI students during their internships. The Project has also contracted the CREL to deliver language training for ENI students and faculty, and to provide on-going mentoring support to ENI faculty members during a whole school year to ensure that they are building the required skills to deliver bilingual education to the ENI students. In addition, the assessment unit (*Cellule Nationale d'Evaluation* – CNE) has undertaken three independent assessments (2014-2016) of the ENIs' first year students⁴ to evaluate their proficiency in French, Arabic and Mathematics. A similar assessment was conducted in 2016 for incoming second- and third-year students and another is currently underway for third-year students.
7. Despite these important achievements, delays have been observed in some of the activities. Training activities in ENIs (for both teachers and students) which were scheduled to begin in the 2014-2015 school year, only began in the 2015-2016 school year. External assessments of ENI students which were planned to take place at the beginning

¹ It should also be noted while the project was originally designed for the two ENIs operating during preparation, the Project has provided support to two additional newly-created ENIs.

² CREL is an offshoot of the university specialized in language training, to provide technical pedagogical support for ENIs language trainers to improve their competency in training bilingual teachers in French and Arabic. Under the Project, the CREL was contracted to deliver French language training to Arabic-speaking mathematics and science faculty to ensure they have the required French language proficiency level to teach these subjects to ENIs students (French is the language of instruction for mathematics and science in Mauritanian schools). The partnership with the CREL seeks to significantly expand the capacity of ENIs in language training through CREL certification of faculty to ensure the overall impact of the project in the Mauritanian context of bilingual education. The CREL also provides supplemental second language training for ENI students to improve their proficiency in their second language to support the objective of increasing the number of bilingual teachers among the ENIs' graduates.

³ Another more intensive training (2 months) in learning assessment is planned for this summer that will target 8 selected high-potential faculty (2 per ENI) who will become trainers of ENI students in learning assessments.

⁴ In 2014, the assessment was conducted in 2 ENIs (Nouakchott and Aioun) and in 2015 and 2016, all 4 ENIs' students participated in the assessment.



of the school year – so that their results could be used to inform curriculum design and teaching practices – were undertaken during the second semester with their results only made available in the summer. Further, the newly created ENIs of Akjoujt and Kaedi have not yet received the educational resources such as office and classroom equipment that the Project has delivered to the ENIs of Nouakchott and Aioun. Computer and language lab equipment and materials, to be provided by the Project, are still needed in the four ENIs. Contracts have been signed for the delivery of all these educational resources.

Sub-component 1.2: Improving learning environment in primary and lower secondary schools (US\$2 million)

8. Under this Sub-component, pedagogical kits (for students, including backpacks, textbooks, pens, pencils) have been distributed to all primary school students in the six targeted regions (*Wilayas*) and pedagogical kits (including manuals, supporting tools for geography and history such as charts, maps, geometrical figures, etc.) have been distributed to primary schools in these regions. The delivery of these kits is tracked at the school level and their delivery is verified through an annual census. The first distribution of these kits took place in January 2016 and the second in January 2017.

Component 2: Promoting equitable access to lower secondary education (US\$4.7 million)

9. This Component focuses on expanding girls' access to lower secondary school to reduce the gender gap. This was expected to be achieved mostly through the construction of small middle schools (*collèges de proximité*) in remote rural areas, as study has shown that distance and appropriate school infrastructure, in addition to availability of female teachers, were the main constraints. In addition, awareness campaigns and a package of incentives (pedagogical kits and merit awards for girls) were planned to complement the infrastructure effort.
10. Implementation progress has been observed for all planned activities. The transition rate of girls from primary to lower secondary (PDO-level indicator 3) reached 45 percent (compared to a baseline of 41.3) in the six targeted *Wilayas*.

Sub-component 2.1: Increasing access to lower secondary education for girls (US\$ 3.7 million)

11. The construction of 12 (of the 13 planned) small middle schools has been fully completed. Ten of these schools began hosting students during the 2016-2017 school year. The remaining two schools and the yet unfinished last one, are expected to be fully operational at the beginning of the coming school year. Procurement of equipment for science laboratories and libraries for these schools is underway.

Sub-component 2.2: Improving equity through measures to promote girls' schooling (US\$ 1 million)

12. The Project has contracted non-governmental organizations (NGOs) to assist with the organizing (with the Directorate of Secondary Education) of awareness-raising campaigns in each of the six *Wilayas* targeted by the Project in order to promote girls' education. These campaigns have reached 290 participants including school principals, representatives of parents' associations, civil society activists, and local media. Additional rounds of these awareness-raising campaigns are planned in 2017 that will use local radio stations to broadcast culturally sensitive messaging targeting isolated rural communities where cultural obstacles for girls' education remain. Also, a training will be conducted for teachers and principals of lower secondary schools on how to address cultural factors that impede girls' education. In addition, the project has delivered, to date, pedagogical kits to girls enrolled in lower secondary schools in the six targeted *Wilayas* (about 19,000 girls), and performance awards to high performing girls (352 girls).

Component 3: Strengthening capacity of the education sector (US\$3.7 million)



13. The objective of this Component is to improve the overall capacity of the Ministry of State for National Education, Higher Education and Scientific Research (*Ministère d'Etat à l'Education Nationale, à l'Enseignement Supérieur et à la Recherche Scientifique – MEE*⁵) to design quality and relevant education policies, strategies and programs and to effectively monitor and evaluate their implementation.

Sub-Component 3.1: Strengthening capacity for monitoring and evaluation (M&E) (US\$ 2.9 million)

14. The following has been achieved under this sub-component, notably: (i) three annual school censuses were carried out; (ii) technical assistance (TA) was provided in the development of the 2015 Education Status Report (*Rapports d'Etat des Systèmes Educatifs Nationaux – RESEN*) and a financial simulation model; (iii) Capacity-building of the CNE which undertook three learning assessments for children in grades 3 and 5⁶; (iv) training of 917 primary school directors and 332 basic education inspectors in management and pedagogy, respectively; and (v) provision of computers and office equipment for the regional and local education offices (*Direction Regionale de l'Education Nationale — DRENs* and *Inspection Departementale de l'Education Nationale — IDENs*). The establishment of an integrated EMIS within the MNE and its regional offices has experienced substantial delays due to lack of capacity within the Ministry to manage such a task. This has resulted in delays in a number of related activities (namely, training on the use of the EMIS and data management).

Sub-component 3.2: Coordination of the Education Sector Program (US\$0.8 million)

15. The Directorate of Education and Training Projects (*Direction des Projets Education Formation – DPEF*), the Project's implementing agency, has been staffed with a project manager and an accountant. A procurement specialist has been assigned to the team after the departure of the one initially recruited at Project effectiveness. This sub-component has financed the salaries of the staff (except civil servants) and the costs associated with regular M&E, supervision and reporting activities of the project, including supervision missions, annual education sector reviews, auditing, and safeguards training.

B. Rationale for restructuring

16. A 15-month extension of the current Project closing date is necessary in order to ensure completion of ongoing activities and addition of a limited number of small activities which would support the achievement and sustainability of the PDO. The restructuring also clarifies some of the indicators in the results framework (RF) and adjust some indicators' annual and end-of-project targets. On the first objective of improving the quality of teaching in primary schools, the additional time would allow the delivery of complementary equipment to the ENIs, provide TA to accompany ENI trainers in the use of student assessment results, assess Mathematics competencies of current teachers (to inform in-service training), and enhance the ENI entrance exam. On the second objective of promoting equitable access to lower secondary education, the additional time would allow the Project to complete the provision and delivery of complementary equipment to the newly built *collèges de proximité*, address issues of access to water for some schools and the absence of trees in and around schools detected by the safeguards team, and add two new activities to the incentive package to retain adolescent girls (hygiene kits and sport activities). Finally, the additional 15 months is key to complete essential activities to strengthen sector governance and management, a dimension that contributes to both objectives. These activities include the EMIS, which has been delayed, and a Service Delivery Indicators (SDI) survey.

⁵ Which is now the Ministry of National Education (MNE).

⁶ These assessments pointed to low learning outcomes.



17. A 4-month extension was already granted by the GPE on April 28, 2017 to allow sufficient time for thorough examination of the restructuring package by the Grants and Performance Committee (GPC). The GPC completed its review on August 3, 2017. The current proposed restructuring would include a 15-month extension of the current closing date of August 31, 2017 to November 30, 2018 –resulting in a cumulative extension of 19 months. Full details regarding the proposed changes are included in Section II below.

II. DESCRIPTION OF PROPOSED CHANGES

18. The proposed restructuring includes: (i) an extension of the project closing date by 15 months to November 30, 2018 to allow completion of key planned activities; (ii) adjustment of some activities initially planned under the project to take into account changes in the local context and actual implementation to-date; (iii) introduction of a limited number of small additional activities aimed at contributing to achievement and sustainability of the PDO; and (iv) introduction of adjustments to the project’s RF to reflect the aforementioned changes and to clarify some of the definitions and measures. The restructuring does not include any changes to the PDO, safeguards triggers, project components, subcomponents or cost by component. Activity changes and additions have been either discussed and recommended during the November 2016 supervision mission or a result of discussions with the Minister of Education on the priority areas for future Bank support. The local education group (LEG) has formally endorsed the changes proposed under this restructuring (Minutes attached).

A. Change in Results Framework

19. The proposed changes to the RF are meant to: clarify the measurement of a number of indicators; adjust annual and end-of-project targets; and substitute certain indicators to better capture actual project activities and progress towards achievement of the PDO. Each of the proposed changes is described below. Also, indicators’ targets and values have been adjusted to reflect actual/cumulative values instead of the incremental values (which were presented for many indicators) in the original RF due to lack of baseline values. While nearly all of the indicators appear revised in this RF, most changes, however, are updates of current values for December 2016 and revised end-of-project target values for the proposed revised project closing date (November 30, 2018). The main changes to project performance indicators are summarized below and detailed in the attached Annex.

a. At the PDO-level:

- (i) The baseline values and annual and end-of-project targets for the indicators on “transition rate from primary to lower secondary education for girls in targeted *Wilayas*” and for “number of females enrolled in lower secondary education in targeted *Wilayas*” are adjusted based on the availability of more accurate data; and
- (ii) The annual and end-of-project targets for the indicator on “proportion of graduates of ENIs who master the minimum required competencies” has been revised to reflect progress made on this activity to date.

b. At the intermediate-level:

- (i) The annual and end-of-project targets for the indicators measuring the number of ENI administrative staff, the number of faculty trained and the number of additional bilingual teachers certified by CREL have been revised to account for the total number of administrative staff and faculty working in the ENIs;
- (ii) Annual and end-of-project targets for the indicator on “proportion of students who received pedagogical kits in the targeted *Wilayas*” have been revised to measure the number of students who received pedagogical kits through the Project (with the year-on-year targets being cumulative) as this value can be calculated more easily and provides a better understanding of the Project’s reach;



- (iii) The annual targets for the indicator on “number of teachers, inspectors and school directors in rural schools who attended awareness-raising training sessions” have been modified as this activity has not yet commenced and the targets are informed by the number of these staff in the six targeted *Wilayas*;
- (iv) Annual and end-of-project targets for the indicator on “number of girls provided with pedagogical kits in targeted *Wilayas*” has been revised to reflect the actual value;
- (v) The annual targets for indicator on “Number of DRENs personnel trained in data collection and analysis” have been modified to reflect the delay in the implementation of the EMIS activity;
- (vi) The annual and end-of-project targets for number of girls receiving an award has been increased based on progress to date on this activity;
- (vii) Indicator on “Completion of early grade reading assessment (EGRA)” has been dropped and replaced with “Completion of a Service Delivery Indicators (SDI) survey” as the EGRA activity has been replaced by the SDI which includes a sample-based testing in Arabic, French and Math for grade 4 students; and
- (viii) Annual and end of project targets for indicator on “Number of annual meetings of the education sector” has been modified to reflect progress on this indicator to date.

c. In terms of core indicators:

- (i) The annual and end-of-project targets for the direct project beneficiaries indicator is revised upwards in order to include: students and teachers in primary schools in the six targeted *Wilayas*; girls in lower secondary in the six targeted *Wilayas*; students in the 13 newly constructed lower secondary schools; students, administrators, and teachers of the 4 ENIs; primary schools teachers in schools where ENI students have internships; participants in the awareness-raising campaigns; staff of local and regional education directorates (DRENs and IDENs), staff of the DSPC and the CNE. Similarly, the end-of-project target for the sub-indicator on proportion of female direct beneficiaries has also been modified accordingly.

B. Change in Components

20. The proposed restructuring will introduce the following changes under each of the Project’s components.

Component 1

21. At the time of project approval, there were two ENIs in Mauritania – those of Nouakchott and Aioun. Shortly after effectiveness, two additional ENIs were established in Akjoujt and Kaedi as part of a decentralization process. These ENIs which follow the same curriculum and provide pre-service training of primary teachers in Mauritania would benefit from the Project activities – including use of the curriculum which was revised and made uniform under the Project, training of staff and faculty, participation of students in training and assessments, as well as provision of equipment and tools. It should be noted, however, that this is not a scaling up in terms of number of teachers to be covered by project activities. The proposed restructuring will also formalize the government choice of the six targeted regions that was made during project preparation with clearly specified criteria but which was not reflected in the PAD, and included Adrar and Brakna instead of Assaba and Hodh Gharbi. The following new activities will be supported in this Component under the restructured design: (i) the provision of equipment initially planned to the ENIs of Nouakchott and Aioun will be extended to the two new ENIs; and (ii) the activity to establish interconnectivity across the ENIs will be replaced by a TA to support the use of ICT to strengthen ENI faculty’s basic competencies as this will support achievement of the PDO.

Component 2

22. The proposed restructuring introduces two new activities to complement the incentives package to promote adolescent girls schooling and retention in the targeted *Wilayas*: (a) the provision of hygiene kits, to be designed and



distributed with UNICEF support, to all girls in lower secondary school; and (b) support to the functioning of six newly constructed sports facilities, one in each Wilaya to encourage girls’ participation in sports and exercise, through supplemental equipment; sport uniforms to be provided to girls; and training of six female sports coaches (who have already been hired by the Government) in athletics instruction and also in how to use positive reinforcement to encourage girls’ participation in sports activities. These are activities which research has shown can have very positive benefits on an individual’s overall well-being and development including: increased self-esteem and discipline, strengthened sense of community through team-building, and increased practice of positive health behaviors. The Government has expressed its interest in this activity and has agreed to cover the salaries of these six female coaches in the medium to long term. Also, the additional time would also allow to address problems in accessing water (faced by some schools) which was detected by the safeguards team. Access to water will be accompanied by support for planting trees in and around schools. In addition, school water supply will be based on technically feasible routes, inclusively selected and not triggering OP 4.12. The recruitment of a social development specialist with resettlement experience is recommended for the follow-up of the project schools connection to the drinking water system.

Component 3

23. The proposed restructuring would downsize the EMIS (to be established within the DSPC), limiting its scope to the development of two modules (students and teachers) with a focus on capacity building and supporting the establishment of basic functions including the collection, management and analysis of data on students and teachers to improve policy formulation and implementation. The EMIS will be implemented at the central level with one or two pilot regions, instead of in all regions as previously planned. In addition, the Project will support the following activities: *Under 3.1 of Schedule I of the Grant Agreement*: (i) implementation of a Service Delivery Indicators (SDI) survey in lieu of an EGRA evaluation, originally envisaged. Findings from an SDI survey would be more useful in identifying limitations in the provision of education services and informing policy changes; (ii) consolidation of the school map to optimize resource allocation and use; (iii) support to the CNE to improve and upgrade the ENI entrance examinations; (iv) an assessment of teachers in mathematics (to be used for planning in-service training) in the six targeted Wilayas. Teachers who possess high proficiency in math will be trained to be *master teachers* and will provide in-school help to other teachers; *Under 3.2 of Schedule I of the Grant Agreement*; (v) TA to support to a Teacher management and professional development strategy; (vi) evaluation of National exams to ensure their design is high quality and that they are administered properly; and (vii) TA to support the establishment of a school grants program that the Government plans to implement in order to improve the school environment. Some of these activities are already under implementation such as the SDI and the evaluation of national exams.

24. Initially under this Component, the DGSPC (now the DSPC) and the DPEF were jointly responsible for project implementation oversight. While this is still the case, these entities have become part of two different ministries, the MEN for the former, and the Ministry of Economic Affairs and Development for the latter – following a government restructuring in 2014. Following this change, there was a downsizing of the DSPC’s capacity to fulfill its responsibilities related to M&E under the Project. As such, under the proposed project restructuring, M&E responsibilities under the Project will be vested in the DPEF.

I. SUMMARY OF CHANGES

	Changed	Not Changed
Change in Results Framework	✓	
Change in Loan Closing Date(s)	✓	



Change in Institutional Arrangements	✓	
Change in Implementation Schedule	✓	
Change in Implementing Agency		✓
Change in DDO Status		✓
Change in Project's Development Objectives		✓
Change in Components and Cost		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Disbursements Arrangements		✓
Change in Disbursement Estimates		✓
Change in Overall Risk Rating		✓
Change in Safeguard Policies Triggered		✓
Change of EA category		✓
Change in Legal Covenants		✓
Change in Financial Management		✓
Change in Procurement		✓
Other Change(s)		✓
Change in Economic and Financial Analysis		✓
Change in Technical Analysis		✓
Change in Social Analysis		✓
Change in Environmental Analysis		✓

IV. DETAILED CHANGE(S)

RESULTS FRAMEWORK

Project Development Objective Indicators

Direct project beneficiaries				
Unit of Measure: Number				
Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	281810.00	360000.00	Revised



Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Female beneficiaries Unit of Measure: Percentage Indicator Type: Custom Supplement				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	52.00	50.00	Revised
Proportion of graduates of ENIs who master the minimum required competencies Unit of Measure: Percentage Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	32.00	42.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Transition rate from primary to lower secondary education for girls in the six targeted wilayas Unit of Measure: Percentage Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	41.30	45.00	47.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of females enrolled in lower secondary education in the six targeted wilayas Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	15466.00	21168.00	22653.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	

Intermediate Indicators

Number of ENI administrative staff trained (Component 1) Unit of Measure: Number Indicator Type: Custom				
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	Baseline	Actual (Current)	End Target	Action
Value	0.00	41.00	41.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of ENI faculty trained (Component 1) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	101.00	101.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Educational resources available at ENIs (Component 1) Unit of Measure: Yes/No Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	No	Yes	Yes	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of additional bilingual teachers certified by CREL supported by the Project (Component 1) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	436.00	1019.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of students who received pedagogical kits in the six targeted wilayas through the project (Component 1) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	255209.00	403283.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of classrooms constructed in targeted wilayas with support from the project (Component 2) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action



Value	0.00	40.00	52.00	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of girls receiving an award (Component 2) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	352.00	480.00	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of awareness campaigns carried out to promote girls' education with NGOs in each of the six targeted wilayas (Component 2) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	6.00	9.00	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of teachers, inspectors and school directors in rural schools who attended awareness-raising training sessions (Component 2) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	0.00	250.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of girls provided with pedagogical kits in the six targeted wilayas (Component 2) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	18879.00	18879.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
System of learning assessment established and functional (Component 3) Unit of Measure: Yes/No Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action



Value	No	Yes	Yes	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Integrated EMIS (network system) is operational within the State Ministry of Education (MEE) and the regional offices (Component 3) Unit of Measure: Yes/No Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	No	No	Yes	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of DRENs personnel trained in data collection and analysis (Component 3) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	70.00	70.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Dec-2018	
Number of staff trained on EMIS (Component 3) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	0.00	0.00	285.00	No Change
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Service Delivery Indicators (SDI) survey completed (Component 3) Unit of Measure: Yes/No Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action
Value	No	No	Yes	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	
Number of meetings of the education sector group (Component 3) Unit of Measure: Number Indicator Type: Custom				
	Baseline	Actual (Current)	End Target	Action



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Value	0.00	4.00	7.00	Revised
Date	28-Feb-2014	30-Dec-2016	30-Nov-2018	

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
TF-16390	Effective	01-May-2017	31-Aug-2017	30-Nov-2018	30-Mar-2019