



MAURITANIA - Basic Education Sector Support Project - Phase 2 (P163143)

WESTERN AND CENTRAL AFRICA | Mauritania | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2021 | Seq No: 4 | ARCHIVED on 23-Jun-2022 | ISR52075 |

Implementing Agencies: Ministry of Economic Affairs and the Promotion of Productive Sectors, Ministry of National Education, Technical Training, and Reform, The Islamic Republic of Mauritania

Key Dates

Key Project Dates

Bank Approval Date: 29-Oct-2020

Effectiveness Date: 19-Nov-2020

Planned Mid Term Review Date: 24-Apr-2023

Actual Mid-Term Review Date:

Original Closing Date: 31-Oct-2025

Revised Closing Date: 31-Oct-2025

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to improve the quality of primary education and service delivery in Selected Regions.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Component 1: Transforming teacher management using accountability frameworks and new technology:(Cost \$20.40 M)

Component 2: Improving education service delivery in selected regions:(Cost \$23.50 M)

Component 3: Strengthening management of the education sector:(Cost \$8.10 M)

Component 4: Contingent Emergency Response Component

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Implementation Status and Key Decisions

Overview. The Mauritania Basic Education Sector Support Project, Phase-2 with a total allocation of US\$52 million, is a five-year operation financed by an IDA credit in the amount of SDR 29.1 million (US\$40 million equivalent) and a Global Partnership for Education (GPE) grant in the amount of US\$12 million. The Project was approved by the World Bank's Board of Executive Directors on October 29, 2020 and became effective on November 19, 2020. The Project's development objective (PDO) is "to improve the quality of primary education and service delivery in selected regions." The Project specifically aims to improve the knowledge of teachers and the quality of instruction in core subject areas (Arabic, French and Mathematics) in primary education. Notwithstanding the challenges encountered at the start of implementation and partly driven by the COVID-19 pandemic, the Government and the task team continue to work diligently to ensure that all project-supported activities are effectively implemented in



a timely manner. This Implementation Support Report (ISR) follows an implementation support mission conducted by the task team from May 30 to June 3, 2022 in Nouakchott. Below is a summary of the status of each component.

Component 1: Transforming teacher management using accountability frameworks and new technology. Component 1 aims to improve the quality of teaching and learning in primary schools, strengthen teacher management and professional development, establish a strategic staffing mechanism to address the issue of low performing teachers, and introduce scripted lessons in primary school classrooms. The implementation of activities under Component 1 begun with the issuance of several decrees related to ENIs and teachers and the training of 500 ENI teachers on the new decrees. The planned ENI programs have now been developed and endorsed. Following the teacher evaluation test administered to 2,900 teachers, an operational training plan has been developed and implemented since January 2022 for the capacity strengthening of more than 2,700 teachers according on teacher competency profiles. In addition, the Ministry has now developed scripted lessons for improved and direct pedagogy in the classroom, and the first set of scripted lessons of have been developed.

Component 2: Improving education service delivery in selected regions. Component 2 aims to improve the delivery of education services through a more efficient allocation of resources and enhanced school-based management. In support of planned activities under this component, the Government has issued decrees establishing COGESs with operational standards and guidelines for operating, as well as the procedures for monitoring budgetary allocations. To date, 748 (100 percent) COGESs have been established in the six selected regions with the required procedures manual as well as their school improvement plans developed and validated. The Ministry has recruited TA to support the regional education offices with the development of their regional development plans (RDPs). The regional education development plans have been developed, endorsed, and dissemination plans are underway. In addition, all construction sites have been identified and approved in accordance with the needs and standard plans approved by the Ministry of Housing to ensure educational continuity. To date, contracts have been signed for the construction of 391 classrooms.

Component 3: Strengthening the management of the education sector. Component 3 aims to build capacity for managers of the education sector at the central, regional, and district levels, support all levels in setting up and maintaining strong information systems, support regional and district levels to fulfill their supervision role of schools, and support project management and monitoring and evaluation. Planned activities under this component are progressing well with all the activities in the 2022 action plan currently being completed including: (i) TA to strengthen the National Unit of Evaluation; (ii) acquisition of vehicles to support the Departmental Inspectorates of Primary Education; and (iii) the planned evaluation of teachers.

Component 4: Contingent Emergency Response Component (CERC). The CERC was included under the proposed Project in accordance with the World Bank Investment Project Financing (IPF) Policy to help the Government improve the response time if a crisis occurs and urgent assistance is needed. The CERC component has not been triggered.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	Substantial	Substantial	Substantial
Macroeconomic	High	Substantial	Substantial
Sector Strategies and Policies	Substantial	Moderate	Moderate
Technical Design of Project or Program	High	Substantial	Substantial
Institutional Capacity for Implementation and Sustainability	High	Moderate	Moderate
Fiduciary	Moderate	Moderate	Moderate
Environment and Social	Moderate	Moderate	Moderate
Stakeholders	Substantial	Substantial	Substantial
Other	--	--	--



Overall □ Substantial □ Moderate □ Moderate

Results

PDO Indicators by Objectives / Outcomes

Improve quality of learning and teaching across Mauritania				
▶ Average fourth-grade students score in Arabic, French, and mathematics (SDI) (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	29.40	29.40	29.40	40.00
Date	30-Nov-2017	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	Data not yet available. An SDI is planned for 2022 which will feed into this indicator. Target increase expected during the third year of project implementation.			
▶ Teacher classroom attendance rate (SDI) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	73.00	73.00	73.00	90.00
Date	30-Nov-2017	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	Data not yet available. An SDI is planned for 2022 which will feed into this indicator. SDI findings are expected to be available in the 3rd quarter of the 2022 calendar year.			
▶ Share of primary-school teachers reaching minimum knowledge to teach (SDI) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	12.00
Date	30-Nov-2017	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	Data not yet available. An SDI is planned for 2022 which will feed into this indicator. Target increase expected during the third year of project implementation.			

Improve education service delivery in selected regions				
▶ Effective transition rate from 6AF to 1AS for girls in the Project selected regions (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	57.00	57.00	57.00	63.00



Date	30-Nov-2017	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	Data currently being recalculated following the project's definition of this performance indicator: The share of female 6-graders (6AF) in public primary schools in school year (N-1) who in school year (N) are 7-grader (1AS) in lower secondary schools in the regions selected by the project. This indicator will be filled upon receipt of updated data from EMIS.			
► Number of complete schools in the Project Selected Regions (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	473.00	482.00	482.00	620.00
Date	31-Jul-2020	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	Currently, 482 schools have at least 6 classrooms and offer all primary grades 1-6. Data on availability of latrines separated by sex and access to clean water in school premises are not yet available.			

Intermediate Results Indicators by Components

Transforming teacher management using accountability frameworks and new technology				
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	328,465.00	550,000.00
Date	02-Jul-2020	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	Yearly target has been succeeded. not yet been met due to delays in construction activities, teacher training and the acquisition of kits and benches. The figure corresponds to grade 1 and grade 2 students who have benefited from the model lessons (235,927) and to students benefiting from the establishment of 748 SMCs currently in place.			
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	167,517.00	0.00	0.00	275,000.00
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,276.00	3,276.00	10,000.00
Date	29-Mar-2019	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	The yearly end target of 1500 teachers trained or recruited has been exceeded.			



<input type="checkbox"/> Number of teachers recruited (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	476.00	476.00	2,500.00
Date	31-Jul-2020	19-Apr-2022	23-Jun-2022	31-Jul-2025
<input type="checkbox"/> Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4,500.00
<input type="checkbox"/> Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,800.00	2,800.00	7,500.00
Date	31-Jul-2020	19-Apr-2022	23-Jun-2022	31-Jul-2025
<input checked="" type="checkbox"/> Percentage of female directors in public primary schools (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.50	5.00	5.00	10.00
Date	30-Nov-2017	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	Data presented here is the share of primary school directors who are women as a share of the total number of public primary school directors.			
<input checked="" type="checkbox"/> Share of ENI graduates who attain the desired level to teach (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	35.60	35.60	35.60	60.00
Date	15-Oct-2018	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	ENI would-be graduates in their third year will be tested with a standardized exit exam. Yearly end target increase is therefore expected only after the third year of project implementation. The students will be classified into four groups: (i) weak, form those considered not ready to teach, (ii) insufficient, for those who have serious deficiencies and a slim chance of being upskilled, (iii) average, for those who can be brought up to standard with some adequate additional training, and (iv) desired, for those who have the pre-requisite to become teachers. The classification is consistent with that of Decree 2019-040/P.M/M.E.N.F.P on the evaluation of teachers.			
<input checked="" type="checkbox"/> Share of public primary schools implementing scripted lessons in Arabic, French, and mathematics in first and second grades (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00



Date	02-Jul-2020	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	Data not yet available. Improvement expected during third year of project implementation. Sub-PBC 1.3. Share of the primary schools effectively using scripted lessons for teaching in lower grades (1 and 2) for Arabic, French, and mathematics.			
► Number of standardized student learning assessments completed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	1.00	3.00
Date	30-Nov-2017	19-Apr-2022	23-Jun-2022	31-Oct-2025
Comments:	Yearly target met with large-scale learning assessments carried out for 1st grade AF and 1st grade AS students.			
► Number of teacher evaluations completed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	1.00	3.00
Date	31-Jan-2019	19-Apr-2022	23-Jun-2022	31-Jul-2024
Comments:	Yearly target met with the large-scale teacher evaluation conducted in May 2021.			
► Number of teachers reassigned due to strategic staffing (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	500.00
Date	31-Jan-2019	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	This indicator is expected to be met only in the third year of project implementation, and after the completion of 2 rounds of teacher evaluation.			
► Number of teachers receiving in-service training or other teacher professional development activity (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,500.00	1,500.00	7,500.00
Date	31-Jul-2020	19-Apr-2022	23-Jun-2022	31-Jul-2025
Improving education service delivery in selected regions				
► Number of schools directors, teachers, and community members trained on COGES work (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	3,740.00	3,740.00	1,000.00
Date	31-Dec-2018	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	Yearly end target exceeded. 748 COGES have been established and its members trained. Each COGES has 5 members to a minimum.			
► Number of public primary schools benefiting from school grant in selected regions (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	713.00	713.00	750.00
Date	31-Jan-2019	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	Yearly end target exceeded. 713 public primary schools in the Project areas that have a functioning COGES and are receiving school grants.			
□ Number of primary schools receiving school grants by mobile phone (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	300.00
► Number of Regional Development Plans completed by DRENs and validated (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	5.00	6.00
Date	31-Jan-2019	19-Apr-2022	23-Jun-2022	31-Jul-2024
Comments:	Yearly target of 3 Regional Development Plans (RDP) is exceeded. Five (5) RDPs have been developed by DRENs, finalized, and validated.			
► Number of School Improvement Plans completed by COGES and approved by DREN (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	300.00	300.00	500.00
Date	31-Jan-2019	19-Apr-2022	23-Jun-2022	31-Jul-2025
Comments:	With the establishment of 748 COGES, their School Improvement Plan (SIP) approved by the respective DREN are expected at the beginning of the school year.			

Strengthening the management of the education sector

► Number of DRENs, IDENs where the EMIS-HR is located and operational (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	1.00	72.00	72.00	70.00
Date	31-Dec-2018	19-Apr-2022	23-Jun-2022	31-Jul-2024
Comments:	End target exceeded. EMIS is operational in 15 DREs and 57 IDENs (72 decentralized administrations) against an end target of 70.			
► Efficient allocation of teachers as captured by R-squared (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	71.00	72.50	72.50	80.00
Date	31-Oct-2018	19-Apr-2022	23-Jun-2022	31-Oct-2024
Comments:	Data not yet available as the 2020/2021 statistical yearbook is not yet finalized. For 2019/2020, the allocation was 72.5 percent.			
► Citizen Engagement - Satisfaction Survey of Project Beneficiaries (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2019	19-Apr-2022	23-Jun-2022	31-Jul-2024
Comments:	Beneficiary surveys to gauge the perception of project beneficiaries and their communities on the impact of the project on them are only planned by project's mid-term review to allow any lessons to be reflected in the project going forward.			
□ Percentage of grievances received that are addressed and resolved with a feedback to complainants (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	95.00

Performance-Based Conditions

► PBC 1 Average fourth-grade students score in Arabic, French, and mathematics (SDI) (Percentage, Outcome, 1,500,000.00, 2.86%)				
	Baseline	Actual (Previous)	Actual (Current)	November 2024 - October 2025
Value	29.40	29.40	29.40	--
Date	--	19-Apr-2022	23-Jun-2022	--



► PBC 2 Efficient allocation of teachers as captured by R-squared (Percentage, Intermediate Outcome, 1,300,000.00, 2.25%)				
	Baseline	Actual (Previous)	Actual (Current)	November 2024 - October 2025
Value	71.00	72.50	72.50	--
Date	--	19-Apr-2022	23-Jun-2022	--

► PBC 3 Effective transition rate from 6AF to 1AS for girls in the Project selected regions (Percentage, Intermediate Outcome, 1,000,000.00, 2.25%)				
	Baseline	Actual (Previous)	Actual (Current)	November 2024 - October 2025
Value	57.00	57.00	57.00	--
Date	--	19-Apr-2022	23-Jun-2022	--

Data on Financial Performance

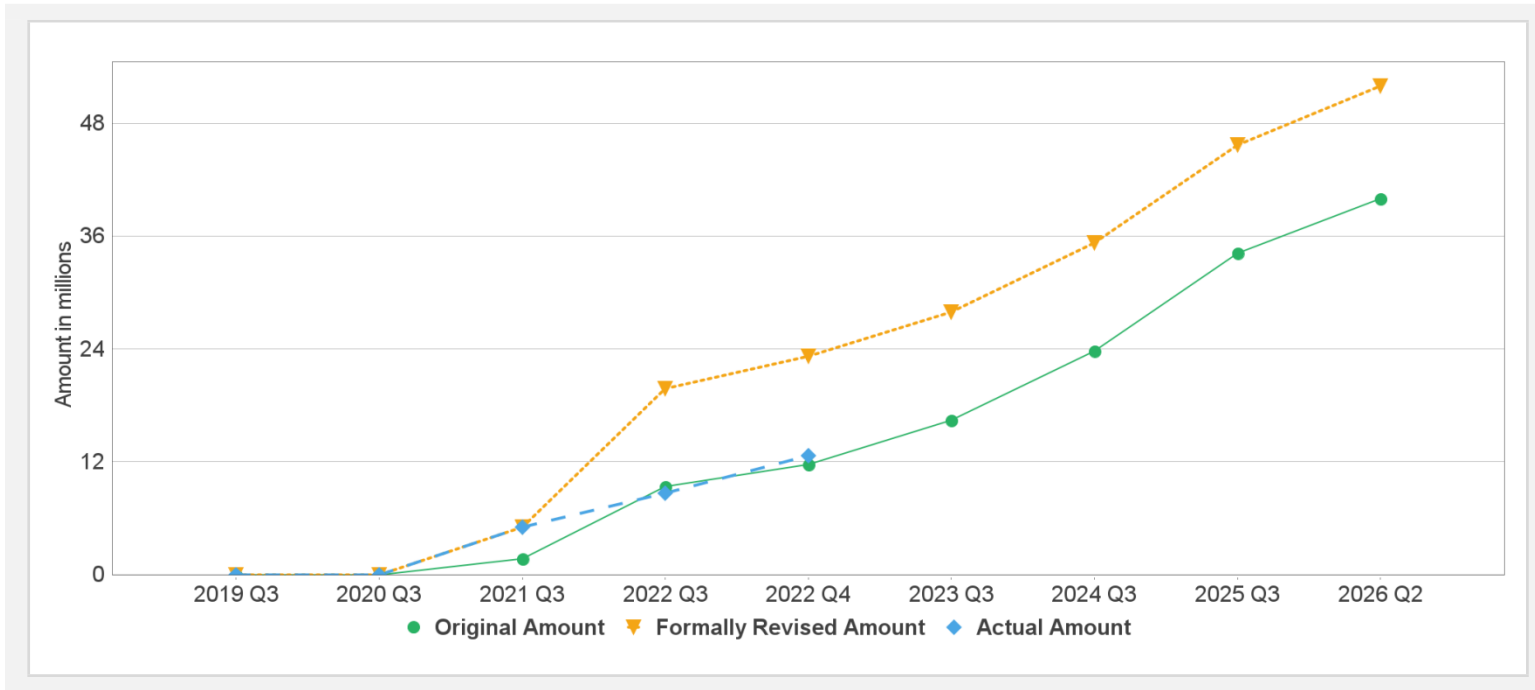
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P163143	IDA-D7360	Effective	USD	40.00	40.00	0.00	9.87	29.37	25%
P163143	TF-B3615	Effective	USD	12.00	12.00	0.00	2.77	9.23	23%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P163143	IDA-D7360	Effective	29-Oct-2020	06-Nov-2020	19-Nov-2020	31-Oct-2025	31-Oct-2025
P163143	TF-B3615	Effective	29-Oct-2020	06-Nov-2020	19-Nov-2020	31-Oct-2025	31-Oct-2025

Cumulative Disbursements



Restructuring History

Level 2 Approved on 10-Feb-2022

Related Project(s)

There are no related projects.