Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 09-Jun-2020 | Report No: PIDISDSC24942
BASIC INFORMATION

A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Project Name</th>
<th>Parent Project ID (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mauritania</td>
<td>P163143</td>
<td>Mauritania Basic Education Sector Support Project - Phase 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Estimated Appraisal Date</th>
<th>Estimated Board Date</th>
<th>Practice Area (Lead)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td>15-Jun-2020</td>
<td>23-Sep-2020</td>
<td>Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Project Financing</td>
<td>The Islamic Republic of Mauritania</td>
<td>Ministry of Primary Education and the Reform of the National Education System, Ministry of Economy and Industry</td>
</tr>
</tbody>
</table>

Proposed Development Objective(s)

The Project Development Objective is to improve the quality of teaching and learning in primary schools across Mauritania and to improve primary education service delivery in selected regions.

Components

Component 1: Transforming teacher management using accountability frameworks and new technology
Component 2: Improving education service delivery in selected regions
Component 3: Strengthening management of the education sector
Component 4: Contingent Emergency Response Component

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Project Cost</td>
<td>52.50</td>
</tr>
<tr>
<td>Total Financing</td>
<td>52.50</td>
</tr>
<tr>
<td>of which IBRD/IDA</td>
<td>40.00</td>
</tr>
<tr>
<td>Financing Gap</td>
<td>0.00</td>
</tr>
</tbody>
</table>

DETAILS
Country Context

A. Country Context

1. **Mauritania is a large (just over 1 million km²), sparsely populated, arid, resource-rich country with a gross domestic product (GDP) per capita US$1,138 (2016) and is ranked among the lower-income middle countries, 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.

2. **Mauritania experienced accelerated poverty reduction during the commodity boom but progress in the social sectors is lukewarm.** From 2008 to 2014, Mauritania experienced a significant drop in the poverty rate from 44.5 percent to 33.0 percent (based on the national poverty line of MRO 177,200\(^1\)). Over the same period, extreme poverty halved, from 10.8 percent to 5.6 percent, based on the international 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.

3. **The current COVID-19 pandemic will most likely severely affect Mauritania’s economy.** The COVID-19 global health crisis is expected to weigh on the Mauritanian economy in 2020, by cutting its growth rate from 5.9 percent in 2019 to an expected 0.4 percent in 2020. The pandemic will mainly affect the economy due to the slowdown in Europe and China (Mauritania’s main trading partners), which could shrink the demand for Mauritanian exports.

---

\(^1\) Approximately $500 annually
Sectoral and Institutional Context

Institutional Context

4. In June 22, 2019 Mauritania elected a new President in its first democratic transfer of presidential powers. The new President was sworn in in August 2, 2019 and the government formed shortly thereafter. The President has made it clear that education of the Mauritanian population and the creation of an education system that actively participates into social cohesion is among its top priorities. Educational achievements are one of the main priorities of the Education Sector National Development Program II (ESNDP, 2011-2020). The ESNDP II has therefore established a set of measures to address the issue of quality of education, with an emphasis on basic skills (reading/writing) during the early years of primary school.

Education Sector Context

5. Despite sustained investment over a long period of time, Mauritania has not yet achieved universal access to primary education. While the gross enrollment rate in primary education has been over 100 percent over the last decade, the net enrolment rate (NER) of the primary education age-group (6-11 years) has remained under 80 percent (of which 79 percent boys and 82 percent girls), well below the average of SSA. Severe gender gaps exist into the Mauritanian education system especially at the school management level. Gender parity has been achieved only in primary education enrollment where girls represented 50.1 percent in 2018. When it comes to teachers, women represent 33 percent of the primary education teaching workforce. Women are mostly absent from management at the school level with only 4 percent of female among school directors.

6. The COVID-19 crisis will further weaken the education sector. The pandemic has already forced close to one million learners out of the classrooms due to the closure of public and private educational institutions from primary schools to universities. The Government has been very aggressive and proactive in preventing the spread of the virus and announced the closure of all educational institutions on March 14, 2020, two days after the first confirmed case, and this will severely impact the accumulation of human capital. COVID-19 is likely to disproportionately impact vulnerable populations who have worse access to means of communication.

7. Link between the IPF and the DPO. This IPF is fully aligned with the prior actions set out in the third pillar of the Mauritania First and Second Competition and Skills DPO (P167348/P171238); the two instruments are mutually reinforcing in support of reforming teachers’ recruitment, training, and management as well as school-based management and finance. While the DPO will spur reforms to improve efficiency by tackling rampant absenteeism and the dearth of finances, the IPF will focus on quality especially the quality of the stock of teachers.

8. Link with Country Partnership Framework (CPF, 2018-2021). The project is in support of the CPF objective 2 – Build human capital for inclusive growth: (i) increase access to and quality of general education; and (ii) improve employability particularly of youth and women.

9. Mauritania was ranked 150 out of 157 countries in the recent 2018 World Bank Human Capital Index (HCI). Mauritania’s score is 35 percent meaning that a child born today will be 35 percent as productive when she grows up as she could be if she enjoyed complete education and full health. The HCI is made of health and education components namely (i) child survival rate to five, (ii) stunting rate, (iii) adult survival rate to 60, and a
composite (iv) learning-adjusted years of schooling. Mauritania’s score and rank are low mainly because of the education indicator. Even though the average 18-year old is expected to have received 6.3 years of schooling, this number goes down to 3.4 when adjusted for the quality of education or 2.9 years lost.

Key Sector Issues and Challenges

Quality of education is by far the most significant challenge faced by the sector

10. Mauritania seldom participates in international standardized assessments to benchmark learning outcomes. PASEC 2003 and the 2018 SDI are rare exceptions and Mauritanian pupils consistently performed poorly. Only 1.7 percent of 4th-graders in public schools could read a simple eight-word sentence in French compared to a still low but much higher 11.5 percent of pupils in the private. Reading a sentence in Arabic was much easier with 30.4 percent of pupils in public schools managing to do so compared to 40.8 percent in the private schools. About 37 percent of 4th-graders could not add two single-digit numbers (43 percent in public and 20 percent in private schools).

11. Teacher training institutes are unable to produce teachers that are ready to go into a classroom and effectively teach. Teachers training institutes hire from a relatively poor pool of candidates as shown by the results of the 2014 cohort, of which only 3.7 percent had the desired (required) level to be able to teach Arabic. After three years of training, only 20.5 percent met the standard; moreover, teachers’ test scores gained on average only 4.2 percentage point after three years, a negligible result.

12. Teachers’ absence from school drops from 55 percent when the director is also absent to 7 percent when the school director is at school. A strong school-based management system with reinforced by community involvement can help reduce absenteeism. Involving the communities more in the functioning of the school so that they can check whether directors and teachers are absent and hold them accountable for absence has proven effective in many settings and is likely to work in Mauritania as well. School-based management institutions like COGES can also help reduce student’s absence and improve learning outcomes.

13. Access, infrastructure and equipment. Teaching conditions are poor with dilapidated school infrastructure, absence of decent toilets, lack of textbooks, and overcrowded classrooms especially in urban areas.

C. Proposed Development Objective(s)

PDO Statement

14. The Project Development Objective is to improve the quality of teaching and learning in primary schools across Mauritania and to improve primary school education service delivery in selected regions.

PDO Level Indicators

15. The following indicators will track progress toward the achievements of the PDO:
   (a) Teachers classroom attendance rate;
   (b) Share of teachers with minimum knowledge to teach (SDI);
   (c) Students average score in standardized Arabic, French and mathematics tests (SDI); and
(d) Girls’ transition rate from 6AF to 1AS in the six targeted regions.

D. Project Description

16. The Project will include the following three components: (i) Transforming teacher management using accountability frameworks and new technology; (ii) Improving education service delivery in selected regions; and (iii) Strengthening the management of the education sector.

Component 1: Transforming teacher management using accountability frameworks and new technology (Total: US$23.0 million, of which IDA US$17.5 million and GPE US$5.5 million)

Subcomponent 1.1: Improving the quality of the flow of new primary school teachers (Total: US$2.6 million, of which IDA US$2.0 million and GPE US$0.6 million)

17. This sub-component aims at improving the quality of the flow of teachers (new teachers who enter the education system) by: (i) admitting into the ENIs only candidates who have met a minimum pre-defined standard; (ii) improving the ENIs teaching and learning environment; and (iii) improving the quality ENI graduates that effectively join the teacher workforce.

Sub-Component 1.2: Reinforcing teacher management and enhancing teachers’ professional development to upgrade the quality of the stock of teachers (Total: US$6.8 million, of which IDA US$5.2 million and GPE US$1.6 million)

18. This sub-component aims at addressing obstacles to teacher career management and teacher professional development through: (i) the expansion of the newly developed Education Management Information System (EMIS) application to human resource (HR) management; and (ii) the development and implementation of efficient in-service teacher training and professional development policies.

Sub-Component 1.3: Implementing strategic staffing to gradually improve the quality and allocation of teachers across the regions and schools (Total: US$7.5 million, of which IDA US$5.7 million and GPE US$1.8 million)

19. The objectives of this sub-component are to (i) improve teachers’ allocation across schools; and (ii) gradually improve the quality of the stock of teachers by reassigning non-performing out of the classroom. The Project will use the EMIS-HR module functionalities and teachers’ evaluations to operate an optimal allocation of teachers and reduce the inequality in the quantity and quality of teachers across regions and schools.

Sub-Component 1.4: Improving reading, writing and mathematics skills of primary school students through the use scripted lessons (Total: US$6.1 million, of which IDA US$4.6 million and GPE US$1.5 million)

20. This sub-component aims at improving reading, writing, and mathematics skills of primary-school students in both Arabic and French by adopting the teaching methodology known as scripted lessons. The scripted lessons will be use from grade 1 through grade 4. Several countries have successfully curbed the decline in student performance by providing schools with high quality texts and instructional material in the form of scripted lessons.
Component 2: Improving education service delivery in selected regions (Total: US$18.2 million, of which IDA US$13.8 million and GPE US$4.4 million)

Sub-component 2.1: Improving access to and quality of education through a decentralized approach (Total: US$12.4 million, of which IDA US$9.4 million and GPE US$3.0 million)

21. The current school mapping (Carte Scolaire) is not working. It is a central Government top-down approach that defines the conditions for the creation of new or the rehabilitation of existing public schools based on local needs. The proliferation of small schools, that are (i) hard to reach and serve, (ii) incomplete and unable to provide schooling continuity, and (iii) causing early dropouts and/or late entry, is still an active phenomenon, mostly due to political pressure and lobbying.

22. In agreement with the MEFRSEN, the Project will encourage a new bottom-up approach for the school mapping with local administrations play a central role through the RDPs. DREFs will propose their RDPs with input from the COGES and the IDEFs. RDPs will follow an approval process to be defined by the MEFRSEN. The content of the RDPs cannot be pre-defined, since it will be based on each specific revised regional school map.

Sub-component 2.2: Establishing dynamic and empowered primary schools with school grants and reinforced school-based management (Total: US$5.8 million, of which IDA US$4.4 million and GPE US$1.4 million)

23. Main activities: this sub-component will finance (i) training of COGES members; (ii) development of a platform for COGES; (iii) equipment for COGES platform; (iv) payment of school grants through mobile money wherever possible; and (v) operations manuals for COGES and school grants.

Component 3: Strengthening the management of the education sector (Total: US$11.3 million, of which IDA US$8.7 million and GPE US$2.6 million)

Subcomponent 3.1: Support to institutional strengthening of MEFRSEN (Total: US$5.7 million, of which IDA US$3.6 million and GPE US$2.1 million)

24. The Project will support the institutional strengthening of the MEFRSEN’s DSPC, DEF, DF, IG, DRH, DREF, and IDEF staff. A training and on-the-job capacity building program will be designed for management and mid-level staff to allow them to fulfill the institutional responsibilities relevant to their positions and more effectively do their jobs.

25. Annual SDI and EGRA/EGMA surveys will be carried out for impact evaluations of e.g. scripted lessons and to measure and monitor the evolution of learning outcomes as well as teachers’ knowledge and capacity to teach. These surveys will also target schools, school directors, and teachers. In some cases, data may be collected on households and communities. A baseline survey will be implemented prior to the rolling out of project activities. All structures involved in school administration and support at the wilaya level will also be surveyed as they play a critical role in supervision and financing of the schools.

Subcomponent 3.2: Project monitoring and evaluation and sector oversight (Total: US$5.6 million, of which IDA US$5.1 million and GPE US$0.5 million)
26. **The Project is under the umbrella of the MEFRSEN.** The MEFRSEN’s DSPC will be responsible for Project technical oversight. Other MEFRSEN central Directorates, such as the (to be created) DF, the DEF, the DRH and the IG will play a key role in the Project implementation and will also be supported by the Project through the provision of equipment, furniture, training and technical assistance, as needed to carry out their core functions related to the Project. The DPEF will be responsible for daily project coordination, as well as the administration of the IDA and the GPE grants.

**Component 4: Contingent Emergency Response Component (CERC) (US$0 million)**

27. A CERC will be included under the proposed project in accordance with OP 8.00 to help the Government improve response time if a crisis occurs and urgent assistance is needed. The CERC allows for rapid reallocation of project proceeds in the event of a future natural or man-made disaster or crisis that has caused or is likely imminently to cause a major adverse economic and/or social impact. This component will have no funding allocation initially. In the event of a future emergency, the Government could activate the CERC and request for the World Bank’s approval to reallocate financing from uncommitted resources to cover emergency response and recovery costs.

**E. Implementation**

28. **The Project will be under the oversight of the MEFRSEN.** The proposed institutional arrangements to be put in place through the project will give the central level of the MEFRSEN the responsibility to focus on the design of strategies and to oversee their implementation, whereas its regional and district levels will be empowered to customize these strategies to the specific needs of local populations. The MEFRSEN will set national norms for minimal standards of educational inputs applicable to all primary in the country.

29. **A Steering Committee (SC) will be set up to provide oversight, coordination and guidance on policies supported by the project.** The SC will be chaired by the Minister of MEFRSEN or his delegate. The SC will include the following ministers, or their delegates: MESFTP, MEI, MFB, MESRSTIC, and Ministry of Civil Service. The SC will also include the Director of each ENI, and a representative from the office of the Prime Minister. IDEFs, DREFs, representatives from teachers’ unions and representatives from the civil society will be included as observers and resource-persons. The SC will meet by September 30 of each year. The first meeting of the SC will take place in September 2020.

30. **The DPEF will be responsible for daily Project coordination, as well as the administration of the IDA and the GPE grants.** The DPEF is led by a Director, who is supported by a Project Coordinator. The DPEF already staffed with a qualified Project Coordinator, Procurement Specialist, Financial Management Specialist, Monitoring and Evaluation (M&E) Specialist, and Accountant, who have gained experience with World Bank procedures under the PASEB.

31. Annual reviews will be held in November of each year to discuss the status of both the implementation of the Project implementation and of the Education Sector Plan, draw lessons and take corrective measures, as needed. All implementing entities and stakeholders as well as the Development Partners (DPs) and the GPE will be invited.
F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

The six regions of Hodh Chargui, Hodh Garbi, Assaba, Guidimagha, Nouakchott Sud, and Gorgol will be targeted for on-site constructions and rehabilitations. In addition the ENIs in Nouakchott, Aioun, Akjoujt, and Kaedi will also benefit from new on-site constructions and rehabilitations.

G. Environmental and Social Safeguards Specialists on the Team

Nicolas Kotschoubey, Environmental Specialist
Mamadou Moustapha Ndoye, Social Specialist

<table>
<thead>
<tr>
<th>SAFEGUARD POLICIES THAT MIGHT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safeguard Policies</strong></td>
</tr>
<tr>
<td>Environmental Assessment OP/BP 4.01</td>
</tr>
<tr>
<td>Performance Standards for Private Sector Activities OP/BP 4.03</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Natural Habitats OP/BP 4.04</td>
</tr>
<tr>
<td>Forests OP/BP 4.36</td>
</tr>
<tr>
<td>Pest Management OP 4.09</td>
</tr>
<tr>
<td>Physical Cultural Resources OP/BP 4.11</td>
</tr>
<tr>
<td>Indigenous Peoples OP/BP 4.10</td>
</tr>
<tr>
<td>Involuntary Resettlement OP/BP 4.12</td>
</tr>
<tr>
<td>Safety of Dams OP/BP 4.37</td>
</tr>
<tr>
<td>Projects on International Waterways OP/BP 7.50</td>
</tr>
<tr>
<td>Projects in Disputed Areas OP/BP 7.60</td>
</tr>
</tbody>
</table>
KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The project is focused on improving education, with an emphasis on training, capacity building, improving the curriculum, improving attendance, monitoring, etc. As such, these activities have little to no environmental impact. However, civil works will also be financed, under sub-component 1.1 (construction of new classrooms); sub-component 2.1 (completion, rehabilitation, and extension of existing schools, supply of furniture, equipment, textbooks; provision of fencing, access to clean water, adequate sanitation, and solar energy; establishing an office; procurement of technology and equipment); sub-component 2.2 (maintenance of school infrastructure; improved facilities; access to water, sanitation and electricity, for which the most cost-effective and environment-friendly options (such as solar panels) will be given preference; and finally under sub-component 3.2 (finance furniture and equipment, as well as environmental and social safeguards). Impacts from these activities include work-related health and safety impacts; noise, dust, reduction of air and water quality; loss of tree/vegetation cover; etc. The short, medium- and long-term socio-economic impact of the proposed project is expected to be largely beneficial. Immediate benefits will include better quality of primary education with the distribution of scripted lessons, other instructional materials, more effective teachers, and better managed schools. This will translate in the long term to stronger human capital that will greatly contribute to Mauritania social and economic development. The project has a low probability of inducing physical or economic displacement. Its intervention is mainly focused on existing schools. However, extension of existing schools is planned. As there may be some unforeseen resettlement impacts, OP 4.12 is triggered to cover any potential impending relocation. As a result, the project has prepared a Resettlement Policy Framework (RPF), which has gone through consultations and been disclosed in-country and will be disclosed on the Bank external website before decision meeting. If needed, a Resettlement Action Plan (RAP) will be developed during project implementation. The RPF will guide future development of RAPs, which will be prepared once the project sites are known and identified. The RAPs will be prepared in accordance with the social safeguards’ requirements, as well as Mauritania’s relevant laws.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

Not Applicable

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

Not Applicable

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

As the impacts from Project activities on the environment are expected to be moderate, the Borrower prepared an Environmental and Social Management Framework (ESMF). The ESMF will be used by the implementing agency as a defined procedure and guidelines to screen each activity proposed for financing. The ESMF will be used to prepare site-specific Environmental and Social Management Plans (ESMPs) which will include impacts, mitigation measures, a responsible entity and a budget for each mitigation activity. Given the Recipient’s limited but growing experience with implementation of environmental and social safeguards instruments, close safeguards supervision and
implementation support will be carried out during the early stage of project implementation until adequate safeguards experience is developed. The DPEF engineer, in collaboration with the relevant regional delegates of the MEFRSEN, will supervise the implementation of the safeguards instruments discussed above. IDA supervision will focus on: (i) providing regular implementation support; (ii) carrying out field reviews of safeguards implementation; and (iii) monitoring safeguards implementation based on periodic progress reports.

The short, medium- and long-term socio-economic impact of the proposed project is expected to be largely beneficial. The project has a low probability of inducing physical or economic displacement. Its intervention is mainly focused on existing schools. However, extension of existing schools is planned. As there may be some unforeseen resettlement. Therefore, the project will prepare an RPF. The constructions to be realized in this project are not large and the works will be realized by the local companies. Thus, the influx of foreign labor will be very limited, or-existent. Nevertheless, the project will also set in place mechanisms to prevent Sexual Exploitation and Abuse (SEA) and gender-based violence (GBV). The project will emphasize the importance of having internal prevention and response systems and policies (sexual harassment policies, anonymous reporting mechanisms) in place and building staff capacity to recognize and address these issues at the project level during implementation.

Finally, a GRM has been prepared, in consultation with stakeholders, including communities. A project level GRM is outlined in the RPF and ESMF. The GRM includes GBV and SAE aspects which are critical for such an operation. It is designed to be a mechanism that is trusted by all relevant partners including the project affected persons (PAPs), if it turns out that impacts happened in the implementation stage. It will facilitate the redress of any grievance and conflict that may arise from the Project. The PIU will be notified of any disputes in the project zone. Project field staff should work closely with the communities and the community leaders to clarify and resolve any misunderstanding that could give rise to conflicts. The PIU will develop a clear plan and procedures for the GRM, including complaint collection and processing procedures, reporting format, database/records specifications, and committee membership using guidelines provided in the RPF and ESMF. Public participation and consultation will be a key part of the process at all times to promote understanding and prevent unnecessary complaints and disputes.

IDA supervision will be carried out by field-based Bank technical staff, complemented by specialist consultants as necessary, during regular biannual supervision missions and during interim technical safeguards missions that will respond to emerging issues. Monitoring will be based on ESMF activities. It will also be an occasion to discuss the project safeguard requirements with the Recipient, including management plan and reporting requirements.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

During the preparation of the ESMF and RPF, the Borrower has consulted with the Regional Education Offices, the Departmental Inspection Offices, and some schools located in all of the six regions that will be targeted by the project. The process also included parents' associations, community members, and specifically ensured that vulnerable groups, like women or refugees, were consulted.

B. Disclosure Requirements

<table>
<thead>
<tr>
<th>Environmental Assessment/Audit/Management Plan/Other</th>
<th>Date of receipt by the Bank</th>
<th>Date of submission for disclosure</th>
<th>For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors</th>
</tr>
</thead>
</table>

Jan 31, 2019
24-Apr-2020 | 20-May-2020

"In country" Disclosure

Resettlement Action Plan/Framework/Policy Process

Date of receipt by the Bank | Date of submission for disclosure
24-Apr-2020 | 20-May-2020

"In country" Disclosure
Mauritania
24-Apr-2020

Comments
Both the ESMF and the RPF have been disclosed on the Ministry of Education website www.education.gov.mr and also in local newspapers where the website has been provided.

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?
Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?
Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?
Yes

OP/BP 4.12 - Involuntary Resettlement

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?
Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?
Yes

The World Bank Policy on Disclosure of Information
Have relevant safeguard policies documents been sent to the World Bank for disclosure?
Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?
Yes

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?
Yes

Have costs related to safeguard policy measures been included in the project cost?
Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?
Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?
Yes

CONTACT POINT

World Bank
Waly Wane
Senior Economist

Borrower/Client/Recipient
The Islamic Republic of Mauritania

Implementing Agencies
Ministry of Primary Education and the Reform of the National Education System
Betta Cheikh
Director
betta.cheikh@yahoo.fr

Ministry of Economy and Industry
Maimouna Mohamed Taghi
Director, Education and Training Projects
d.dpef@dpef.mr

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): Waly Wane

Approved By

Safeguards Advisor:

Practice Manager/Manager: Meskerem Mulatu 11-Jun-2020

Country Director: Laurent Msellati 15-Jun-2020