Project Information Document/
Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 19-Sep-2018 | Report No: PIDISDSC24942

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Parent Project ID (if any)	Project Name
Mauritania	P163143		Mauritania Education Support Project (P163143)
Region	Estimated Appraisal Date	Estimated Board Date	Practice Area (Lead)
AFRICA	Nov 19, 2018	Jan 29, 2019	Education
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Ministry of Finance	Ministry of National Education	

Proposed Development Objective(s)

To improve quality of teaching and education services in selected regions.

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

Total Project Cost	36.80
Total Financing	36.80
of which IBRD/IDA	25.00
Financing Gap	0.00

DETAILS

World Bank Group Financing

International Development Association (IDA)	25.00
IDA Credit	25.00
Non-World Bank Group Financing	
Trust Funds	11.80
Education for All - Fast Track Initiative	11.80

Environmental Assessment Category	Concept Review Decision
B - Partial Assessment	Track II-The review did authorize the preparation to continue

B. Introduction and Context

Country Context

1. **Mauritania is a large (just over 1 million km², sparsely populated, arid, resource-rich country with a per capita GNI of US$1,120 (2016) and which geographically and culturally straddles North Africa and Sub-Saharan Africa (SSA).** Only 0.5 percent of the land in Mauritania is arable, and with a population of about 4 million people, the density of 3.9 inhabitants per km² makes it the fourth least densely populated country in Africa. Transhumance and semi-nomadic livestock raising dominate rural life, with productive irrigated agriculture concentrated along the Senegal River. Natural resource wealth (iron ore, gold, crude oil, and natural gas) boosted per capita gross domestic product (GDP) to US$1,138 in 2016, up from US$700 in 2007, lifting Mauritania into the ranks of lower-middle-income countries (LMIC).

2. **After a robust growth over the 2003-2015 period, Mauritania's economy has cooled down with the end of the commodity super cycle**. Over the past decade and a half, Mauritania has experienced sustained GDP growth, averaging 5.5 percent between 2003 and 2015 when international commodity prices rose to historic levels. GDP growth in 2015 receded to 1.4 percent on the back of a negative terms of trade shock and a drop in mining and oil production, then rebounded in 2017 (GDP growth estimated at 3.5 percent), driven by improved private consumption and gradual recovery of iron ore and copper prices.

3. **Mauritania experienced accelerated poverty reduction during the commodity boom but has mixed achievements on the MDGs**. During the period 2008–14, Mauritania experienced a significant reduction in poverty, as the poverty rate dropped from 44.5 percent to 33.0 percent (based on the national poverty line of MRO 177,200). Over the same 2008-2014 period, extreme poverty halved, with the rate declining from 10.8 percent to 5.6 percent, based on the international absolute extreme poverty line of US$1.90 (purchasing power parity). Progress has also been made with respect to inequality, vulnerability and non-monetary measures of wellbeing. Inequality, as measured by the Gini Index, declined from 35.3 in 2008 to 31.9 in 2014. Estimates also show a decrease in vulnerability between 2008–2014, indicating improved endowments associated with consumption. The Human Opportunity Index (HOI), which measures the availability and equitable distribution of opportunities, showed progress across all dimensions other than labor. Mauritania ranked 161st among 187 countries on the Human Development Index in 2014. Its achievement of the Millennium Development Goals was mixed: the goals on child malnutrition, malaria control, and gender parity in primary education were met, while the remaining five objectives were not.

Sectoral and Institutional Context

4. **Despite sustained investment, Mauritania has not yet achieved universal access to primary education**. Mauritania's total spending on education has increased in real terms on average by 10 percent, over the period 2010-2014, representing 14 percent of the total budget (or 4 percent of GDP) in 2014. While, this share remains relatively modest, spending on primary education as a share of total spending on education has **remained** high (49 percent in 2014) compared to the average for SSA (44 percent). At the same time, the Net Enrolment Rate (NER) of the primary education age-group (6-11 years) has not been able to reach 75 percent, remaining well below the average of SSA and Arab countries.

5.   **Universal access to primary education remains a challenge because a large number of students are not enrolled and too many drop-out early in their schooling**. Based on the MICS 2015 survey data, more than 236,000 children aged 6-15 years (24 percent of total age-group) were out-of-school. Most of them (about 158,000) were among the youngest (6-9 years old), and in most cases (109,000) have never been to school. The Ministry of National Education's (*Ministère de l'Education Nationale*, MEN) administrative data shows an improvement in primary education retention rate, at the national level, from 51.3 percent in 200/2001 to 69 percent in 2016/2017. Still, one third of primary school students drop-out before the end of the cycle with important regional disparities. The risk of no schooling is slightly higher for boys and substantially lower for urban population and the 20 percent richest.

6.   **Most children are out-of-school due to demand factors**. According to the MICS 2015, the first reason (33 percent) mentioned for school drop-out before the end of primary is family decision. In total, demand related reasons such as lack of interest, work, cost or marriage sum up to 55 percent. Distance from school accounts for 21 percent.

7.   **On the supply side, the school infrastructure program has not been able to effectively address the needs of a scattered population for the most part**. According to the 2016/2017 school census, there were 3,569 primary schools of which more than 11 percent were not operating (*en veilleuse*). Most of such schools *en veilleuse* were established under political pressure, without proper planning and ended up without teachers or students. Only 31 percent of primary schools in Mauritania were complete (full-scale) schools (include grades 1 to 6). The South-Eastern regions of Hodh El Gharbi, Hodh El Charghi, Assaba and Gorgol have the poorest infrastructure with a ratio of complete schools between 16 and 28 percent.

8.   **Access to secondary education remains low**. Despite a substantial increase by 38 percent since 2011, enrolment in secondary education remains below most comparators and regional average. The most recent MEN data (2017/2017) show a Gross Enrolment Rate (GER) of 42 percent in lower secondary with a wide disparity between regions: highest in Nouakchott West (94 percent) and lowest in Hodh Chargui (19 percent). Enrolment is even lower in upper secondary with a GER of 24 percent for girls and 28 percent for boys. Internal efficiency of secondary education is low with high repetition rates:7.3 percent in lower secondary and 12.5 percent in upper secondary, and very low success rates in national examinations: 29 percent at the Brevet and 15 percent at the Baccalaureat (2016.).

9.   **Private sector is developing rapidly with very little control**. Enrolment in private primary schools has increased by 6 percent per year (three times faster than in public schools) since 2011, to reach 95,000 students or 15 percent of total enrolments in 2016/2017. This is substantially higher than what is observed in Maghreb countries (5 percent in Morocco and 3 percent in Tunisia). Public schools are located in urban areas and mostly in Nouakchott and Nouadhibou which host 86 percent of total private primary school enrolment. The weight of private sector is even higher in secondary education, representing 25 percent of total enrolment and surpassing 40 percent in Nouakchott and Nouadhibou. While private schools are subject to official authorization and required to fulfill minimum standards, there is no regular monitoring or enforcement of such requirements. According to several testimonies from MEN officials and NGOs, most private schools use public sector teachers and inadequate facilities.

10.   **Religious education (*enseignement originel*) remains an important piece in the Mauritanian education system despite weaknesses in its institutional framework and funding**. The number of religious education units called mahadras was estimated at 9,170 in 2010, and were hosting nearly 167,152 learners, thirty percent of whom were girls. The content of the mahadras teaching, based mainly on the memorization of the Koran and the study of Islamic history and law, is not aligned with the formal education content. Added to this is the absence of formal and clear bridges between religious education and formal/modern education. Several attempts to establish bridges with the formal system didn't

produce the expected results and the transition between mahadras and MEN schools remains mainly informal. The Ministry of Islamic Affairs and Original Education (*Ministère des Affaires Islamiques et de l'Enseignement Originel*, MAIEO) is implementing a modern mahadra pilot project to improve the educational offer. This project provides scholarships (1,000 MRU per month) for students, rents premises to serve as mahadras, and trains teachers. The MAIEO project aims to create 60 mahadras by the end of 2018. The ongoing evaluation of pilot mahadras should provide insight into the relevance and effectiveness of this intervention.

11.   **Learning outcomes remain low and are even decreasing in math and French language**. The student assessments undertaken by the National Assessment Unit (*Cellule Nationale d'Evaluation,* CNE) between 2003 and 2014 show that Grade 5 student knowledge of the required content improved in Arabic, oscillated around 16 percent in French and has been deteriorating in Math, down to 9 percent only in 2014. The preliminary results of the Mauritania Service Delivery Indicators (SDI) 2018 test administered to Grade 4 students show similar outcomes.

12.   **Poor learning is due in part to the fact that minimum standards in terms of availability of inputs are not met in most primary schools**. As mentioned above, only 35 percent of operating schools are complete. In addition, only one in 20 public schools has appropriate latrines (clean and accessible), a key factor in encouraging the regular attendance of adolescent girls. Classrooms are often overcrowded with an actual Students/Teacher Ratio (STR) of 47.8 in public schools (56.1 in urban areas) according to the SDI 2018 results. The SDI also found that only 12.2 percent of students had textbooks during the survey visit.

13.   **Most importantly, poor learning outcomes reflect teacher's limited qualification**. The SDI tested Grade 4 teachers in the main subjects (Arabic, French and Math) and in Pedagogy. Apart from Arabic, average scores were below 50 percent and far below the benchmark of 80 percent considered as the minimal knowledge for teachers to be considered as qualified. Comparison with Morocco's SDI 2017 shows lower results for Mauritania in all subjects with particularly alarming gaps in Math and Pedagogy. Differences between public and private school results are relatively small, with an advantage to public schools in Arabic and Pedagogy and an advantage to private schools in French and Math.

14.   **The implementation of the current bilingual curriculum introduced in 1999 did not help in improving students learning**. First, since the 1999 reform aimed at re-uniting Mauritania's education system by re-instating bilingualism, the Teacher Training Institutes (*Ecoles Normales d'Instituteurs*, ENIs) have been trying to turn essentially monolingual student-teachers into bilingual teachers. Considering the results of various assessments, including the SDI 2018, this policy has not been a success. Second, the change of language of instruction (LOI) for Math at Grade 3, from Arabic to French, while most students do not know the minimum 4,000 words necessary to understand the subject, may explain the poor and deteriorating learning outcomes in Math. Third, the lack of truly bilingual teachers combined with an allocation of teaching time not proportionate to teachers weekly working hours (30 hours) make it difficult for most schools, and ultimately for the whole system, to efficiently use the available teaching force. This might explain the apparent overstaffing of primary schools (17,000 teachers for 13,000 classes) while, at the same time, many Mauritanian schools suffer from overcrowded classrooms.

15.   **Poor governance is pointed out by various stakeholders as penalizing education sector's performance**. Highly centralized decision making, weak monitoring due to the size of the country and limited capacity, lack of transparency and involvement of stakeholders at the school level result, inevitably, in inefficient allocation and use of resources. Such inefficiencies could be seen in the 400 non-operating schools (*en veilleuse*) or in the fact that only 1/8 students in public primary schools had a textbook while the number of textbooks officially distributed by the MEN should cover virtually all students. Poor teacher management is particularly damaging given the associated costs and the importance of teachers for student learning. In addition to the apparent overstaffing mentioned above, the SDI 2018 showed a relatively low level

of effort in public schools, as 23.5 percent of teachers were not in their classrooms (of which 13.2 percent were absent from the school) during the survey's surprise visits.

16.   **The proposed operation is linked to one of the key objectives of the Mauritania FY18-FY23 CPF being finalized.** The draft FY18-FY23 CPF is aligned with the government Growth and Shared Prosperity Strategy (*Stratégie de Croissance Accélérée et de Prospérité Partagée*, SCAPP 2016-2030) priorities and builds on the comparative advantage of the WBG. The CPF comprises nine objectives, clustered around three focus areas: (1) Promote Economic Transition for Diversified and Resilient Growth; (2) Build Human Capital for Inclusive Growth; (3) Support Economic Management for Improved Governance and Private Sector-Led Growth.

17.   The proposed operation represents the main intervention planned under the CPF to support the objective 2.2, which is to "Increase access to and quality of general education." It addresses also the cross-cutting theme of enhanced governance and institutions. The proposed project has been designed taking into consideration and in complementarity with other WBG interventions, notably the Mauritania First Competition Development Policy Operations (DPO) under preparation, the Mauritania Public Sector Governance Project Additional Financing, and the Transparency of Management of the Education Budget Project (TOME), funded by the Global Partnership for Social Accountability, to ensure consistency and efficiency of World Bank Group support.

C. Proposed Development Objective(s)

18.   **The Project Development Objective is to improve the quality of teaching and of education services in selected regions.** Quality of teaching is expected to be improved through the availability of: (i) better qualified, motivated and managed teachers; and (ii) revised curriculum and teaching practices to adapt instruction to students' needs. Education services will be improved in the selected regions through a more efficient division of responsibilties between the various institutional players at central and decentralized le vels; and empowerment of stakeholders at the school level: Schools headmasters, teachers, parents and communities.

19.   Progress towards achievement of the PDO would be measured by the following indicators:

-   Percentage of teachers having minimum knowledge increased (SDI), by gender and urban/rural
-   Average score of students in French and Math increased (SDI), by gender and urban/rural
-   Percentage of primary schools fulfilling minimum standards in the targeted regions (schools score card)
-   Percentage of lower secondary school students admitted to scientific streams (school census)

20.   PDO indicators will be refined and Intermediate indicators developed during project preparation.

21.   Disbursement-linked indicators (DLIs) would be used under the proposed Project. The scope and modalities of the use of DLIs would be determined during project preparation.

D. Concept Description

22.   **The proposed Project would be funded by a US$25 million Credit from IDA and a US$11.8 million Grant from the Global Partnership for Education (GPE), using an Investment Project Financing (IPF) lending instrument, and would be implemented over the period 2019-2024**. To the extent possible, the Project would use a Results Based Financing (RBF) modality to support the implementation of the Government's education sector program. Project funds would be disbursed against selected key education budget line items referred to as Eligible Expenditure Programs (EEPs), which are likely to be non-procurable items (such as teachers' salaries), and capped at amounts and contingent on the achievement of the agreed DLIs. The fully costed government program (Education Sector Plan) is not yet available, but will be sent to the GPE by August 21, 2018, and is a condition for GPE-funding. Disbursements would be made to the Government Treasury and conditional on pre-specified results, as measured by DLIs. However, legal covenants or a subsidiary agreement would be included to ensure that funds are passed on from the Ministry of Economy and Finance (MEF) to the MEN. The team will also discuss the possibility for the funds to be directly disbursed to the MEN, which would be the preferred option. The procurement of goods and services necessary for the project to reach its objectives, such as acquisition of textbooks and IT equipment, as well as key essential advisory, technical, and capacity-building support for the implementation of the Project, may be included as EEPs or follow a traditional reimbursement mode based on statements of expenditures after the completion of activities.

23.   The proposed operation would build on key priorities identified within the Government's **Second National Education Sector Development Plan (PNDSE II, 2011-2020).** More specifically, this operation will focus on the following PNDSE II objectives:

   - **Section A, Improving education quality and relevance:** (i) pre-service teacher training (basic and secondary); (ii) in-service teacher training (basic and secondary); and (iii) promoting and developing science and technology education.
   - **Section B, Developing universal access to basic education and a regulated access to secondary education.** (i) universal access to basic education ; (ii) reinforcing and restructuring supply to increase capacity; (iii) promoting demand to address disparities in enrolment rates; (iv) developing (non-formal) alternative supply approaches to provide for specific potential demand (for out-of-school children); (v) expanding access to junior high school general education while regulating the development of upper high school; and (vi) promoting the development of a quality private secondary education sector.
   - **Section C, Improving the management and governance of the education sector:** (i) rationalizing the staff deployment system; reinforcing evaluation and renovating its practices; and (iii) promoting increased decentralization of administrative and financial management.

24.   **The government is preparing an interim evaluation and an update of the PNDSE II with a view to extend it by one year to 2021 on the basis of triannual action plans currently being finalized by the line ministries**. More specifically, the MEN is updating its sector plan based on the recommendations produced by the above-mentioned working groups set up in 2017**.** The update and extension of the PNDSE II is a condition for GPE-funding, and the revised documents should be sent to the GPE by August 21, 2018. A participative approach involving key MEN and other relevant departments officials as well as civil society representatives, supported by the Bank through the ongoing Basic Education Support Project (*Project d'Appui à l'Education de Base*, PASEB), allowed to reach a solid consensus on key recommendations to be supported by the proposed operation.

25.   **While the proposed operation aims to support the country's sector strategy above, the theory of change behind its design builds on the following strategic orientations considered as key to improving system performance:**

(i)   A shift from an education system with hardly any motivation to an incentive-based, merit-based motivational governance (ENI training, teacher allocation, performance-based plans for IDENs, school grants, etc.);

(ii)   A shift from a one-size-fits-all, uniform school model that proved largely inadequate, to a more flexible approach whereby decentralized institution (DRENs and IDENs) and schools are empowered to adapt education service delivery to local conditions, guided by the overall values of equity, quality, and educational continuity;

(iii)   A different approach to implementing bilingualism. As bilingual teachers aren't a prerequisite for bilingual education, three teacher profiles could be trained more effectively by ENIs (Bilingual, Arabic-only, French-only, depending on student profile at entry);

(iv)   Adopting a single language approach for teaching math at the primary school level;

(v)   A comprehensive, but differentiated, approach to the promotion of STEM with different specific objectives for each cycle: primary, lower secondary and upper secondary;

(vi)   The proposed operation intends to enhance gender sensitiveness at all levels of the educational system and will strive to achieve a more balanced gender approach in the following areas covered by the project: ENI trainers; ENI trainees; training programs for school directors; training of COGES members; COGES membership; school upgrading activities; performance contracts with IDENs and schools; etc.

26.   The proposed operation is expected to comprise two main components: **Component 1** will support activities related to improving teaching through better qualified and managed teachers and strengthening of the French, Math and science curricula; and **Component 2** will aim at improving the delivery of education services through preconfiguring a new governance model in two regions, to be selected during project preparation. The two components are linked as specific measures related to teacher assessment and support and to promotion of STEM planned under Component 1 will be prefigured in the two targeted regions through the IDENs three-year plans and school grants.

Component 1: Improving teaching through better qualified and managed teachers and strengthening of French and STEM

27.   Under the first component the aim would be to support efforts to improve teaching and learning with a focus on three areas: i) improving pre-service teacher education; ii) improving teacher management; and iii) strengthening content, especially for French language and STEM (Science, Technology, Engineering, and Math). ***This component will finance Technical Assistance (TA), grants for performance-based contracts (PBCs) with the ENIs and ENS, as well as goods and services to support the MEN in the implementation of the planned reforms.*** *Interventions planned under this component will also be complemented by a series of institutional measures, some of them to be supported by the Mauritania First Competition DPO under preparation. These include: replacing the current upstream recruitment of ENI students into the civil service by a post-training recruitment; providing for a formal program to train ENI trainers; effective utilization of the HR module in the Education Management Information System (EMIS) currently being developed for improved teacher deployment; strengthening the role and capacity of school directors and leadership; and strengthening the measures against teacher absenteeism*.

Sub-Component 1.1: Teacher qualifications

28.   **The proposed operation is intended to provide support to the training of teachers for both basic and secondary education**. Teacher training in Mauritania is delivered by four Teacher Training Institutes (*Ecoles Normales d'Instituteurs*, ENI) for primary education and one Higher Teacher Training Institute (*Ecole Normale Supérieure,* ENS), for secondary education. ENS also trains inspectors for all levels and laboratory technicians.

29.   **Although ENIs clearly report to the MEN,** the institutional framework within which they operate is unclear. There is no division within MEN specifically tasked with monitoring, supervising, managing, and assessing ENIs' work and ENI trainers are not inspected or assessed in any way.

- *The proposed operation* *would assist MEN in clarifying this institutional framework, whether by spelling out the current MEN-ENI direct relationship and/or strengthening the nascent trend for concerted action among ENI directors; or through any other appropriate solution*.

30.   **ENIs as promising players in equity.** One of the objectives of the proposed operation is for ENIs to become key players in supporting MEN's drive for equity, a role they haven't been able to play until now. Performance-based contracts will be used to promote **a more balanced regional and gender mix** in ENI trainers (access to the ENS training-of-trainers program) and ENI trainees (access to ENIS). Also, the ENI curriculum (as well as the school-director training program to be delivered either by ENIs or ENS) will include elements for raising teacher and school director awareness with regard to the multiple facets of equity at school level: linguistic, ethnic, gender, rural/urban, etc.

31.   **Since they already are civil servants before graduation, ENI students are not motivated to learn.** The ENI student population is recruited into the civil service at entry level through a competition organized by a National Commission for Recruitment within the ministry in charge of civil service. This annual competition is open to all secondary school and university graduates, including profiles that do not have minimum prerequisites for the teaching profession (proficiency in languages and mathematics). This "open-door policy" aims at ensuring equity as well as at attracting the best profiles. However, in Mauritania, as in other regional countries, this approach to recruiting primary school teachers mainly attract those looking for job security, and not those attracted by the prospect of teaching. Also, the competition is regularly organized well after the start of the academic year, wasting invaluable time for training and scarce resources. Most importantly, this recruitment approach is mainly administrative in nature and pays little attention to academic performance. Because of its administrative function, the competition is used merely to rank students, not to assess their competency. It has been reported that a large number of those who are selected actually have fail marks in key subjects such as Arabic, French, and Math. *To address these issues:*

- *The Competition DPO would support institutional measures to remove the automatic recruitment of teachers* *upon admission to the ENIs; while*
- *The proposed operation would assist MEN and ENIs in transitioning from the current upstream recruitment process to a more academically-oriented, ENI-empowering, and gender-sensitive selection process* *at ENI entry and a motivating teacher recruitment process upon graduation from ENI.*

32.   **A body of untrained ENI trainers.** ENI trainers are essentially secondary school teachers with some experience in teaching. This corps also includes a number of inspectors. No formal pre-service trainer education is currently, or was ever, provided. In the past, a single 'training' session was organized to regularize the administrative status of the existing trainers. This was a three-week training session provided by ENS at MEN's request. And yet, even in the absence of formal training, trainers are expected to comply to a long list of competencies included in the Competency Framework for ENI trainers. Also, no in-service training or professional development is provided to compensate for this shortage. In addition, a large number of ENI trainers are nearing retirement and should be replaced. Some 87 trainer positions have not been filled and their work is currently covered by individual contractors, especially in the two recently created ENIs in Akjoujt and Kaedi. *To address these issues, and because well-trained trainers are vital to the training of good teachers*

- *The competition DPO* *would support the appropriate institutional measures for the establishment of an ENIs*

trainer education program at the ENS.

- ***The proposed operation intends to support MEN in setting up a formal training of ENI trainers within ENS***. *Technical assistance and resources will be provided to develop curricula, (re-)train ENS staff and provide an adequate learning environment for future ENI trainers, including enhanced opportunities for women*.

33.   **Bilingual students do not necessarily need bilingual teachers**. Ever since the 1999 reform aimed at re-uniting Mauritania's education system by re-instating bilingualism, ENIs have been trying to turn essentially monolingual students into bilingual teachers. Considering the results of various assessments, including a recent SDI survey, this policy has not been a success. The fact is that ENIs could have saved much time and effort and could have achieved better results if they had trained teachers having three linguistic profiles (bilingual, Arabic-only, French-only) rather than one (bilingual). While bilingual teachers are crucial essentially in rural, incomplete schools, monolingual teachers can be efficiently used in full-scale, six-grade schools located in urban environments.

- ***The proposed operation would provide TA to the MEN and ENIs to assist in diversifying the linguistic profiles of its graduates*** *by reinforcing the students' original competencies (bilingual or **monolingual**)*.

34.   **Loopholes in student assessment allow student-teachers to graduate from ENIS with fail grades in basic subjects (Arabic, French, and math).** *One of the aims of the performance contracts envisaged by the proposed operation is to empower ENIs to address this and other pedagogic issues.*

35.   **Lapses in basic quality assurance arrangements**. ENIs are regularly several weeks late in starting the academic year which should start in September and run until June. They may also often curtail training by several weeks if not months. Students are known to have graduated without accomplishing their statutory training and/or compulsory internship. This is often due to external pressure either from MEN or local authorities. Also, the training curriculum is not published and last-minute changes can be introduced without students being informed. Often, absent trainers are not required to replace missed courses and are not replaced when they have been away for a long period of time.

- ***The proposed operation would envisage performance contracts*** *to develop the basics of self-assessment, quality assurance, peer and external evaluation in order for their training to be more effective and of a better quality.*

36.   **ENIs, a rather barren learning environment**. Apart from what they get from the official curriculum, curtailed as it is, student-teachers have little opportunity to widen their scope with extra-curricular activities. Such activities should be an integral part of their training because, as teachers, they're also expected to enhance their school learning environment with extra-curricular activities.

- ***The proposed operation*** *would allow artistic, literary, scientific, and other activities to be included in the performance contracts with ENIs.*

37.   **ENS, a key player in teacher training at all levels.** Historically, ENS was the first higher education institution in Mauritania (1970). Although its graduates are mainly employed by MEN, it is administratively attached to the Ministry of Higher Education and Research. Its mission is to provide MEN with secondary-level teachers and inspectors, primary-level inspectors, pedagogic planners, ENI trainers, and lab technicians. However, apart from the already mentioned, short-lived operation, ENS doesn't offer a formal ENI trainer program. Also, over the years, ENS has found it difficult to attract students to its scientific streams (as little as nine candidates in mathematics in 2009, for a total of 30 positions). Like ENI students, ENS students are civil servants upon entry, not when they graduate. PNDSE II envisaged a "deep restructuring" of pre-service teacher training in ENS, with the aim of attracting more scientific students and matching ENS' training

capacity with the sector's needs. However, little seems to have been done to achieve this goal. PNDSE II also envisaged the (re)training of 1/3 of ENS staff.

- *The proposed operation intends to assess the current mismatch between MEN's needs and what ENS is providing with the aim of engaging ENS through a performance contract* in the following areas: i) set up a program for training ENI trainers; ii) (re)train ENS staff for a STEM-based teacher training approach; iii) promote research in education; iv) develop strategies to attract more students to the scientific streams, and more specifically female students.

Sub-Component 1.2. Teacher management

38.   Teacher management ailments are numerous and diverse. The system is **overly centralized** despite widely dispersed populations and schools. Many attempts at improving **data collection and processing** have been made in the recent past but MEN units are still unable to have a clear picture of their teacher population. **Lack of transparency and equity** are the hallmarks of teacher deployment both immediately after graduation or in the course of the teacher's career. Schools are often either **over- or under-staffed**. Up to 4,000 basic education teachers (out of a total of 17,000) are thought to be in excess of needs. MEN staff even refer to so-called "chalk-less" teachers, in reference to staff originally recruited as teachers, who are paid as teachers, but who don't teach. At school-level, the language mix is inadequate, because of poor allocation according to the teachers' linguistic profile. In addition, teachers are not motivated to enhance their skills for lack of incentives and absence of career perspectives. Also, MEN's central and decentralized units have shown less than adequate reactivity when surveys/tests have highlighted teacher poor qualifications, endemic absence or misuse of existing incentives (e.g. allowances meant for rural and bilingual teachers handed out even when not warranted).

39.   **The project will support improvement in teacher management through the following interventions:**

- *EMIS for an improved teacher-management mechanism.* The new EMIS application, currently being developed as part of the PASEB project, is expected to be used for improved data collection and processing. While the EMIS was designed to address many other facets of the education system, priority in its early utilization will be given to the management of teachers. The new operation will assist MEN in deploying the EMIS application within its central units and in all districts. At the central level, a new management unit will be set up for added coherence in teacher management, replacing and consolidating the currently disseminated functions within MEN's various directorates. Bringing teacher management services closer to the field also requires that DRENs, IDENs, and schools be empowered and their capacities developed.
    - *The Competition DPO* would support the actual implementation and use of the EMIS HR module;
    - *The proposed operation would provide TA and equipment to ensure a smooth transition from an overly centralized to an adequately decentralized human-resource management system*. The objective is to use improved data control for a better geographic deployment, a better linguistic mix of teachers at school level, and a more efficient tracking of teacher absence.

- *Incentive-led career and re-deployment approach* **to foster excellence among teachers**. One of the universally-acknowledged features of the current human resources (HR) system is the absence of motivation. Effort, excellence, self-improvement, and professional development are rarely, if ever, rewarded. Any rewards that currently exist are perceived as the result of cronyism, regional/ethnic belonging, or political allegiance. Also, the teaching profession has a very narrow horizon and career perspectives are extremely limited. The intention is to conduct an in-depth exploration of the current system to identify levers for enhanced motivation. While some

incentives may translate into additional costs, many such incentives have no financial impact and yet contribute greatly to improving quality through motivation.

- - *The proposed operation will assist the MEN in developing, implementing and assessing a teacher motivational assessment system and in providing teachers with a wide range of professional-development opportunities* such as peer education, exchange platforms, ICTs for self-development, etc.

- - *Strengthening school leadership.* School directors, especially in primary schools, have no authority and little capacity to monitor, assess and support teachers. Similarly, they have no managerial skills or mandate as their role is often limited to bureaucratic reporting to the IDENs and other higher level institutional players.
  - - *The Competition DPO would support institutional changes to increase the responsibility and accountability of school leadership, while*
  - - *The proposed operation will support capacity building for school directors and will ensure that female directors are provided with appropriate opportunities in this activity.*

Sub-Component 1.3: French-language and STEM learning opportunities

40.   The third sub-component will provide TA and teaching material to address quality of education issues related to bilingualism, especially related to French and STEM subjects.

41.   **French learning outcomes remain low and are even deteriorating** nearly two decades after the 1999 Education Reform, reinstating bilingualism into the Mauritanian education system**. This is not due to lack of motivation, as French is the language of instruction (LOI) for scientific subjects, moreover a good command of French is the key to accessing the labor market. Little has been done since the reform to provide schools with adequately-trained French-language teachers whether bi- or mono-lingual. ENIs' approach to bilingualism has been to try and turn essentially monolingual students into bilingual teachers, adding a third year to its originally two-year training, with less than adequate results. Whereas French is the **language of instruction of most scientific subjects in middle and high school**, the competencies taught in basic education are those needed for daily communication. Often, the language used in scientific textbooks is well ahead of, and far more complex than, the language learned in French as a subject. Also, French is probably used too early as a language of instruction, i.e. before students have had a chance to learn the 4-5,000 words of vocabulary usually considered as a minimum for learning in a foreign language.

- - *The proposed operation would assist in developing a more coherent curriculum, aligned with the objectives of the 1999 'bilingual' reform and keeping in mind a number of research-based findings, such as:*
  - Successful education systems set measurable vocabulary targets and test them at all levels ;
  - Successful education systems build on the vocabulary the student learnt at home;
  - Teaching a foreign language, the earlier the better;
  - A minimum vocabulary of 4,000 words is required for a language to be used as a language of instruction;
  - Learning mathematics is optimal when they are taught in the language closest to the student;
  - Change in the language of instruction of mathematics is detrimental to learning.

42.   *This will also be an opportunity for a more optimal allocation of teaching time between Arabic and French to allow for a better use of francophone teachers, a scarce commodity. More specifically, support will be provided for:*

a.   ***Re-engineering the primary school curriculum for reinforced French-language teaching***: The purpose here is to achieve a better implementation of ***bilingualism*** by introducing **increased coherence between French**

as a language taught and French as a language of instruction. Because all STEM subjects are taught in French as early as the last two years of primary education, a shift is needed from the current communicative approach to an approach more focused on STEM learning.

b.   *STEM and the language of instruction:* The teaching of STEM in general, and mathematics in particular, especially in primary education, is very closely related to language policies and bilingualism. In the first two years of basic education, math is taught in Arabic. Then, from the third year on, it is taught in French, even though students only started learning French in the second year and have therefore a very limited vocabulary and command of the French language. This early shift in the language of instruction is extremely detrimental to the learning process. While this might be a sensitive issue, it is essential to shift to a single language of instruction for math and even science for primary schools. Each option (Standard Arabic or French) has its pros and cons. Standard Arabic is relatively close to Hassanya, the mother tongue for about 80 percent of the population, and could be considered as a preferred option. All other Maghreb countries (Algeria, Morocco, Tunisia and Libya) teach math in Arabic at the primary school level. However, since the switch to French would be needed at some point, the option of having the math and science curricula fully delivered in French (As in Senegal and other West African Countries) could be considered. There is evidence that keeping the same LoI for math across the K12 curriculum produces better outcomes. Other options include providing teachers with teaching resources (preferably bilingual for STEM subjects); guidelines and examples of scripted lessons; a degree of flexibility in choosing the language of instruction depending on local conditions (especially in case of mismatch between the official language of instruction and the teacher's language profile; etc.).

43.   **Another issue related to content and its effect on quality is the promotion of math, science and technology at all educational levels**. *The project would support a differentiated approach:*

a.   ***Strengthening math and science curricula at the primary level:*** *developing a science curriculum for primary education which is currently almost absent; evaluating and providing complementary training to teachers; and developing teaching material to support teachers with weak proficiency in math*;

b.   ***Providing support to students in math and science and promoting a STEM culture in lower secondary schools:*** *Given the gaps that many students carry over from primary cycle, schools will be encouraged to provide additional support in math to those students. Schools will also be encouraged to develop extra-curricular activities such as science clubs to promote STEM and trigger interest from students with a view to increase the number of students opting for scientific streams at the end of lower secondary. Component 1 will provide TA to the MEN to develop a gender-sensitive strategy to promote STEM in lower secondary, while support to schools will be provided under component 2 through IDENs three-year development plans;*

c.   ***Promoting a culture of STEM excellence in upper secondary schools (Lycées):*** *The objective is to emulate a culture of excellence in upper secondary schools through school development plans. The Project will finance grants to support the school development plans that would include student support, extra-curricular activities and small equipment. The implementation of such school development plans would be supervised and monitored by the IDENs as part of Component 2 activities of the Project; and*

d.   ***Promoting innovation and digital education:*** *The Project would initiate projects for the use of available digital learning platforms to diversify the learning resources available to students via mobile networks, and provide an opportunity to individualized learning, remediation, open collaborative learning, etc. This will also help develop students' digital skills, develop their critical thinking and creative abilities and prepare them for digital jobs. Such*

global platforms, are now available in cloud computing mode and mobile distribution. For teachers, the availability of such collaborative platforms, offers opportunity to innovate through the implementation of a blended learning approach, combining several modes and technologies of training (face-to-face, MOOC, self-training, resources, self-help).

Component 2: Improving Service Delivery in Education, a New Sector Management Model

44.   **The objective of this component is to ensure that schools have access to the minimum resources** (infrastructure, teachers, learning materials) necessary to secure an environment conducive to learning, receive effective support to deliver quality education and have their activity and results monitored and evaluated. This is expected to be achieved through a new division of responsibilities between the various institutional players on the basis of the principle of subsidiarity, and establishment of accountability mechanisms building on the work currently done under the GPSA TOME project. The TOME Project is piloting a social accountability mechanism for schools in two regions (Nouakchott West and Tagant). The MEN would be mostly responsible for sector planning, policy design and implementation, resource allocation and overall supervision of the sector. As regional arms of the MEN, the DRENs will be in charge of planning and managing infrastructure, managing regional EMIS and supervision of the IDENs. The latter will be responsible for the management of human resources and support to, and supervision of, schools in their respective departments. Accountability at the school level will be strengthened through school grants and School Management Committees (*Comités de Gestion des Etablissements Scolaires*, COGES) to be established under the project. The proposed project will support the prefiguration and evaluation of this new model of sector management in two regions to be selected during preparation, with a view to progressively expanding the new model to the remaining regions. The two regions will be selected, after discussion with the government, to reflect the geographical, cultural and socio-economic diversity of Mauritania. This component would include DLIs to ensure actual progress in the implementation of the new management model and TA to support the MEN, DRENs, IDENs and schools. Specific TA will support the MOE in the design of activities, which will be defined during project preparation.

45.   **Population and school dispersal, a major cause for poor equity of access and an impediment to quality education**. A vast, sparsely-populated country, Mauritania has been trying to provide universal basic education by building a large number of proximity schools, often under local political pressure. In many cases, especially in rural areas, schools were opened for populations that were not able to provide enough students for all six grades (65 percent of all schools do not include all six grades of primary education). Up to 10 percent of all public schools are single-grade, single-classroom schools. Such 'incomplete' schools also suffer from inadequate staffing, especially with regard to bilingual teachers, as they are often located in areas with a strong tradition in one language only (either French or Arabic); and bilingual teachers are a rare commodity. Because of incomplete schools, rural students are often compelled either to move to more distant schools or drop out. This is a major cause of high dropout rates among girls as families are reluctant to allow their daughters to travel relatively long distances to go to school. This is also behind the so-called *en veilleuse* schools.

46.   Under PNDSE II, some school regrouping was initiated (circulaire n° 021/MEN/M du 18/05/2015). A number of schools were closed down, bringing the total number of schools in the public sector down from 3,867 in 2014-15 to 3,569 schools in 2016-17. According to MEN, this was achieved in many cases with school feeding services being provided to encourage students to attend relatively more distant, full-scale schools.

47.   **The proposed operation** builds on this policy and promotes a more flexible approach to school-mapping whereby decentralized institutions (DRENs and IDENs) and schools are empowered to adapt the provision of education services to local conditions, exclusively guided by the overall values of **equity, quality, and educational continuity**. A wide range of solutions will be developed based on minimum standards of quality and viability. DRENs and IDENs will be able to choose

from such a menu of solutions and will be encouraged to enrich it with their own innovative adaptations to local conditions. Such solutions may include: local school maps with proximate incomplete schools complemented by relatively proximate full-scale schools; multigrade classrooms, transportation arrangements; school feeding; alternative education programs developed in partnership with concerned communities, civil society organizations, and the private sector; etc. According to this approach, the new school map should be based on objective criteria and should be shielded from political/ethnic pressure, subjecting it only to considerations of quality, equity, and educational continuity. The envisaged minimum standards will apply to both complete and incomplete schools, to regrouped schools, to the re-opening of dormant schools, and to the opening of new schools as needed.

48.   With regard to **school management and stakeholder participation** Mauritania has developed the so-called COGES, comprised of primary school staff, parents, and CSOs. Their mission is to develop and promote a community-based approach to improving the learning environment, and to foster parent involvement in school management. One major issue facing COGES has been parent lack of interest in education and the fact that they don't understand the challenges facing the education system. The MEN intends to revise and revitalize the COGES governance model through improved communication and capacity building of COGES members, especially parents.

49.   The proposed operation would provide assistance to MEN's **central services** as well as its **decentralized units in the two selected regions**.

50.   **At the central level,** *the proposed operation* would assist the MEN in:
   a. **Renovating the COGES model and developing a school grant model**; promote stakeholder participation in school management with a focus on building the capacity of COGES members, encouraging female COGES membership, and fostering both supply of, and demand for, education;
   b. **Developing standards for viable primary schools** based on crucial factors such as demography, distance from communities, availability of properly trained teachers (including linguistic mix), proper infrastructure and facilities (water, electricity, latrines, desks, etc.);
   c. **Strengthening the role of school directors;** review legislation and job description for school directors to provide rigorous oversight and leadership to staff and establish strong links with communities;
   d. **Designing and enacting a formal training for school directors,** with specific opportunities for female directors, possibly within ENIs/ENS and providing them with professional development opportunities linked with motivational assessment and incentives;
   e. **Developing strategies to enhance the attractiveness of the viable school network,** such as "*cantine scolaire*" (school canteens) and transportation services, wherever feasible;
   f. **Designing an** *institutional framework* for a flexible approach to education service delivery, including **alternative education programs** to isolated communities not covered by the new school map.
   g. **Designing bridges and remedial actions** at all levels of the formal education system to allow for the inclusion of out-of-school children, children with special needs, and those who have been through the Mahadras (review relevant legislation and procedures);
   h. **Empowering its decentralized units** to implement the new governance model in two pilot regions and to design regional school maps based on local conditions (possibly reviewing regulations, procedures and job descriptions);
   i. **Developing a strategy** for a smoother development of, and an improved oversight of, the private education sector.

Potential DLIs: *School director program designed and implemented; COGES model established; Bridges for mahadras; Private sector regulation implemented*

51.   At the **DREN level**, **the proposed operation** would provide assistance in:
   a. **Designing and implementing the regional school map** based on national standards and guidelines for viable schools, including the provision of alternative education programs for isolated areas;
   b. **Negotiating departmental three-year plans with IDENs** for implementing the new school map and upgrading regrouped schools and providing a better learning environment; DRENs will also monitor, oversee and assess the implementation of such plans.
   c. **Implement EMIS regionally** by providing for good quality data collection and processing as well as using the collected data to inform the revised school maps.

Potential *DLIs:* *Regional* *School* *maps* *revised* *and* *implemented*; *Number* *of* *IDENs* *with* *plans adopted/implemented/evaluated.*

52.   **At the IDEN level**, **the proposed operation** would assist in:
   a. **Developing and implementing three-year plans** for: Implementation and adaptation of the national school standards at the departmental level; Establishment, training and operationalization of COGES; Implementation of school grants; Rationalization of teacher allocation in line with the regional/local school map and bilingual policies; Monitoring of school activity (school year length, presence of teachers, availability of textbooks, infrastructure maintenance); Evaluation of and support to teachers; Promotion of STEM; Implementation of EMIS at the IDEN level and *Lycées*.
   b. **Provide training and support to COGES**, with special emphasis on promoting female membership;
   c. **Designing community-specific education provision solutions** based on (i) the national institutional framework; and (ii) on dialogue with isolated communities and SCOs and NGOS;
   d. **Providing pedagogic support**, assessment, M&E to schools through improved logistics and innovative approaches to teacher support;
   e. **Implementing the renovated COGES model** of stakeholder participation through improved communication, building capacity of COGES members, etc.;
   f. **Developing community-specific strategies to foster demand** in communities that meet the new standards for viable schools but where demand is low.

Potential *DLIs:* *Number of COGES operational; Teachers deployment (% teachers with full load); Teachers absenteeism reduced; Number of school grants provided/implemented/evaluated*

53.   **At the school level**, the proposed operation will assist in the development and implementation of school development plans (projets d'établissement) to promote: (i) extra-curricular activities; (ii) awareness about specific issues, such as environment and gender sensitivity; (iii) support to students with special needs and/or experiencing learning difficulties; (iv) promoting STEM; (v) community involvement; and (vi) adult education.

Potential *DLIs: Number of school grants provided/implemented/evaluated.*

Project Implementation Arrangements

54.   **The MEN General Directorate of Strategy, Planning and Cooperation (*Direction Générale de la Stratégie, Planification et Coopération*, DGSPC) and the MOF Directorate of Education and Training Projects (*Direction des Projets Education et Formation* – DPEF), would be the main entities in charge of Project implementation.** Both units have extensive experience with World Bank and other Development Partners (DPs) projects. However, the following new features of the proposed Project might be challenging: (i) the use of RBF through DLIs; and (ii) the responsibilities devoted to decentralized entities (DRENs, IDENs, COGES); (iii) the introduction of performance contracts with ENS; and (iv) the introduction of school grants. This risk will be mitigated through intensive capacity building at all levels, embedded in Project design, and implementation support to be provided by Bank team. Long-term technical assistance could be provided to the MEN, at least for the first year of project implementation.

55.   **The DGSPC would be responsible for ensuring the project implementation oversight and be responsible for project coordination** between MEN units and agencies, and with the DPEF. The DGSPC would be accountable for the overall delivery of MEN departments.

56.   **The DPEF would retain its fiduciary and reporting responsibilities.** The DPEF will be responsible for the day-to-day administration of the Project.

57.   **The relevant MEN agencies will be responsible for making education technical decisions**, drafting terms of reference (TOR) and technical specifications, participating in bid evaluation and consultants' selection, implementing and supervising their related project activities, and participating in the evaluation of their performance.

58.   **Agreement will be made with MEF and MEN that the departments/agencies responsible for implementing part of the project will receive an allocation**, that will allow them to improve their working environment or motivate their staff, on the basis of the results that they will have achieved.

Procurement

59.   Procurement of goods, works, non-consulting and consulting services financed under the current project will be consistent with World Bank Procurement Regulations for IPF Borrowers "Procurement in Investment Project Financing Goods, Works, Non-Consulting and Consulting Services" dated July 2016, revised in November 2017, as well as the provisions stipulated in the Financing Agreement (FA), procurement arrangements will also include preparation of the Procurement Plan in accordance with the Action Plan and its regular update during sector reviews.

Financial Management and Disbursement

60.   **Flow of Bank funds:** The usual practice under IPF-DLI is to disburse to a designated account, though disbursement to a Borrower's single treasury account is permitted. However, legal covenants or subsidiary agreements may be included to ensure that funds are passed on from the MOF to the MEN.

61.   **Capacity building:** Since neither the DPEF nor MEN have experience in the use of RBF and DLIs, significant training will be provided before project implementation starts, but also during project implementation.

Verification of Results for DLIs

62.   Various sources of data will be used: regular statistical data provided by EMIS, data collected by relevant directorates, and findings from field visits. These data will be complemented by independent verification mechanisms to assess progress, and to trigger payment against DLIs. An Independent Verification Agency will be recruited to ensure that the DLIs have been met, before the Bank authorizes the related disbursement.

SAFEGUARDS

A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project will be implemented in two regions (to be selected), however it will have relatively little physical impact on its surroundings. The project is expected to improve quality of teaching through : (i) better qualified, motivated and managed teachers; and (ii) revised curriculum and teaching practices to adapt instruction to students' needs. This objective will have an impact on the whole Mauritanian education system, irrespective of the location. The main foreseeable physical impact will be through the provision of latrines in schools, which will require management of health and safety issues during construction, and management of wastewater and sanitation during implementation. An environmental and social management framework (ESMF) targeted to water, sanitation and hygiene ("WASH") will be prepared by the Recipient, through the PCU, and will be used during project implementation. The screening process of the ESMF will determine whether subproject-specific Environmental and Social Management Plans (ESMPs), or Environmental and Social Impact Assessments (ESIAs), applying international best practice, is required. Any specific ESIA/ESMP prepared in accordance to the screening result will be approved in consultation with all the stakeholders before the concerned activity starts.

The only policy triggered is OP4.01 (Environmental Assessment). The project is Category B.

Education services will be improved in two selected regions, through a more efficient division of responsibilities between the various institutional players at central and decentralized levels; and empowerment of stakeholders at the school level: schools headmasters, teachers, parents and communities.

The ESMF has been consulted upon and submitted for review to IDA and to the Environmental Control Directorate (la Direction du Contrôle Environnemental: DCE), responsible for the review of environmental assessments. At the regional level, the Regional Environmental Delegations (ERDs) of the regions concerned will be able to ensure the sovereign control of project activities. The ESMF contains measures and plans to reduce, mitigate, and/or offset adverse impacts and enhance positive impacts, provisions for estimating and budgeting the costs of such measures, and information on the agency or agencies responsible for addressing project impacts and will be cleared and disclosed before evaluation in-country and on the World Bank's external website.

B. Borrower's Institutional Capacity for Safeguard Policies

The MDEDD includes, among others, the Directorate of Environmental Control (DCE) and the Directorate of Pollution Control and Environmental Emergencies that are mainly addressed by the project. The DCE is responsible for the conduct of the environmental assessment. It monitors the effective implementation of mitigation measures to mitigate the risks identified during the study, in particular in the Environmental and Social Management Plan (ESMP). At the regional level,

we note the Regional Delegations of the Environment (DRE), which has about fifteen environmental inspectors who could ensure the sovereign control of project activities. Environmental and Social management capacities are weak in their implementation at the national, regional or project management unit level. The environmental and Social management of the PNDSE II is the perfect illustration. It revealed that no awareness program on hygiene or environmental protection issues has been initiated and no national or regional structures have been involved in the implementation for the environmental and social aspects. This situation is related to the lack of environmental or social specialists in the project management unit. Thus, the environmental or social expertise is not available and the aspects concerning them are likely to suffer just as much as the PNDSE if specific provisions are not taken. It will involve the national and regional structures of the environment, to provide for the recruitment of a specialist. Upgrades will be scheduled.

C. Environmental and Social Safeguards Specialists on the Team

Nicolas Kotschoubey, Environmental Safeguards Specialist
Mamadou Moustapha Ndoye, Social Safeguards Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The Project may have DLIs associated with implementation of revised school maps in the two targeted regions, and school grants may finance small civil works (most likely the construction of latrines). Further discussions will take place during project preparation to determine a list of eligible activities that can be financed under the grant. The triggering of OP/BP 4.01 will be revisited after the preparation mission.
Performance Standards for Private Sector Activities OP/BP 4.03	No	The Project does not have activities that could impact the performance Standards for Private Sector Activities
Natural Habitats OP/BP 4.04	No	The Project does not have activities that could impact natural habitats
Forests OP/BP 4.36	No	The Project does not have activities that could impact forests
Pest Management OP 4.09	No	The Project does not have activities that could involve pest management
Physical Cultural Resources OP/BP 4.11	No	Even if the Project was to directly finance small civil works (such as latrines) through school grants, they would be within existing school compounds and not impact physical cultural resources
Indigenous Peoples OP/BP 4.10	No	The Project does not impact indigenous people
Involuntary Resettlement OP/BP 4.12	No	Even if the Project was to directly finance small civil works (such as latrines) through school grants, they would be within existing school compounds and would

		not involve land acquisition, loss of assets, or involuntary resettlement.
Safety of Dams OP/BP 4.37	No	The Project does not have activities that could impact the safety of dams
Projects on International Waterways OP/BP 7.50	No	The Project does not have activities that could impact international waterways
Projects in Disputed Areas OP/BP 7.60	No	The Project does not have activities that could impact the safety of dams

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Dec 31, 2018

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

During the preparation mission of July 2018, it will be determined whether civil works will be directly financed from the Project. If there are, the ESMF will be prepared between October and January 2018.

CONTACT POINT

World Bank

Kamel Braham, Mohamed Tolba
Lead Education Specialist

Borrower/Client/Recipient

Ministry of Finance
Sidi Ahmed Baba
Director, Project Education and Training
dickeh@dpef.mr

Implementing Agencies

Ministry of National Education
Betta Cheikh
Director
betta.cheikh@yahoo.fr

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: http://www.worldbank.org/projects

APPROVAL

Task Team Leader(s):	Kamel Braham, Mohamed Tolba

Approved By

Safeguards Advisor:	Hanneke Van Tilburg	24-Sep-2018
Practice Manager/Manager:	Meskerem Mulatu	26-Sep-2018
Country Director:	Ivan Velev	26-Sep-2018