



Mauritania Basic Education Sector Support Project (BESSP) (P126902)

AFRICA | Mauritania | Education Global Practice |
 Recipient Executed Activities | Specific Investment Loan | FY 2014 | Seq No: 6 | ARCHIVED on 24-Apr-2017 | ISR25833 |

Implementing Agencies:

Key Dates

Key Project Dates

Bank Approval Date:06-Feb-2014

Effectiveness Date:19-May-2014

Planned Mid Term Review Date:15-Feb-2016

Actual Mid-Term Review Date:23-May-2016

Original Closing Date:01-May-2017

Revised Closing Date:01-May-2017

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

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

No

Components

Name

Improving the quality of teaching in primary education:(Cost \$4.00 M)

Promoting equitable access to lower secondary education:(Cost \$4.70 M)

Strengthening capacity of the education sector:(Cost \$3.70 M)

Overall Ratings

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

Implementation Status and Key Decisions



The project has made some progress toward achieving its PDO but would need additional time to complete key activities including the equipment of the 4 ENIs, the completion of civil works and equipment of the newly built lower secondary schools, as well as the establishment of an operating Education Management Information System (EMIS).

Progress has been observed with regards to the first sub-objective of the project which is to improve the quality of teaching in primary schools through a focus on pre-service teacher training. Specifically, the project has scaled up its support to teacher training centers (ENIs) with support to two additional ENIs established following project effectiveness, providing training to all faculty of the 4 teacher training centers (reaching 101 faculty which accounts for 85% of the original target), and the provision of equipment to ENIs to enhance the learning environment. In addition, 436 additional certified bilingual teachers (87% of the end-or-project target) have been trained as a result of the project's reinforcement of pre-service teacher bilingual education training. This substantial training support is likely to increase the proportion of graduates who master the minimum required competencies by 5% annually as planned. To date, 32 percent of graduates of ENIs master the minimum required competencies.

Progress has also been observed under the second sub-objective of the project which is to promote equitable access to lower secondary education. Specifically, 10 out of the 13 rural lower secondary planned to be built have been completed and were operational at the start of this school year. Two of the remaining 3 schools have been completed and are waiting final inspection. The three remaining schools are expected to be fully operational before the end of this school year. The project has also supported 6 awareness-raising campaign on girls' education (the end-of-project target is 9), one in each of the 6 targeted regions, in an attempt to address the socio-psychological barriers still hindering girls' access to education. Although girls' transition rates to lower secondary school are increasing, it worth mentioning that these newly built schools enrolled existing students whose schools were housed in provisional settings.

Component 1: Improving the Quality of Teaching in Primary Education

Under Sub-Component 1.1, progress has been made on a number of activities. A large number of planned training activities have been undertaken including: (a) training on the ENI new standardized curriculum and the competency-based approach (*approche par les compétences*) for all 101 trainers in all 4 ENIs; (b) training on learning assessments (two-week training in 2014) for all 70 trainers of the ENIs of Nouakchott and Aioun (another more intensive training (2 months) in learning assessment is planned for this summer that will target 8 selected high-potential faculty (2 per ENI) who will become trainers of ENI students in learning assessments; (c) a study tour in Tunisia (2015) for all 4 ENI directors and language training for 41 administrative staff; and (d) training in mentoring for 76 primary school teachers who supervise ENI students during their internships.

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

CREL was contracted to provide the following language training for ENI students and faculty: (i) an intensive two-month language training in October and November 2015 that targeted second- and third-year students and another one-month language training in December for first year students (a total of 1,380 ENI students participated); (ii) a one-month session for students of all 4 ENIs in May 2016 (a total of 1,134 ENI students participated); (iii) a two-week training of 28 math and science faculty (whose primary language is Arabic) in French; and (iv) training of 50 Arabic-speaking and French-speaking faculty in teaching Arabic and French, respectively, as a second language. The CREL has also been tasked with providing on-going mentoring support to these 78 ENI faculty members (28+50) during this school year to ensure that they are building the required skills to deliver bilingual education to the ENI students.

In addition, the assessment unit (*Cellule Nationale d'Evaluation - CNE*) has undertaken three independent assessments of the ENIs' first year students to evaluate their proficiency in French, Arabic and mathematics. A similar assessment was conducted in 2016 for incoming second and third year students. In 2014, the assessment was conducted in 2 ENIs (Nouakchott and Aioun) and in 2015 and 2016, all 4 four ENIs' students participated in the assessment.

Despite these important achievements, delays have been observed in some of the activities supported under this sub-component. Training activities in ENIs (for both teachers and students) which were scheduled to begin in the 2014-2015 school year, only began in the 2015-2016 school year. External assessments of ENI students which were planned to take place at the beginning of the school year – so that their results could be used to inform curriculum design and teaching practices – were undertaken during the second semester with their results only made available in the summer. Further, the newly created ENIs of Akjoujt and Kaedi have not yet received the educational resources such as office and classroom equipment that the Project has delivered to the ENIs of Nouakchott and Aioun. Computer and language lab equipment and materials, to be provided by the project, are still needed



in the four ENIs. Contracts have been signed for the delivery of all these educational resources.

Under Sub-component 1.2, 255,209 pedagogical kits (for students, including backpacks, textbooks, pens, pencils) have been distributed to primary school students in the six targeted regions (*wilayas*) and 4,760 pedagogical kits (including manuals, supporting tools for geography and history such as charts, maps, geometrical figures, etc.) have been distributed to primary schools in these regions. The delivery of these kits is tracked at the school level and their delivery is verified through an annual census. The first distribution of these kits took place in January 2016 and the second in January 2017. The school census for 2016/17 is currently underway.

Component 2: Promoting Equitable Access to Lower Secondary Education.

Under subcomponent 2.1, the construction of 10 (of the 13 planned) small middle schools (*collèges de proximité*) in remote rural areas has been fully completed. These schools began hosting students during the 2016-2017 school year. The construction of the remaining three schools is near completion and these schools should be fully operational later this school year. Procurement of equipment for science laboratories and libraries for these schools is currently underway. While the construction of schools has been delayed (originally it was expected that all 13 schools would open in the 2016-2017 school year), each of the 13 *collèges de proximité* were already functioning (housed in provisional facilities rented by the government) with a total of 2,880 students enrolled in 2016/2017.

Under subcomponent 2.2, The Project has contracted non-governmental organizations (NGOs) to assist with the organizing (with the Directorate of Secondary Education) of awareness raising campaigns in each of the six *wilayas* targeted by the project in order to promote girls' education. These campaigns have reached 290 participants including school principals, representatives of parents' associations, civil society activists, and local media. Additional rounds of these awareness raising campaigns are planned in 2017 that will use local radios to broadcast culturally sensitive messaging targeting isolated rural communities where cultural obstacles for girls' education remain. Also, a training will be conducted for teachers and principals of lower secondary schools to raise their awareness on the stereotypes that impede girls' education. These stereotypes were identified in a study done by UNICEF. The training participants will study and reflect on these study findings with the aim of identifying ways to improve teaching delivery and to promote classroom inclusiveness for girls. To date, 18,879 girls in lower secondary schools in the targeted regions have received pedagogical kits – all girls enrolled in *collèges* in the six targeted *wilayas*. Further, 352 high performing girls have received performance awards.

Component 3: Strengthening Management of the Education Sector.

The following has been achieved under this sub-component: (i) three annual school censuses were carried out by the Directorate of Statistics, Planning and Cooperation (*Direction des Statistiques, de la Planification et de la Coopération* – DSPC, formerly the DGSPC) (2014-2016) and (ii) technical assistance (TA) was provided in the development of: (a) the 2015 Education Status Report (*Rapports d'Etat des Systèmes Educatifs Nationaux* – RESEN); and (b) a financial simulation model (used to update policy framework documents and triennial action plans). This sub-component also funded: (iii) Capacity-building of the CNE which undertook three learning assessments for children in grades 3 and 5 (2014) and for children in third year of lower secondary (2015) which pointed to low learning outcomes; (iv) training of 917 primary school directors and 332 basic education inspectors in management and pedagogy, respectively; (v) provision of computers and office equipment for the regional and local education offices (*Direction Régionale de l'Education Nationale* – DRENs and *Inspection Départementale de l'Education Nationale* – IDENs); (vi) training of 8 staff from the DSPC by UNESCO/Pôle de Dakar and 70 DREN/DSPC staff in education statistics; (vii) annual sector reviews and audits; and (viii) the development and publication of statistical yearbooks for 2014 and 2015. The establishment of an integrated EMIS within the MNE and its regional offices has experienced substantial delays due to lack of capacity within the Ministry to manage such a task. This has resulted in delays in a number of related activities (namely, training on the use of the EMIS and data management). The project has procured TA to help manage this task but eventually the proposed technical solution for the EMIS was too costly, difficult to implement, and expected to generate recurrent costs which would pose a significant financial burden for the Ministry. The proposed solution was dropped in the latest stage of procurement and a new incremental approach has been agreed on that would focus first on setting up basic functionalities such as collecting and managing statistical data on students and teachers for policy-decision making and then also providing capacity-building on data collection and their use for planning and policy design and analysis.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Moderate	● Moderate



Macroeconomic	--	● Low	● Low
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Substantial	● Substantial
Environment and Social	--	● Moderate	● Moderate
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Moderate	● Moderate

Results

Project Development Objective Indicators

► Direct project beneficiaries (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	246,064.00	308,364.00	76,500.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

The actual number of beneficiaries exceeds substantially the target due to the expansion of the school kits distribution. The Target will be adjusted as part of project restructuring. The same comment applies to the sub-indicator on percentage of female beneficiaries. Direct project beneficiaries are specified to include: students and teachers in primary schools in the six targeted wilayas; girls in lower secondary in the six targeted wilayas; students in the 13 newly constructed lower secondary schools; students, administrators, and teachers of the 4 teacher training centers (ENIs); primary school teachers in the schools where ENI students have internships; participants in the awareness-raising campaigns; staff of local and regional education directorates (DREN and IDEN) and staff of the DSPC who benefit from training and the staff of CNE who conduct learning evaluations supported by the project.

▲ Female beneficiaries (Percentage, Core Supplement)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10.00	53.00	52.00	12.00

► Proportion of graduates of ENIs who master the minimum required competencies (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	32.00	32.00	15.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

Based on tests administrated by the CNE (Cellule Nationale d'Evaluation). This indicator refers to those ENI students achieving a determined level of proficiency in language and mathematics in their third year/the total number of students graduating that year. These students take a test administered by the CNE that evaluates their command of the curriculum taught in primary schools. The test was conducted in May 2016 for the first time so no data for the previous years. 32% achieved for Year 2 was calculated by: X/Y – where X (191) is the number of students in third year who scored 75% or more in Arabic and 50% or more in Mathematics for the Arabic teachers track OR 75% or more in French and 50% or more in Mathematics for the French teacher track OR 75% or more in Arabic and 75% or more in French and 50% or more in Mathematics for the bilingual teacher track. And where Y (602) is the number of students in the third year.

► Transition rate from primary to lower secondary education for girls in targeted wilayas (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.00	45.00	45.00	50.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

From DSPC calculations based on school census data. The original baseline of 45% was incorrect because it was the national transition rate instead of the one in targeted wilayas. The values have been changed in the restructuring accordingly with the annual 2 percent increase set at the project appraisal. The actual baseline was 41.3%.



► Number of females enrolled in lower secondary education in targeted wilayas (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7,800.00	19,077.00	21,168.00	8,736.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Overall Comments

Three out (1, 2, and 5) of five PDO indicators have already surpassed their end targets. The other two PDO indicators (3 and 4) are on track to meet their target.

Intermediate Results Indicators

► Number of ENI administrative staff trained (Component 1) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	33.00	41.00	70.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Number of ENI faculty trained (Component 1) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	101.00	101.00	120.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017



► Educational resources available at ENIs (Component 1) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Number of additional bilingual teachers certified by CREL supported by the project (Component 1) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	30.00	436.00	436.00	500.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Proportion of students who received pedagogical kits in the targeted regions each year (Component 1) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	91.00	89.00	25.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

Difference between actual values and the target is due to the expansion of school kits program. The target will be adjusted as part of project restructuring.

► Number of classrooms constructed in targeted wilayas with support from the project (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	12.00	40.00	52.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

Two of the three remaining are waiting final inspection. The three are expected to be operational by the end of the school year



► Number of girls receiving an award (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	352.00	352.00	480.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Number of awareness campaigns carried out to promote girls' education with NGOs (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6.00	6.00	9.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Number of teachers, inspectors and school directors in rural schools who attended awareness-raising training sessions (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	290.00	0.00	690.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

Actual value of the indicator has been corrected to reflect the fact that the planned awareness training sessions did not take place yet. The 290 accounted for in 2016 are the participants to the awareness raising campaigns organized in the 6 targeted wilayas.



► Number of girls provided with pedagogical kits in targeted wilayas (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	131,484.00	146,484.00	72,407.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Comments

Target will be adjusted as part of restructuring to reflect the expansion of the school kits program. This number includes 18,879 kits to girls in lower secondary.

► System of learning assessment established and functional (Component 3) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Integrated EMIS (network system) is operational within the State Ministry of Education (MEE) and the regional offices (Component 3) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

► Number of DRENs personnel trained in data collection and analysis (Component 3) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	70.00	70.00	120.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017



▶ Number of staff trained on EMIS (Component 3) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	285.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

▶ Completion of early grade reading assessment (EGRA) (Component 3) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

▶ Number of annual meetings of the education sector group (Component 3) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3.00	4.00	9.00
Date	28-Feb-2014	15-Jul-2016	31-Dec-2016	28-Feb-2017

Overall Comments

In most cases, the project is on track to achieve or exceed targets, with the exception of those pertaining to the establishment of EMIS and related activities (EMIS training)

Data on Financial Performance

Disbursements (by loan)

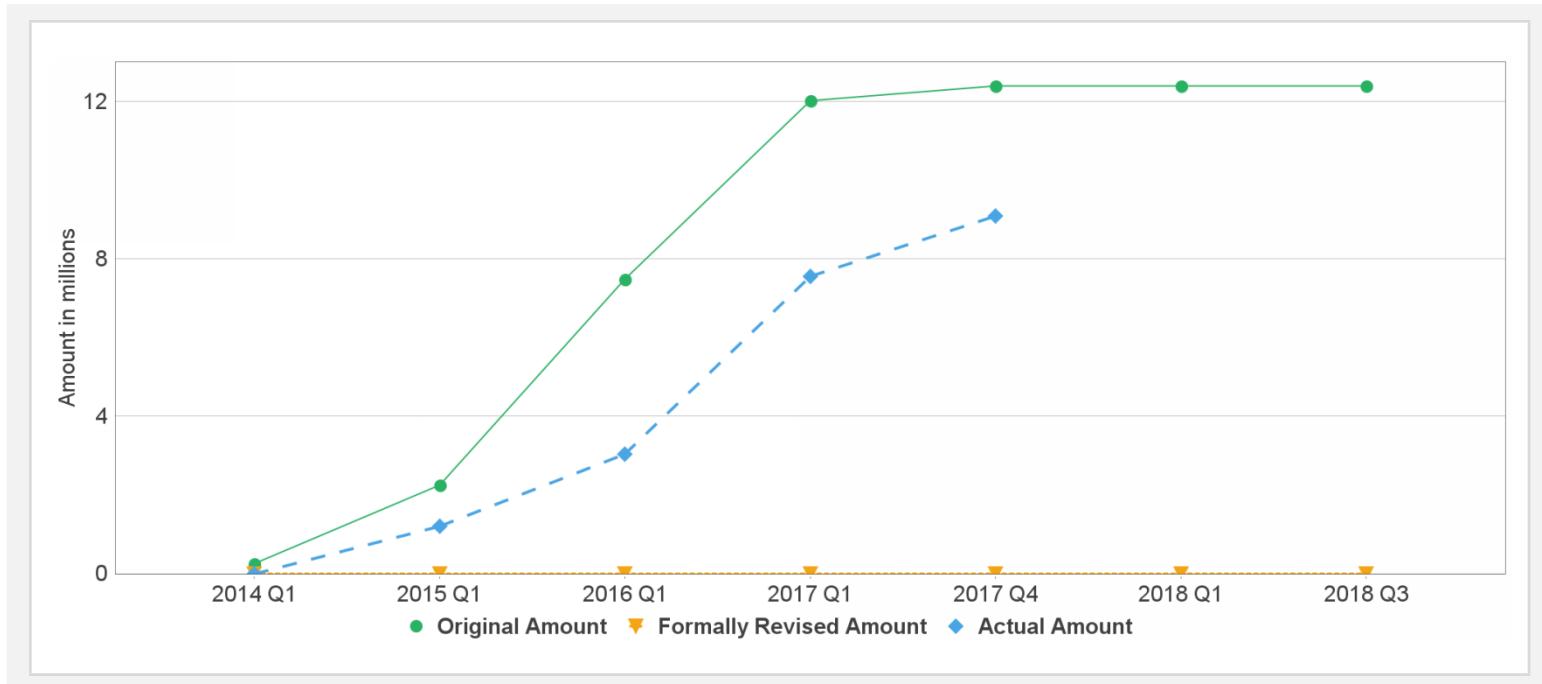
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P126902	TF-16390	Effective	USD	12.40	12.40	0.00	9.10	3.30	<div style="width: 73%; background-color: green;"></div> 73%

Key Dates (by loan)



Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P126902	TF-16390	Effective	18-Feb-2014	18-Feb-2014	19-May-2014	01-May-2017	01-May-2017

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.