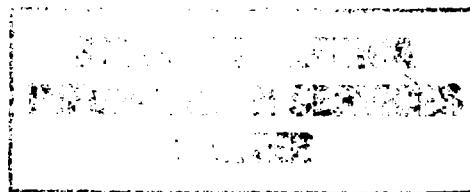


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**The World Bank**

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**Report No. P-6454-MAU**

**MEMORANDUM AND RECOMMENDATION**

**OF THE**

**PRESIDENT OF THE**

**INTERNATIONAL DEVELOPMENT ASSOCIATION**

**TO THE**

**EXECUTIVE DIRECTORS**

**ON A**

**PROPOSED CREDIT**

**OF SDR 23.8 MILLION**

**TO THE**

**ISLAMIC REPUBLIC OF MAURITANIA**

**FOR A**

**GENERAL EDUCATION PROJECT**

**MARCH 10., 1995**

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## **CURRENCY EQUIVALENT**

Currency Unit = OUGIYA / US\$1 = 122 UM

## **WEIGHTS AND MEASURES**

Metric System

1 m. = 1.09 yd.  
1 sq.m. = 10.76 sq. ft.

## **ABBREVIATIONS AND ACRONYMS**

AMEXTIPE	<i>Agence Mauritanienne d'Exécution des Travaux d'Intérêt Public et de l'Emploi</i>
CTR	<i>Coordinateur Technique Régional</i>
DEF	<i>Direction de l'Enseignement Fondamental</i>
DES	<i>Direction de l'Enseignement Secondaire</i>
DPC	<i>Direction de la Planification et de la Coopération</i>
DREF	<i>Direction Régionale de l'Enseignement Fondamental</i>
ENI	<i>Ecole Normale d'Instituteurs</i>
ENS	<i>Ecole Normale Supérieure</i>
IPN	<i>Institut Pédagogique National</i>

## **FISCAL YEAR**

January 1-December 31

## **SCHOOL YEAR**

October-June

**ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)**

**CREDIT AND PROJECT SUMMARY**

<b>Borrower:</b>	Islamic Republic of Mauritania									
<b>Beneficiary:</b>	Ministry of Education									
<b>Credit Amount:</b>	SDR 23.8 million (US\$35.0 million equivalent)									
<b>Terms:</b>	Standard, with 40 years maturity									
<b>Financing Plan:</b> (US\$ million)	<table><tbody><tr><td>IDA</td><td>35.0</td></tr><tr><td>Government</td><td>4.3</td></tr><tr><td>Communities</td><td>3.3</td></tr><tr><td><b>Total</b></td><td><b>42.6</b></td></tr></tbody></table>		IDA	35.0	Government	4.3	Communities	3.3	<b>Total</b>	<b>42.6</b>
IDA	35.0									
Government	4.3									
Communities	3.3									
<b>Total</b>	<b>42.6</b>									
<b>Economic Rate of Return:</b>	Not applicable									
<b>Poverty Category:</b>	Program of targeted interventions. The expansion of access to primary education specifically targets underserved rural areas and the peri-urban areas of Nouakchott.									
<b>Staff Appraisal Report:</b>	Report No. 13569-MAU									
<b>Map:</b>	IBRD 26343									

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**MEMORANDUM AND RECOMMENDATION OF THE PRESIDENT OF THE  
IDA TO THE EXECUTIVE DIRECTORS  
ON A PROPOSED CREDIT TO THE ISLAMIC REPUBLIC OF MAURITANIA  
FOR A GENERAL EDUCATION PROJECT**

1. I submit for your approval the following memorandum and recommendation on a proposed development credit to the Islamic Republic of Mauritania for SDR 23.8 million (US\$35.0 million equivalent), on standard IDA terms with a maturity of 40 years, to help finance a general education project. The Government will contribute US\$4.3 million equivalent, and local communities will contribute US\$3.3 million equivalent.

2. **Country Background.** Mauritania is a vast desert country of about one million square kilometers, with a very limited resource base and a population of just over two million, growing at a relatively high rate of 2.8% per year. Per-capita income is US\$510, placing Mauritania at the upper end of low-income economies. The level of urbanization is 48%, the highest in the Sahel and well above the Sub-Saharan Africa average of 29%. Standards of living are low: life expectancy at birth is only 47 years; infant mortality is 120 per thousand live births; and 66% of the population aged 15 and over is illiterate. Major economic activities include iron ore mining in the North, irrigated agriculture in the Senegal valley, and the fishing industry, which together account for all export earnings (mining 39%, fishing 57%). The commercial fishing industry is dominated by foreign interests and employs fewer than 10,000 Mauritanian workers. Agricultural production fluctuates as a result of periodic droughts; however, subsistence agriculture is the largest employer (about 50% of the working population) and contributes about one-fourth of GDP.

3. Between 1980 and 1991, GNP per capita declined in real terms by an average of 1.8% a year due, *inter alia*, to a fall in world prices for iron ore, many years of drought and the 1989 conflict with Senegal coupled with subsequent cutbacks in external financing. However, past adjustment programs (Economic and Financial Recovery Program, 1985-88 and Consolidation Program, 1989-91) were notably successful in reorienting Government policy in public resource management, credit, pricing, trade, banking, public enterprise management and private sector promotion. By late 1992, inflation had stabilized; the current account deficit fell; the Ougoya was devalued by 27% against the US dollar (in October 1992) to boost competitiveness and exports; and GDP grew in real terms by 4.9% in 1993. The plan for 1993-96 emphasizes sustainable GDP growth (3.5%), containment of inflation (to 3.5%), equilibrium in external current accounts, strong promotion of the private sector, broadening the tax base and raising domestic savings.

4. **Sector Background.** The general education system, operated by the Ministry of Education, consists of six years of primary schooling (*enseignement fondamental*) and three years each of lower- and upper-general secondary education (*collège* and *lycée*). Instruction is provided in two separate streams, the *filière Arabe*,

which uses Arabic as the language of instruction, and the *filière bilingue*, which uses French. The Arabic stream accounts for 94% of primary students and 89% of secondary students. Higher education is offered by the University of Nouakchott and five post-secondary specialized institutions while primary teachers are trained at two teacher training colleges--*Ecole Normale d'Instituteurs* in Nouakchott and Aioun -- and secondary teachers are trained at the *Ecole Normale Supérieure* in Nouakchott. In 1993/94, about 220,000 students were enrolled in primary schools (72% of the school-aged population), and 40,000 in general secondary education. The ENIs enrolled about 800 students, the ENS 200, and the University 7,500.

5. The Government's education sector policies were last formulated within the context of the 1986 national plan for economic, social and cultural development, which recognized education as a development priority. Based on this plan, a number of short-term action programs, generally of two years duration, have directed the development of the sector. Little progress was registered up to 1990. But since then, the demand for education has increased significantly due to a combination of factors internal and external to the education system. Between 1990 and 1993, the number of students enrolled in primary grade 1 increased from 33,000 to 57,000, representing 48% and 88% of the population of six-year olds, respectively. The primary enrollment ratio increased from 51% to 72% as a result, the largest increase achieved in any Sahelian country in such a short time. Communities put up classrooms, often with Government assistance, and the Government provided operating inputs. Pressures for increased access to secondary and higher education are mounting also. Between 1990 and 1993, enrollment increased from 35,000 to 40,000 in general secondary education and from 7,500 to 10,000 in higher education.

6. For the period 1995-2000, the Government's priorities for education are formulated in a Letter of Education Development Policy. Primary education will remain the priority sub-sector, with the specific objective of increasing capacity to accommodate all 6 to 11 year olds by the year 2000 while improving educational services (programs, materials, and teachers). In secondary education, the focus will be on expanding access to the lower cycle to accommodate an increasing number of primary school graduates, and on improving the quality of education in both cycles. In higher education, the emphasis will be placed on admission control and quality improvements, and on the development and implementation of a long-term restructuring program to rationalize functions and resource use, strengthen academic autonomy and management, improve scientific and technological programs, and strengthen applied research. At all levels of education, improved resource management and cost control will be emphasized, notably at the primary and secondary levels through support for the expansion of private schools, and in higher education through reductions in social costs.

7. **Project Objectives.** The IDA credit would finance part of the Government's education sector development program for the period 1995-2000, by supporting policy measures and investments to: (a) increase primary enrollment in six underserved regions and in peri-urban areas of Nouakchott to increase the average

enrollment rate to 80% and 90% in those areas respectively, and the national average to 87%; (b) increase girls' enrollment; (c) expand the capacity of lower-secondary education to double intake; and (d) improve education quality and planning, management and resource use at all levels of education.

8. **Project Description.** To achieve these objectives, the IDA credit would finance the following investments at the primary level: (i) the construction of 1,430 new classrooms mostly in six educationally disadvantaged regions and in peri-urban areas of Nouakchott and water supply and sanitary facilities for some 200 schools; (ii) a program to boost girls' participation; (iii) the development and distribution of about 1,000,000 textbooks and teachers' guides in core subjects which would be loaned to students at a ratio of one set per student; and (iv) improvements to curricula to incorporate health and environmental education, and to pre-service teacher training and in-service teacher training to diffuse special programs in multigrade and double-shift teaching and the promotion of girls' education.

9. At the secondary level, the project would finance: (i) the construction of 120 middle-school (*collèges*) classrooms and auxiliary facilities (a maximum of 20 *collèges*) in towns currently without a secondary school; (ii) the provision of about 400,000 textbooks and teachers' guides in core subjects which would be rented to students in sets at full cost recovery prices; (iii) the provision of science kits to improve science instruction, and (iv) the rehabilitation and stocking of 20 libraries for *lycée* students. In higher education, the credit would finance urgent, but minor, rehabilitation of select facilities at the University of Nouakchott and the preparation of a long-term restructuring program which would form the basis of a future project in support of higher education. To improve planning, management and resource use, the IDA credit would finance equipment and consultant services in the areas of school mapping, personnel management, project management, program implementation and evaluation in addition to a pilot program to decentralize certain pedagogical support and education management functions from the regional to the departmental level.

10. In addition to these investments, the project would support the implementation of the following policy measures at the primary level to ensure the attainment of enrollment targets within reasonable budgetary limits: (a) generalizing double-shift and multigrade teaching to all eligible schools in urban and rural areas, respectively, (b) reducing the repetition rate and (c) increasing the proportion of lower paid *instituteurs-adjoints* to 75% of new recruits. At the secondary level, (a) average teaching time for teachers would be increased from 18 to 25 hours a week through a continuation of the re-deployment of *lycée* professors to the *collèges* and by training teachers to teach more than one subject; and (b) expenditures on non-teaching staff would be reduced from 42% to 35% of the budget by continuing the policy of not replacing retirees. At both the primary and secondary levels, the Government would implement measures to promote the expansion of private schools.

11. In parallel to this support, the *Caisse française de développement* is financing additional classroom construction at the primary and secondary levels and the *Coopération française* is supporting a program (*Programme d'Appui à la Rénovation du Système Educatif Mauritanien 1994-1998*) to improve the quality of programs and instruction in mathematics and languages mainly at the secondary level.

12. **Project Implementation.** Day-to-day management and implementation of each project component would be carried out by designated units in the Ministry of Education and its affiliates, with the Directorates of Primary Education (DEF), Secondary Education (DES) and Planning (DPC), the University of Nouakchott, the National Pedagogical Institute and the two *Ecoles Normales d'Instituteurs* responsible for implementation of project components falling under their jurisdiction. The DPC would be responsible for monitoring and evaluating the implementation of sectoral policies. Coordination of project activities, monitoring of project implementation and outcomes, procurement of goods and services, maintenance of project accounts, liaising with the IDA, and inter-agency coordination, and the maintenance of an effective dialogue with agencies and donors active in the education sector would be provided by the Directorate of Education Projects (DPE) which has been serving in that capacity for over 10 years.

13. Responsibility for managing the community classroom construction program would be delegated by the Ministry of Education to the DPE, following established procedures. Implementation would be governed by a procedural manual specifying classroom designs as well as implementation and financing arrangements, all of which are currently being applied under the ongoing education project (Cr. 1943-MAU) while the DPC would prepare annual classroom construction and replacement programs, based on an existing inventory of facilities. Management of the remaining civil works programs and the procurement of related furniture and equipment would be delegated to AMEXTIPE (*Agence Mauritanienne d'Exécution des Travaux d'Intérêt Public et de l'Emploi*), a non-governmental contract management agency established under the IDA-financed Construction Capacity and Employment Project (Cr. 2455-MAU) under contract to the Ministry of Education, following a procedural manual acceptable to IDA.

14. **Project Sustainability.** The primary classroom construction program is demand driven and executed by communities who contribute the equivalent of 30% of estimated construction costs in cash or in kind. This arrangement has been shown to reduce the burden on the Government budget and increase the likelihood of full usage. The main sustainability issue concerns the ability of the Government to sustain the recurrent costs of teachers' salaries required to expand access to primary education. Mathematically, it is feasible but only if other important cost-saving avenues are pursued, such as generalizing double-shift and multigrade teaching, recruiting a majority of less credentialed teachers, reducing the number of teachers and administrators in secondary education, controlling costs in higher education and eliminating all civil servants from the budget who do not actually work for the Ministry of Education. Each of these has proven difficult to achieve in other Sahelian countries.

This notwithstanding, the demand for primary education has risen so dramatically in recent years, a demand partly generated by the effectiveness of the on-going classroom construction program, that the Government is committed to taking the necessary measures to ensure its continuity. It can ill afford to do otherwise and the implementation of these measures will be monitored regularly during project supervision.

15. **Lessons Learned.** The Bank Group has supported the education sector in Mauritania since 1975. The first two projects (Cr. 459-MAU, US\$3.8 million, closed 1982; Cr. 1214-MAU, US\$5.7 million, closed 1988) financed vocational and maritime training, teacher training and strengthening of planning capacities. The third (ongoing) operation (Cr. 1943-MAU, SDR 13.2 million, cofinanced by the AfDB) supports the expansion of primary education and teacher training, the development and provision of textbooks, a restructuring of secondary technical education, and quality improvements in vocational training. Relatively good results with the last two components led to a free-standing Technical Education and Vocational Training Support Project (Cr. 2521-MAU, SDR 8.9 million) which became effective in March 1994.

16. Completion reports of past and supervision reports of ongoing education projects indicate that implementation is slowed down by cumbersome administrative procedures, an out-of-date procurement system and delays in providing counterpart funds, problems which also affect other sectors. Structural administrative problems will be addressed on a country-wide level through a proposed Economic Management Project, currently under preparation and scheduled to become effective in FY96. Procurement problems are also being dealt with on a country basis through ongoing IDA reviews of Mauritania's procurement procedures, while the issue of timely provision of counterpart funds, particularly in foreign exchange, is being raised in the context of the 1995 public expenditure review. In the education sector, the Government's continued reliance on long-term technical assistance for many of its planning, programming and management functions will be modified through the use of twinning arrangements with foreign institutions having recognized experience in the areas of concern and capable of providing short-term, sharply-focused assistance over the duration of the project.

17. **Rationale for IDA Involvement.** The rationale for the proposed project is consistent with the Bank's Country Assistance Strategy as discussed on March 8, 1994 in conjunction with the Board presentation of the Agricultural Extension Services Project. The country strategy aims mainly to promote human resource development, efforts to reduce poverty, private-sector led growth, improved economic management and capacity building in core Government services. The focus of the proposed project on expanding access to primary and lower secondary education in underserved areas and particularly for girls is expected to increase literacy rates, improve productivity and health care and provide a labor force better equipped to adapt to changing economic trends. The significant capacity building efforts supported by the project contribute directly to the improvement of one of the main services provided by the Government. The proposed project also forms part of our overall education strategy which emphasized sustained

policy dialogue with the Government on sectoral issues, the importance of primary education to national development, expanding access to education for the most disadvantaged groups, supporting the implementation of efficiency measures in the sector and mobilizing donor support for sector investments.

18. **Agreed Actions.** As conditions of credit effectiveness, the Government would submit: (a) signed contracts for the regional construction coordinators; and (b) a draft action plan and timetable, acceptable to IDA, to finalize the personnel inventory and clean up the salary budget . There are no disbursement conditions.

19. **Environmental Aspects.** This is a Category C project. Classrooms and related structures would be located on vacant Government or community property, and constructed following procedures and design standards approved by the Bank under the ongoing education project (Cr. 1943-MAU).

20. **Project Objective Categories.** The project responds to the human resource development and antipoverty objectives of the Government. Increasing primary enrollment in poor rural areas and among girls increases opportunities and productivity among the most disadvantaged groups, lowers infant mortality, improves health and nutrition and results in higher levels of education and improved living standards in succeeding generations.

21. **Project Benefits.** Project benefits would be widespread. Over the five-year period 1994/95-1999/2000, through classroom construction and efficiency measures, the project would provide about 64,000 additional student places mostly in underserved peri-urban areas of Nouakchott, and in six regions where access to primary education is lowest, raising their enrollment ratios from between 60%-70% to an estimated 80%-90% and the national enrollment ratio from 77% to nearly 90%. Mutually reinforcing qualitative improvements, in the form of better trained teachers, an adequate supply of textbooks and improved school management would improve learning and reduce repetition and drop-out. The project would introduce or continue to support several innovative measures, with potentially significant returns, such as: (i) programs to boost girls' primary school enrollment from 44% to 50% of the total, and corresponding increases in secondary education and teacher training; (ii) delegation of pedagogical support from the central ministry to regional and departmental levels to make the system more responsive to local needs; and (iii) improvements in environmental and health education. Local communities would be required to participate financially in primary school construction and maintenance, reducing the burden on the Government budget and increasing ownership and sustainability.

22. **Project Risks.** There are three main risks. First, the Government's capacity to manage a program of the scope envisaged under the project is not assured. For the civil works components, this risk would be addressed by transferring responsibility for implementing construction from the ministry to AMEXTIPE and communities, and limiting the Government's role to oversight and quality control. Second, the innovative

programs proposed under the project, in particular those to boost girls' participation, strengthening decentralization, and in-service teacher training, are risky and may not fully reach their objectives. Risks in these areas would be addressed by detailed planning, careful monitoring and annual reviews of progress, and making adjustments to project scope and content during implementation when necessary. Third, institutional and management capacities may take longer than five years to improve. Recognizing this risk, the proposed project would continue the process of capacity building begun under the ongoing education project (Cr. 1943-MAU) with the expectation that additional support would need to be provided under future projects.

23.       **Recommendation.** I am satisfied that the proposed credit would comply with the Articles of Agreement of the Association and recommend that the Executive Directors approve it.

Lewis T. Preston  
President  
by Sven Sandstrom

Attachments  
Washington, DC  
March 10, 1995

Schedule A

Page 1 of 1

**ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)**

	<u>ESTIMATED PROJECT COSTS<sup>1</sup></u>		
	<u>LOCAL</u>	<u>FOREIGN</u>	<u>TOTAL</u>
	(US\$ million)		
1. Expand access to and improve the quality of primary education	9.2	13.7	22.9
2. Expand access to and improve the quality of secondary education	1.5	5.0	6.5
3. Improve the quality and management of higher education	0.3	1.4	1.7
4. Promote private-sector education	0.0	0.3	0.3
5. Strengthen sector planning, management and resource use	3.0	3.5	6.5
5. PPF refinancing	0.3	0.4	0.7
<b>Total Base Costs</b>	<b>14.3</b>	<b>24.3</b>	<b>38.6</b>
Physical Contingencies	0.3	0.7	1.0
Price Contingencies	1.1	1.9	3.0
<b>TOTAL PROJECT COSTS</b>	<b>15.7</b>	<b>26.9</b>	<b>42.6</b>
<u>Financing Plan (US\$ million)</u>			
IDA	35.0		
Government	4.3		
Communities	3.3		
<b>TOTAL</b>	<b>42.6</b>		

<sup>1</sup> Net of taxes and duties.

**Schedule B**  
Page 1 of 2

**ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)**

**Summary of Proposed Procurement Arrangements (US\$ '000)**

Project Element	Methods for IDA Financing			
	ICB	LCB	Other	Total
<b>1. CIVIL WORKS</b>				
Primary classroom construction	--	--	11.0 (7.7)	11.0 (7.7)
Other	0.9 <sup>a</sup> (0.9)	6.1 <sup>b</sup> (6.1)	--	7.0 (7.0)
<b>2. GOODS</b>				
Furniture	1.0 (1.0)	1.6 <sup>c</sup> (1.6)	--	2.6 (2.6)
Equipment, Vehicles And Supplies	3.1 (3.1)	--	0.2 (0.2)	3.3 (3.3)
Books and Book Distribution	4.1 (4.1)	0.2 <sup>d</sup> (0.2)	--	4.3 (4.3)
<b>3. SPECIALIST SERVICES</b>				
Local Consultants	--	--	1.7 (1.7)	1.7 (1.7)
International Consultants	--	--	2.9 (2.9)	2.9 (2.9)
Architects, Engineers, Supervision	--	--	0.9 (0.9)	0.9 (0.9)
<b>4. TRAINING</b>				
Local Training	--	--	0.6 (0.6)	0.6 (0.6)
Foreign Training	--	--	0.4 (0.4)	0.4 (0.4)
<b>5. PILOT OPERATIONS</b>	--	--	0.5 <sup>e</sup> (0.5)	0.5 (0.5)
<b>6. INCREMENTAL OPERATING COSTS</b>	--	--		
Operating Costs			2.3 (2.3)	2.3 (2.3)
Teachers' Salaries			4.3	4.3
<b>7. PPF REFUND</b>	--	--	0.8 (0.8)	0.8 (0.8)
<b>TOTAL</b>	9.1	7.9	25.6	42.6
<b>TOTAL IDA</b>	(9.1)	(7.9)	(18.0)	(35.0)

Note: Figures may not add up due to rounding. Figures in parentheses are amounts financed by the IDA credit.

a University civil works.

b Secondary, DREF, DPE, ENI, Centre pédagogique, water connections and latrines for primary schools.

c Primary and secondary school furniture

d Book Distribution

e Comprised of small expenditures on various inputs into school-based programs such as books and school supplies. Expenditures will be accounted for by SOEs.

**ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)**

Allocation and Disbursement of the IDA Credit

<u>Category of Expenditure</u>	<u>Proposed IDA Allocation</u> (US\$ million)	<u>% of Expenditures Financed by IDA</u>
1. a. Civil Works (primary classrooms)	6.9	70
b. Civil Works (excluding a.)	6.6	100
2. Furniture	2.3	100
3. Equipment, vehicles & supplies	2.9	100
4. Textbooks & teachers' guides	3.6	100
5. Consultant services	5.0	100
6. Training	0.8	100
7. Pilot operations	0.5	100
8. Incremental Operating Costs	2.0	100
9. PPF Refund	0.8	N/A
10. Unallocated	<u>3.6</u>	
<b>TOTAL</b>	<b>35.0</b>	

Estimated IDA Disbursements:

IDA FY	US\$ Millions					
	96	97	98	99	00	01
Annual	5.0	6.8	7.3	7.3	6.0	2.6
Cumulative	5.0	11.8	19.1	26.4	32.4	35.0

**ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)**

**TIMETABLE OF KEY PROJECT PROCESSING EVENTS**

- |                                    |                                 |
|------------------------------------|---------------------------------|
| (a) Time taken to prepare:         |                                 |
| (b) Prepared by:                   | Government with IDA assistance* |
| (c) First IDA mission:             | November 1993                   |
| (d) Appraisal Mission:             | June 1994                       |
| (e) Negotiations:                  | February 1995                   |
| (f) Planned date of effectiveness: | July 1995                       |
| (g) Relevant PCRs/PPARs:           | None                            |

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This report is based on the findings of an appraisal mission conducted in July 1994, comprising Rosemary Bellew, Mission Leader; William D. Cooper, Education Specialist; Bernard Abeille, Architect/Implementation Specialist; Kacem Ben-Salah, Education Specialist; John McCall, Textbook Specialist; and Souleymane Sow, Projects Officer of the Mauritania Resident Mission. Slaheddine Ben-Halima continued Implementation support. Amy Ba processed the report which was finalized by Ms. Bellew and Mr. Cooper. Jean-Louis Sarbib and Ok Pannenborg are the Department Director and the managing Division Chief, respectively, for the operation. Jacob Bregman and Antoine Schwartz were the peer reviewers.

Schedule D  
Page 1 of 2

ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)

STATUS OF BANK GROUP OPERATIONS IN MAURITANIA  
(as of February 28, 1995)

<u>Loan or Credit No.</u>	<u>Fiscal Year</u>	<u>Purpose</u>	<u>Bank</u>	Amount in US\$ million (less cancellations)		
				<u>IDA</u>	<u>Undisbursed</u>	<u>Closing Date</u>
<u>Credits</u>						
28 closed					213.13	
16580-MTA	1986	Livestock II		7.60	5.80	06/30/95 (R)
19430-MTA	1989	Ed. Sector Restructuring		18.20	1.64	06/30/95 (R)
20930-MTA (S)	1990	Ag. SECAL/Irrig. Improv.		25.00	2.29	12/31/96 (R)
21670-MTA	1990	S.E. Sector Inst. Develop.		10.00	1.74	06/30/98
23110-MTA	1992	Population/Health		15.70	12.35	08/30/98
23890-MTA	1992	Water Supply		10.50	10.92	06/30/97
24550-MTA	1993	Construction Capacity		12.00	7.17	12/31/97
25210-MTA	1993	Technical/Vocational Ed.		12.50	12.13	06/30/98
25750-MTA	1994	Ag. Services		<u>18.20</u>	17.85	12/31/00
TOTAL number Credits = 9				129.70	71.99	
<u>Loans</u>						
3 loans closed				146.00		
TOTAL***						
of which repaid				146.00	342.83	
				<u>136.01</u>	<u>10.13</u>	
TOTAL held by Bank & IDA				9.99	332.70	
Amount sold	63.35					
of which repaid	63.35					
TOTAL undisbursed					73.13	

Notes:

\* Not yet effective

\*\* Not yet signed

\*\*\* Total approved, repayments, and outstanding balance represent both active and inactive loans and credits.

(R) indicates formally revised closing date.

(S) indicates SAL/SECAL loans and credits.

The net approved and Bank repayments are historical value, all others are market value.

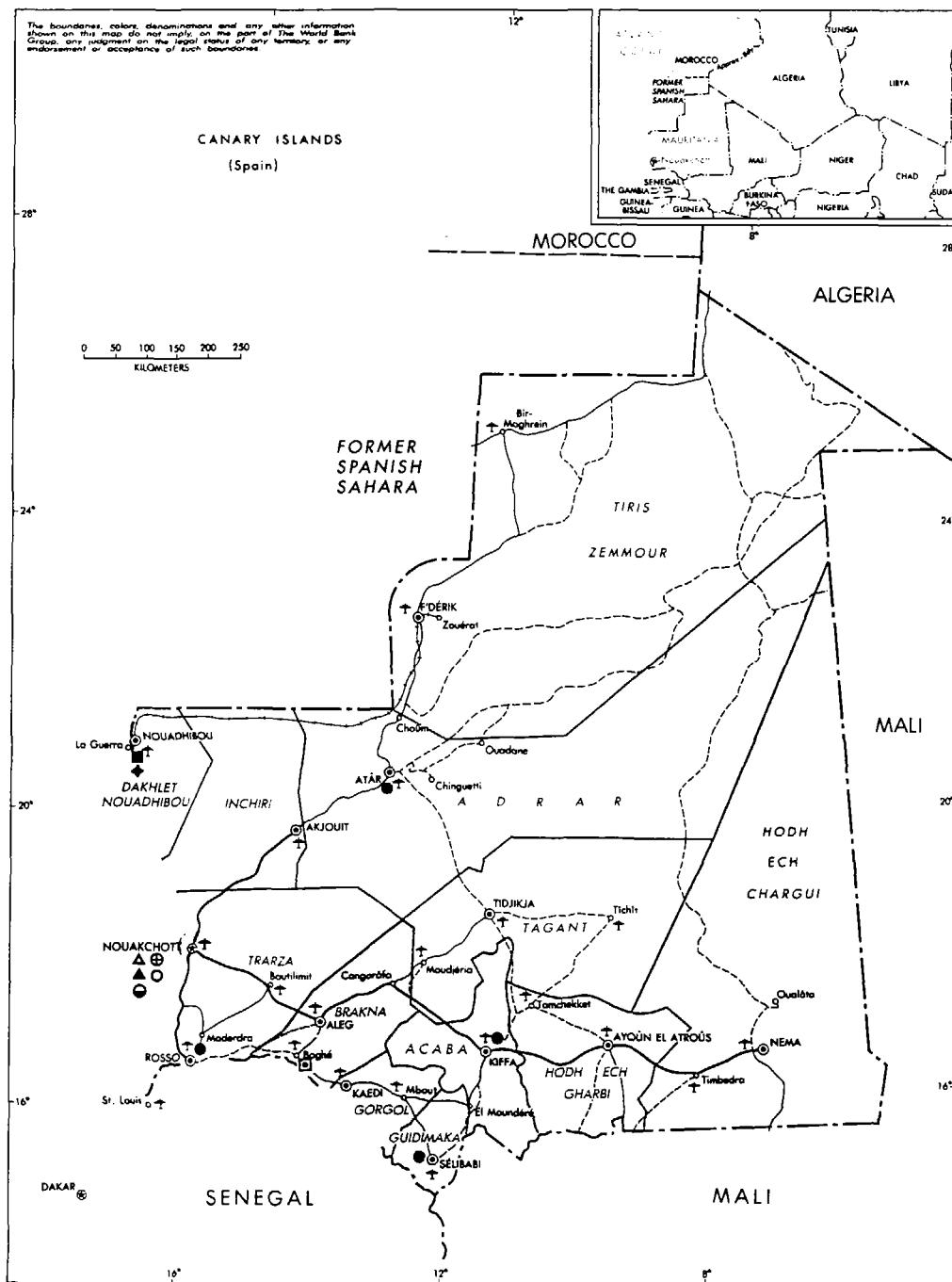
The signing, effective, and closing dates are based on the Loan Department official data and are not taken from the Task Budget file.

**ISLAMIC REPUBLIC OF MAURITANIA  
GENERAL EDUCATION PROJECT  
(EDUCATION V)**

**SUMMARY OF IFC INVESTMENTS**

<u>Fiscal Year</u>	<u>Obligor</u>	<u>Type of Business</u>	US\$ million		
			<u>Loan</u>	<u>Equity</u>	<u>Total</u>
1968	Smima	Copper Mining	18.8	1.2	20.0
1991	Morak	Gold	3.1	1.1	4.2
Total Commitments			21.9	2.3	24.2
Less cancellations, terminations, repayments and sales			20.4	1.5	21.9
Total commitments held			<u>1.5</u>	<u>0.8</u>	<u>2.3</u>
Total undisbursed			0.0	0.0	0.0





# MAURITANIA MAURITANIE

## GENERAL EDUCATION PROJECT PROJET D'APPUI A L'ENSEIGNEMENT GENERAL

### EDUCATION V EDUCATION V

- OCTOBER 1994





