



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

WESTERN AND CENTRAL AFRICA | Mauritania | IBRD/IDA | Investment Project Financing (IPF) | FY 2021 | Seq No: 9 | Archived on 18-Dec-2024 | ISR02841

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

1. OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 29-Oct-2020)

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

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

No

2. COMPONENTS

Name

Component 1: Transforming teacher management using accountability frameworks and new technology:(Cost 20,400,000.00)

Component 2: Improving education service delivery in selected regions:(Cost 23,500,000.00)

Component 3: Strengthening management of the education sector:(Cost 8,100,000.00)

Component 4: Contingent Emergency Response Component:(Cost 0.00)

3. OVERALL RATINGS

Name	Previous	Current
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Moderate	● Moderate



## 4. KEY ISSUES & STATUS

### 4.1 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 (WB) 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.

Below is a summary of the status of each component to date.

**Component 1: Transforming teacher management using accountability frameworks and new technology.** Component 1 focuses on improving primary education quality by enhancing teacher training and management, introducing scripted lessons, and improving the Education Management Information System (SIRAGE). Key achievements and challenges include: (i) Pre-service teacher training: reforms in teacher training schools (ENI) through performance contracts (CdP) have improved graduate outcomes, but implementation has slowed, and monitoring and construction of application schools need strengthening; (ii) in-service teacher training: efforts are underway to enhance continuous teacher training using a hybrid approach, emphasizing digital tools and establishing clear incentive mechanisms for teachers; (iii) scripted lessons: the gradual scaling up of scripted lessons in French and Arabic has shown promise. Recommendations include maintaining trained teachers in classrooms, evaluating impacts, and increasing communication; and (iv) SIRAGE: the government's commitment to improving SIRAGE is strong, but institutional support and skill transfer need addressing. Recommendations include operationalizing SIRAGE with proper support and skill transfer.

**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. The Project has supported the establishment of the 748 (against the expected 750) SMCs in the six targeted regions with the required procedures manual as well as their school improvement plans developed and validated. School-based activities of the 748 SMCs are ongoing, including delivery of IT equipment. Regional Education Development Plans (*Plans de développement regionaux*, PDRs) for the six wilayas in which the project operates have been prepared, approved, and shared with Ministry of Education and decentralized education entities, and regional authorities. In addition, the planned construction of 391 classrooms equipped with access for disabled children and fences is currently ongoing with delays in execution encountered. Lastly, the acquisition and distribution of 45,000 bench-tables has been completed across targeted beneficiary regions. Additionally, 632 water tanks have been delivered to various beneficiary regions.

**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 including: (i) Technical Assistance (TA) to strengthen the National Unit of Evaluation; (ii) TA to strengthen the Education Management Information System (EMIS) intervention; and (iii) TA to support the sectoral programming. The



Project provided TA (national and international) to prepare the following documents which are essential for obtaining financing support from the Global Partnership for Education (GPE): (i) the definition of nationally identified education reform priority; (ii) the elaboration of enabling factors for education system transformation; and (iii) the elaboration of a partnership pact. These sectoral documents have been successfully prepared and endorsed by the Client and the education sector development partners through the Local Education Group. As a result, the GPE has confirmed its commitment for increasing financial support for the education sector in Mauritania and the World Bank has been designated as Grant Agent.

**Component 4: Contingent Emergency Response Component (CERC).** The CERC was included under the Project in accordance with the WB’s 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.

5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 29 Oct 2020	Last Approved Rating ISR Seq. 08 - 14 Jun 2024	Proposed Rating
Political and Governance	● Substantial	● Substantial	● Substantial
Macroeconomic	● High	● Substantial	● Substantial
Sector Strategies and Policies	● Substantial	● Substantial	● Substantial
Technical Design of Project or Program	● High	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	● High	● Moderate	● Moderate
Fiduciary	● Moderate	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Substantial	● Substantial	● Substantial
Overall	● Substantial	● Moderate	● Moderate



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

Indicator Name	Baseline		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Month/Year
Average fourth-grade students score in Arabic, French, and mathematics (SDI) (Percentage) PBC	Comments on achieving targets		Annual target exceeded based on preliminary findings from the 2022 SDI. Target increase further expected during the last year of project implementation. The SDI 2024 has been completed and will inform the expected target upon validation.			
Teacher classroom attendance rate (SDI) (Percentage)	Comments on achieving targets		Yearly annual target partially achieved based on findings from the 2022 SDI. Target increase further expected during the last year of project implementation. The SDI 2024 has been completed and will inform the expected target upon validation.			
Share of primary-school teachers reaching minimum knowledge to teach (SDI) (Percentage)	Comments on achieving targets		The SDI 2024 has been completed and will inform the expected target upon validation.			
Effective transition rate from 6AF to 1AS for girls in the Project selected regions (Percentage) PBC	Comments on achieving targets		Annual target reached based on updated data from EMIS. Data 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.			
Number of complete schools in the Project Selected Regions (Number)	Comments on achieving targets		The planned construction of 391 classrooms is currently underway with delays encountered and is expected to eventually complete the number of classrooms (i.e. a minimum of 6) in 164 schools. To date, 35 schools are expected to be complete with 210 classrooms that have either been delivered or made available to the decentralized education structures. This			



		indicator will be further updated upon the achievement of the ongoing phase 1 and phase 2 of the classroom construction program.
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### 6.2 Intermediate Results Indicators by Components

Not Categorized						
Indicator Name	Baseline		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Month/Year
Students benefiting from direct interventions to enhance learning (Number)	Comments on achieving targets		Yearly target has been succeeded with the distribution of more than 40,000 kits for girls in 2023.			
Students benefiting from direct interventions to enhance learning - Female (Number)						
Teachers recruited or trained (Number)	Comments on achieving targets		The yearly end target of 4000 teachers trained or recruited has been exceeded.			
Number of teachers recruited (Number)						
Teachers recruited or trained - Female (RMS requirement) (Number)						
Number of teachers trained (Number)						
Percentage of female directors in public primary schools (Percentage)	Comments on achieving targets		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.			



Share of ENI graduates who attain the desired level to teach (Percentage)	Comments on achieving targets	ENI would-be graduates in their third year will be tested with a standardized exit exam. The students will be classified into four groups: (i) weak, for 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.
Share of public primary schools implementing scripted lessons in Arabic, French, and mathematics in first and second grades (Percentage)	Comments on achieving targets	Scripted lessons are currently being piloted in 300 schools before being rolled out across all 1AF and 2AF.
Number of standardized student learning assessments completed (Number)	Comments on achieving targets	Large-scale learning assessment carried out for 1st grade AF and 1st grade AS students.
Number of teacher evaluations completed (Number)	Comments on achieving targets	A large-scale teacher evaluation was conducted in May 2021. The planned second large-scale teacher evaluation has not yet been conducted.
Number of teachers reassigned due to strategic staffing (Number)	Comments on achieving targets	This indicator is expected to be met only after the completion of 2 rounds of teacher evaluation.
Number of teachers receiving in-service training or other teacher professional development activity (Number)	Comments on achieving targets	Yearly target exceeded.
	Comments on achieving targets	Yearly end target exceeded. 748 COGES have been established and its members trained. Each COGES has 5 members to a minimum.



Number of schools directors, teachers, and community members trained on COGES work (Number)		
Number of public primary schools benefiting from school grant in selected regions (Number)	Comments on achieving targets	Yearly end target exceeded. 713 public primary schools in the Project areas have a functioning COGES and are receiving school grants.
Number of primary schools receiving school grants by mobile phone (Number)	Comments on achieving targets	Number of schools/COGES that receive their grant via mobile money
Number of Regional Development Plans completed by DRENs and validated (Number)	Comments on achieving targets	End target of 6 Regional Development Plans (RDP) is fully achieved. Six (6) RDPs have been developed by DRENs, finalized, and validated.
Number of School Improvement Plans completed by COGES and approved by DREN (Number)	Comments on achieving targets	Target exceeded with the establishment of functional 713 COGES and their School Improvement Plan (SIP) approved by the respective DREN.
Number of DRENs, IDENs where the EMIS-HR is located and operational (Number)	Comments on achieving targets	End target exceeded. EMIS is operational in 15 DRENs and 57 IDENs (72 decentralized administrations) against an end target of 70.
Efficient allocation of teachers as captured by R-squared (Percentage) PBC	Comments on achieving targets	Based on newly released EMIS data, the allocation stands at 76 percent.
Citizen Engagement - Satisfaction Survey of Project Beneficiaries (Yes/No)	Comments on achieving targets	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 tentatively scheduled in September 2023 to allow any lessons to be reflected in the project going forward. Three (3) procurement related complaints have been received and resolved with feedback to complainants.



Percentage of grievances received that are addressed and resolved with a feedback to complainants (Percentage)				
	Comments on achieving targets	Share of all complaints captured by the GRM and through beneficiary surveys that are properly addressed, resolved, and the feedback provided to the complainants.		

### 6.3 Performance Based Conditions (PBC)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Average fourth-grade students score in Arabic, French, and mathematics (SDI) (Percentage)	Value		33.60	18-Dec-2023			
	Allocated Amount						
PBC allocation			0.00				
2:Efficient allocation of teachers as captured by R-squared (Percentage)	Value		76.00	18-Dec-2023			
	Allocated Amount						
PBC allocation			0.00				
3:Effective transition rate from 6AF to 1AS for girls in the Project	Value		64.00	18-Dec-2023			
	Allocated Amount						



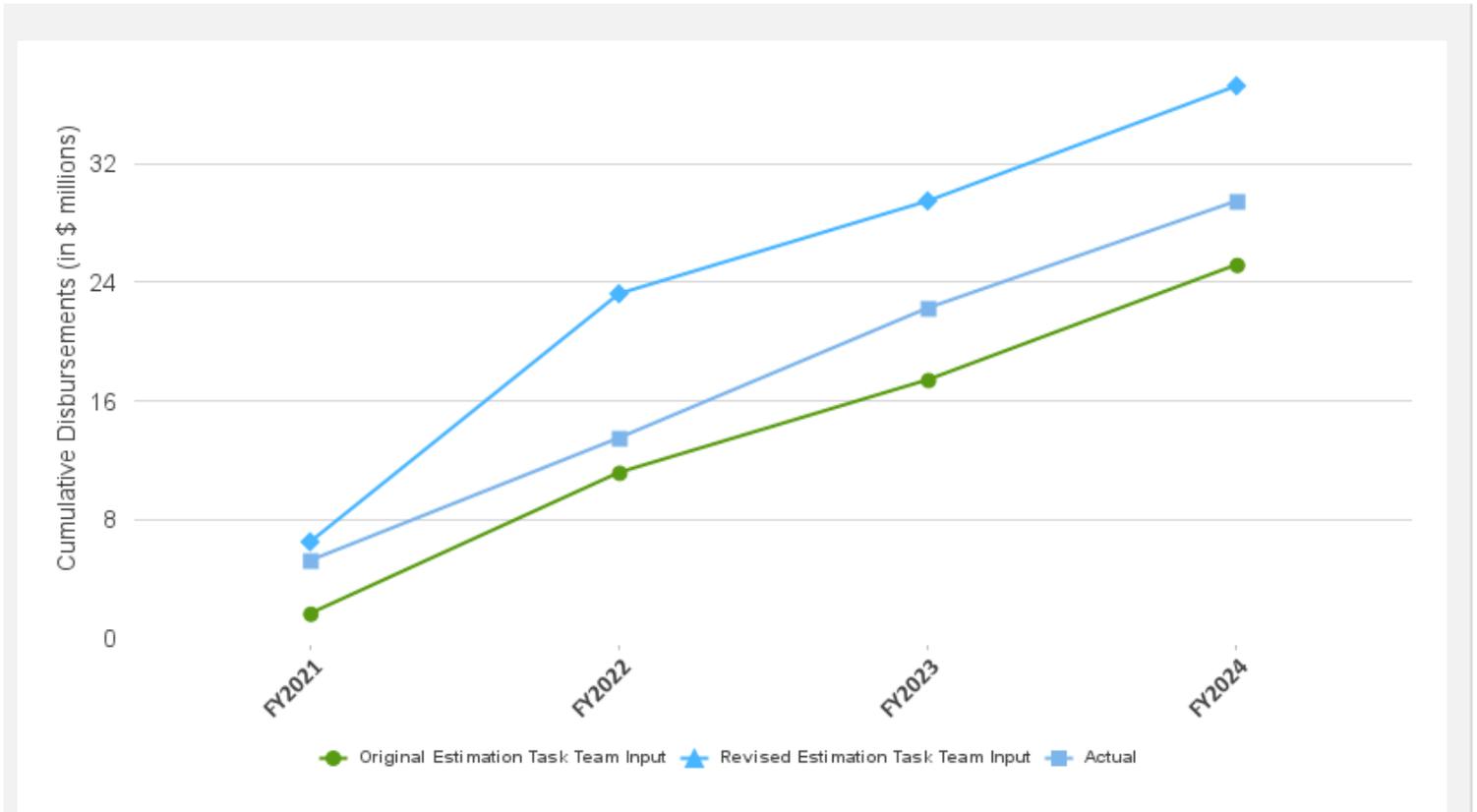
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selected regions (Percentage)							
PBC allocation	0.00						



### 7. DATA ON FINANCIAL PERFORMANCE

#### 7.1 Cumulative Disbursements



#### 7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	Historical Disbursed
TF-B3615	Effective	12.00	12.00	0.00	5.71	6.29	<div style="width: 47.61%; background-color: #28a745;"></div> 47.61%	12.00
IDA-D7360	Effective	40.00	38.26	0.00	25.49	13.46	<div style="width: 65.45%; background-color: #28a745;"></div> 65.45%	40.00

#### 7.3 Key Dates (by loan)

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



TF-B3615      Effective      29-Oct-2020      06-Nov-2020      19-Nov-2020      31-Oct-2025      31-Oct-2025

## 8. KEY DATES

Key Events	Planned	Actual
Approval	29-Oct-2020	29-Oct-2020
Effectiveness	19-Nov-2020	19-Nov-2020
Mid-Term Review No. 01	18-Sep-2023	15-Nov-2023
Operation Closing/Cancellation	31-Oct-2025	

## 9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 21-Jan-2022

## 10. ASSOCIATED OPERATION(S)

There are no associated operations