



## **MCC/Mauritania**

# **Girls' Primary Education Component of the Government of the Islamic Republic of Mauritania's (GRIM) Proposed Millennium Challenge Corporation (MCC) Threshold**

June 30, 2008

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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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**MCC/Mauritania**  
**Girls' Primary Education Component of the**  
**Government of the Islamic Republic of Mauritania's (GIRM)**  
**Proposed Millennium Challenge Corporation (MCC) Threshold Program**  
**May 2008 (GS v.7 May 31)**

This paper contributes the text of chapter 3: "Girls' Primary Education"

### **3. Girls' Primary Education**

#### **3.1 Background and Context of Mauritania's Primary Education System**

In 1999 Mauritania embarked on major reforms of the country's education system. For the primary school system, the efforts have aimed at unifying and improving the quality of education through curriculum changes and teacher training. This program is fully described in the ten-year National Education Sector Development Program (PNDSE), covering the period 2001-2010. The PNDSE has benefited from substantial donor support, both technical and financial assistance, in support of the following strategic objectives:

1. Quality: Improving the quality and relevance of the teaching process and teacher training at all levels of the education system
2. Access: Improving access at both primary and secondary levels
3. Gender Equity: Promoting girls' education and equity among all regions of the country
4. Effectiveness: Improving the overall effectiveness of the education system by forging links between technical , professional and higher education on one hand and the country's employment needs on the other
5. Management: Bringing system-wide improvements to overall capacity of the system: management, technical, instructional quality and financial means.

PNDSE's first phase (2002-2006) focused mainly on: (1) instituting primary education reforms and preparing the way for reform of secondary education; (2) implementing pilot experiments in technical and professional education, higher education, literacy, pre-school development and school sanitation; (3) setting up appropriate institutional support and improved overall management of the education sector.

The second phase (2007-2011) emphasizes the following: (1) completing the reforms in the primary education system; (2) instituting planned reforms for secondary education; (3) expansion and confirmation of successes gained in professional, technical and higher education; and (4) institutionalizing the new management principles introduced by devolution of resources from the center within the Ministry.

### **Mid-course Progress in Implementing the Education Sector Reforms**

First-phase implementation of the PNDSE has shown mixed results. Data records indicate progress in closing the gap between girls' and boys' access to education. However, girls are still at a disadvantage when it comes to teacher quality and achieving equal education standards across all regions. In short, progress has been insufficient.

#### Progress Noted in Access and Equity.....:

Overall, the length of attendance time in primary school has increased from 5.8 years in 2000 to 6.5 years in 2006. Rates of attendance went up by 22% for primary education, 16.5% for secondary education and 7% for higher education. For primary school pupils, the gross rate of access (GRA, *taux brut d'accès*—TBA) for first grade went from 97% in 2001 to 115.9% in 2007 while the gross attendance rate (GAR) in 2001 increased from 88.4% to 97.9% in 2007. In terms of equity in access to education, it appears to be equal at the primary-level but there is a gap in secondary-level education, with 7% of girls passing the *lycee baccalaureat* in comparison to 17% of the boys.

An analysis of attendance by provinces revealed that except for Hodh Charghi, in 2006/7 the GAR was higher than the rates proposed in the PNDSE for 2005 of 91%. However, this figure does not account for a trend downward in the GAR of 11% in 2006/07 compared to 20% in 2001/02, as the graph below (Graph 1: GAR by gender and province (*wilaya*) 2006/07) shows. This table shows that girls' levels match up against boys' attendance both by *wilaya* and nationally.

The provinces with higher attendance rates are Adrar, Nouadhibou, Tagant, Tiris Zemmous, Hodh Gharbi, Nouakchott, and Trarza with averages above the national rate of 97.9% in 2006/07. The other provinces had lower rates of attendance and completion. For the past six years, the GAR of girls has been lower than that for boys. But in the less well-performing provinces, boys show somewhat lower rates than the girls. Also, in Hodh Charghi, girls have a higher rate of school attendance than boys : 116.2% to 98.0%.

#### .....But Continuing Difficulties in Attendance and Completion Rates:

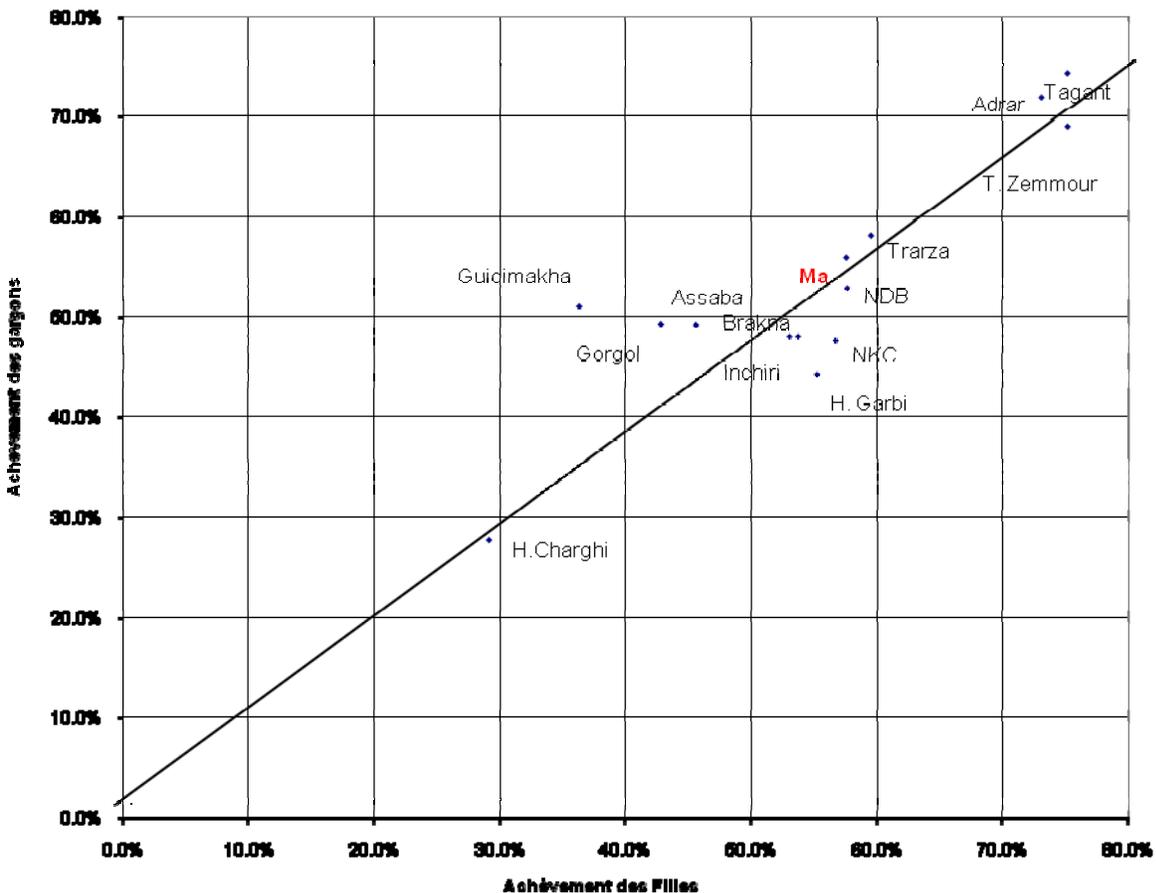
Efforts to improve access have not been matched by improvements in overall quality of education (competency of teachers). The surveys show that the *rates of attendance* at the end of primary school are quite low. This rate has gone down slightly, from 46.5% in 2001/02 to 43.9% in 2006/07, with a spike up to 49.3% in 2002/03 in between. The PNDSE had projected a

target of 67% for 2005 and 78% for 2010. This indicates that the system is under-performing by a wide margin. Gender differences however, were not prevalent as girls showed a 44.3% attendance rate while boys had a 43.5% attendance rate. Both girls and boys encounter the same challenges to stay in school. However, this does not imply that the underlying reasons are identical.

Moreover, the *completion rate* for which access to education and school attendance are the two essential conditions for improvement, remains low. This is due to the “counter-performance” in attendance. Yet, the completion rate in primary went from 46.9% in 2001/02 to 56.7% in 2006/07, a ten percent improvement in five years. Completion rates for girls clearly improved over those for boys in the same timeframe. It was 45.7% for girls in 2001/02 against 48.1% for boys; in 2006/07, 57.5% of the girls completed primary school against 55.9% for the boys.

**Graph I: 2006 Completion Rates by Gender and Region**

Taux d'achevement en 2006/07 par sexe et par region



This analysis shows that completion rates are a challenge for Mauritania’s education system, especially for girls. Graph I showed that the Hodh Echarghi province is one of the poorest performers in the country for primary schooling in general and especially for girls. In light of

this situation, specific actions are required, on both the supply and demand sides, to promote girls' primary education in this province. This can be done through measures to improve the quality of teachers and to create conditions that permit pupils to remain in school for as long as possible.

Therefore, the Girls' Primary Schooling Support Project is presented in this perspective. It is part of Mauritania's participation in the Millennium Development goals, and is an integral part of the country's Poverty Reduction Strategy Program (CSLP 2006-2010).

### **3.2 Objectives and Indicator Focus**

The Government of the Islamic Republic of Mauritania (GIRM) has identified two key outcomes to promote the broader goal of higher completion rates for Hodh Echarghi of Mauritania: **expand access and stimulate demand**. Specifically, the target indicator is to raise completion rates from a rate of 29.1% for girls in primary schools in *Hodh Echarghi* province in year 2006-2007 to **65% by 2011**.

**Outcome 1** : Girls are able to complete six years of primary education through:

- Construction of new classrooms, toilets and fencing around the perimeter of the school property
- Provision of school books and materials, desk-seats for pupils and teachers' desks and chairs
- Special classes for pupils in need of tutoring
- Specific teaching modules are created to upgrade skills of teachers
- Feeding programs for the pupils
- Areas of school dedicated to reading and homework

**Outcome 2**: Access of girls from poor families to primary school is improved through:

- Income-generating activities for girls' impoverished families who need economic assistance to allow their daughters to complete their primary school education
- Foster homes for girls who live more than two kilometers from the nearest primary school
- Vehicles to improve access, especially for girls.
- Public information campaigns to motivate opinion leaders and parents to promote girls' education.
- Literacy courses for mothers.

### **3.3 Proposed Activities/Inputs**

This proposal has two basic components. The first component aims to promote the supply side by increasing access to education, especially in areas where availability of primary schools is limited, while emphasizing teaching quality. The second component focuses on stimulating

demand by parents by offering economic activities that provide incentives for them to send their daughters to school. Each of these components has subsets.

### **3.3.1. Component I: Improving the Availability and Supply of Primary School Classrooms for Girls**

#### **Activity 3.3.1.1: Improving the Physical Plants**

If not all girls can get to school (problem of access), then obviously the goal of raising completion rates is also compromised. Universal access is a fundamental condition for completion of primary school for both girls as well as boys. It is crucial to mount programs to improve rates of girls' access by increasing the number of classrooms and improving the quality of instruction for all pupils. To assure attendance up to completion of the sixth grade of primary school will require adequate school facilities (physical infrastructure) and a standard minimum set of school services: new or renovated schools must conform to good sanitation standards, including adequate classrooms, toilets, desks and chairs, walls or fences, drinkable water and power (Having power in schools requires a local power source, which is not a certainty for all rural regions of the country but would be ideal). By making as many of these features as generally applicable as possible, disparities in quality of infrastructure among geographic areas will be reduced.

Under this activity:

- (1) New classrooms: 250 new classrooms will be added to schools in the target province.
- 2) Pupil desks/chair combinations: 22 desk-table combinations will be placed in each classroom. The total could be up to 5500 new desks and chairs provided for the 250 new classrooms.
- 3) School enhancements: fencing, latrines, power and power: In addition to the infrastructure changes, the school environment will be enhanced by constructing fences or walls around 27 of the schools, adding latrines and drinkable water supply systems in 42 schools and added electricity connections in some regions where power is available.

#### **Activity 3.3.1.2: School Supplies and Learning Materials for Girls (including tutoring special needs)**

To promote girls' completion rates, schoolroom furniture, textbooks and other teaching materials will be provided to economically deprived girls. Tutoring classes will be set up for girls with learning difficulties to improve their knowledge gaps and to increase their own self-confidence. These classes will be developed in partnership between the schools and their PTAs. In addition, teachers' skills will be improved through special courses using what is called the competency approach, in order for teachers themselves to adopt a positive attitude towards girls in the school environment and to foster a supportive atmosphere between teachers and pupils that is based on mutual respect.

This activity will provide:

- 1) 40,000 textbooks for the pupils in primary schools in the province to account for the additional needs of greater enrollment and attendance.
- 2) 50,000 book bags
- 3) 83 reading rooms for all of the schools being assisted under this program to provide a better learning environment
- 4) 3,000 teachers' capacity enhanced through continuing education especially on the basis of "approach by competence" and language training.

### Activity 3.3.1.3: Improving the School Environment for Girls

This component aims at improving attendance rates at the primary school level by fostering a better overall schooling environment for girls. The aim is to bring the supply and demand factors into closer reach, in order for girls to find it easier to attend school and stay there for the entire six years. It is important to provide a place in school where girls can rest and make the trek home more easily. Creating a special area in these schools where pupils can be offered food and rest and an area in which they can read and do homework will provide a club-like atmosphere along the lines of the UNESCO recommendations to improve the overall school environment.

This component will provide:

- 1) Creation of space within 27 of the schools to allow additional feeding programs in 27 for poor children.
- 2) Construction of rest areas using local materials in 27 of the completed schools.

The following table provides an illustrative list of the activities to be implemented:

Activity	Quantity			Totals 3 years	Notes
	2009	2010	2011		
New classrooms <sup>1</sup>	130	90	30	250	250 classrooms in 83 schools
Walls/fences <sup>2</sup>	14	10	3	27	Enclosures for one-third of assisted schools
Latrines	22	15	5	42	Latrines in one-half of the assisted schools
Pupils' desks-benches <sup>3</sup>	2860	1980	660	5,500	22 desk-benches provided for each class
Teachers' desks and chairs <sup>4</sup>	22	15	5	42	Teachers' desks & chairs in half of the assisted schools

<sup>1</sup> Added to existing schools

<sup>2</sup> Number of schools to which new classrooms are being added

<sup>3</sup> Assuming entire schools would get new equipment; calculated at 22 desk-chairs per classroom and six classrooms per primary school

Schools getting WFP food for needy children ( <i>cantines</i> ) <sup>5</sup>	14	10	3	27	Food areas in one-third of the schools
Dedicated reading & study areas <sup>6</sup>	43	30	10	83	Schools get dedicated areas for reading and doing homework.
Textbooks and other materials	25,000	7,500	7,500	40,000	For all pupils in the target schools
Teachers' skills upgraded	1,000	1,000	1,000	3,000	3,000 teachers in Hodh Elcharghi receive training.
Bookbags	50,000			50,000	For all pupils in the target schools
Special classes for low-performers <sup>7</sup>	43	30	10	83	One class per each of 83 schools

### 3.3.2. Component 2: Stimulating the Demand for Learning among Poor Families

#### Activity 3.3.2.1: Financial Support to Girls in Poor Families: Income-generating Activities (IGA) for Transportation and Foster Homes

This activity aims to reduce the economic and geographic causes of access problems of girls in rural areas. A bus will be placed in each locality where distance and families' economic conditions require such assistance. This strategy will provide transportation for needy people at nominal cost and foster homes will be able to offer shelter for girls whose own homes are too far away. Income-generating activities will be started to benefit poor families whose children are often forced into domestic labor to make needed money for their parents' meager incomes.

In order for girls to stay in school, they first have to get there. Girls' transportation needs will be met by a transportation network with one bus in each locality run by a local NGO or a Parents' Association that manages a fee-setting program on users to cover operational costs. This could begin as a pilot program in some target zones based on certain set standards. Also, those "welcome homes" could be identified close enough to the schools to provide food at mealtime. This "girls' foster-house program" could also be organized and run by a local NGO or Parents' Association funded by income-generating activities (IGA). These IGAs will be funded for the benefit of poor families, such as small vegetable gardens, community stores, etc.

Under this component:

- 1) 131 revenue-producing activities will be initiated for poor families whose girls attend 83 schools.

<sup>4</sup> For each classroom assuming six classrooms per school with a principal

<sup>5</sup> Number of schools to which cafeterias (*cantine*) will be added

<sup>6</sup> Per school

<sup>7</sup> Per school

- 2) 83 foster homes for girls whose own homes are located more than two km from the schools.
- 3) 35 buses will be procured for use if communities of families whose locations are more than two km from the nearest schools. The communities will collect user fees to cover operational and recurrent costs of the vehicles through PTAs or other local NGOs.

### **Activity 3.3.2.2: Information and Mobilization Campaign for Girls' Education**

This activity is targeting opinion leaders: people such as religious figures (oulemas, imams), other prominent citizens, elected officials, and parents, showing them the importance and benefits of girls' education to the country's overall development goals. The strategy will be to develop strong arguments and mount large campaigns of information, setting up associations for the dissemination of the messages and support groups to fight against the negative stereotypes that militate against girls being educated, such as early marriage and the practice of making girls overweight.

This activity will also include periodic efforts to stage information campaigns among parents themselves and the school Parents' Associations. A series of communications messages will be produced and distributed in communities through outlets such as radio and other media sources, both public and private, local and nationwide. Four annual campaigns will be staged throughout the province.

### **Activity 3.3.2.3: Women's Literacy**

Parents' largely low level of schooling themselves is a major obstacle in enabling girls to get a primary school education. Illiterate parents do not understand the importance of learning for their young children and especially their little girls. Studies show that there is a direct link between the levels of little girls' schooling and that of their parents. This activity consists of producing texts, school materials and equipment for teaching literacy, and payment of instructors' salaries, to help illiterate mothers in the target zones become literate.

An adult-literacy campaign will be organized with an emphasis on women and household mothers. In this regard, the following activities will be undertaken: (1) train teachers on the pedagogy to apply for the adults in need of this literacy training; (2) provide texts and other materials in sufficient quantities to meet the need; (3) provide training appropriate to the needs of the target audience; and (4) conduct a campaign to disseminate information on the negative impact of illiteracy. Each of the 83 schools assisted under this program will hold a literacy class for mothers who need the training.

The following table summarizes planned activities to stimulate demand for girls' education:

Activity	Quantity			Total	Notes
	2009	2010	2011		
Income-generating activities	66	50	15	131	For girls from poor families
Foster homes	43	30	10	83	For girls living some distance from the schools
Buses	20	10	5	35	For girls living some distance from the schools
Public information for leaders and parents	4	4	4	12	Reaching the entire province of Hodh Elcharghi
Mothers' Literacy	43	30	10	83	For illiterate mothers

### Component 3.3.3: Project Management and Monitoring/Evaluation

This component deals with the need to manage for results, monitor and evaluate project activities through the adoption of specific tools to coordinate the effort, undertake studies to better understand the obstacles to effective girls' education, setting up a regular monitoring/evaluation mechanism, such as oversight activities, regular and systematic data gathering, and carrying out evaluations to assess the real impact of project activities. Responsibility for coordinating the program is the regional inspector for education of the MNE.

### 3. 4 Performance Monitoring Table

Activities/Inputs	Output Indicators	Assumptions	Outcome Indicators	Target Indicators
<ol style="list-style-type: none"> <li>1. 250 classes built in 83 existing schools</li> <li>2. 5500 schools receive bench-desks.</li> <li>3. 42 schools have latrines</li> <li>4. Food available in 27 schools.</li> <li>5. 83 schools have reading and study areas.</li> <li>6. 27 schools have fences or walls surrounding.</li> <li>7. 25,000 textbooks provided 83 schools.</li> <li>8. 50,000 book bags provided.</li> <li>9. 83 schools offer pupils special tutoring.</li> <li>10. 3000 teachers get pedagogical training.</li> <li>11. 83 foster homes for distant children.</li> <li>12. 83 schools offer mothers literacy courses.</li> <li>13. 83 PTAs functioning.</li> </ol>	<ol style="list-style-type: none"> <li>1. 5535 girls enrolled in province schools in 2006/07; xxx,xxx in 2008/09; xxx,xxx in 2009/10; xxx,xxx in 2010/11.</li> <li>2. Xxx,xxx girls attending school in province in 2007/08; xxx,xxx in 2008/09; xxx,xxx in 2009/10; and xxx,xxx in 2010/11.</li> <li>3. Xxx,xxx girls complete primary school in province in 2007/08; xxx,xxx in 2008/09; xxx,xxx in 2009/10; and xxx,xxx in 2010/11.</li> <li>4. Improved handling capacity of girls</li> <li>5. School texts and materials distributed</li> <li>6. Tutoring classes offered</li> <li>7. Teaching capacity enhanced.</li> </ol>	<ol style="list-style-type: none"> <li>1. School records accurate and up to date.</li> <li>2. Improved school facilities motivate parents to send their girls to school.</li> <li>3. Better teachers create better pupils.</li> <li>4. Improved sanitation raises attendance rates.</li> </ol>	<ol style="list-style-type: none"> <li>1. Girls' enrollment rate (GER) in province raised from 82,3% in 2007/08 97% in 2010/11.</li> <li>2. Parity reached in girls' enrollment to boys from 96% ratio in 2006/07 to 1/1 by 2011.</li> <li>3. Parity reached in completion rates between girls and boys from 97% in 2006/07 to 1/1 by 2011.</li> <li>4. Girls' attendance rate (GAR) in province raised from xx% in 2007/08 to xx% in 2008/09; xx% in 2009/10; and xx% in 2010/11.</li> <li>5. Primary girls' completion rate (GCR) in province raised from xx% in 2007/08 to xx% in 2008/09; xx% in 2009/10; and xx% in 2010/11.</li> </ol>	<ol style="list-style-type: none"> <li>1. GER at 100% by 2011.</li> <li>2. GAR rate at 65% by 2011.</li> <li>3. GCR at 65% by 2011.</li> </ol>

<p>14. 131 income-generating activities created.</p> <p>15. Support structure for 12 information campaigns</p> <p>16. Tutoring courses offered in all assisted schools.</p> <p>17. Coordination of the pilot effort</p> <p>18. Data gathering for monitoring &amp; evaluation effort</p> <p>19. Supervisory missions</p>	<p>8. Teachers' learning environment improved.</p> <p>9. Buses made available to needy girls.</p> <p>10. Parents better informed on advantages of girls' education.</p> <p>11. Economic conditions of girls' families improved.</p>			
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### 3.5. Sustainability

This project's relevance lies in the fact that it responds to real needs in the areas of girls' schooling, and is fully consistent with the principles of Mauritania's education sector plan (the PNDSE).

The PNDSE is supported and funded by a number of donors involved in the overall education sector, including coordinated programming and adherence to participatory principles. The country's education sector is a well coordinated mechanism between the GIRM and donors. This avoids overlapping programs and assures efficient use of donor resources.

The outcomes projected in the MCC Threshold Program will be assured, consolidated and improved as they will be closely monitored and reported under the PNDSE monitoring system, which accounts for all investments in the sector, be they from Mauritania's public budget or from donor sources.

Over the past three years, the PNDSE investment plan has risen to \$140 million, with 72% of this amount fully disbursed up to 2006 and 82% in 2007. As disbursement rates have gone up impressively, so has the government's budget allocation to primary education. For example, the increase in the government's contribution to operating expenses went up 14% between 2006 and 2007. The GIRM covers all operational costs from its own budget allocations.

This chart shows the increasing overall investment budget allocations to primary education:

<b>Funding Source</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
GIRM	2,311	3,034	1,362
World Bank	7,111	4,332	10,851
IBD	42	53	41
ADB	1,169	2,720	58
France	1,272	6,643	6,622
"Fast Track"	2,626	10	1,411
<b>Totals</b>	<b>14,532</b>	<b>16,792</b>	<b>20,345</b>

*\*all figures are in hundreds of thousands, \$000*

The next three-year period of the PNDSE has been presented to our development partners at the Consultative Group Meeting held in Paris in December 2007. The amount of donor support pledged for this period is \$228 millions.

### Investment Expenditures for Primary Education (in \$000)

Component	2 009	2 010	2 011	Total
Management and Administration	4,100	4,300	4,800	13,300
Universal Primary Access	2,300	9,400	11,500	23,100
Primary Education Quality	4,800	6,300	5,400	16,400
<b>Total</b>	<b>11,200</b>	<b>20,000</b>	<b>21,600</b>	<b>52,800</b>

With respect to the Hodh Echarghi province (*wilaya*), the PNDSE contributes to public education throughout the country. The PNDSE structure assures the sustainability of the planned investments of MCC to Mauritania's primary school goals.

The GIRM has contributed consistently to the operational needs of the education sector in the Hodh Elcharghi. The budget of the wilaya MNE director has seen the provincial budget for education rise 145% between 2006 and 2007, and 117% from 2007 to 2008.

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### 3.6 Management Team and Implementing Partners

The project will be implemented within an institutional framework of full participation, involving all actors: government, local authorities and citizens. On the government side, the project will be under the aegis of the Ministry of National Education (MNE) for management of Component 1, "Improving the Availability and Supply of Primary School Classrooms for Girls", and by the Ministry of Women's Promotion, Children and Family (MWPCF) for Component 2, "Stimulating the Demand for Learning among Poor Families".

All activities will be an integral part of the PNDSE and will be managed the same way other elements of education programs are run. The institutional setup described below will manage all the resources, be they from GIRM sources or donors, for the education sector. The Director of the Education-Training Project in the MNE will be directly responsible for management and accounting for the MCC funds allotted.

For Component 2, successful accomplishment of its goals will depend on close collaboration and interaction with the normal activities of the Ministry for Promotion of Women, Children and the Family. The Department of Studies, Cooperation and Monitoring has the cross-cutting responsibility for coordinating its activities with the Primary Education activities. This department will coordinate activities under Component 2 and will manage the funds allotted to those activities.

A coordinating committee will be set up to manage the design and planning for the activities to be financed under this program. The committee will consist of individuals from the Ministries of National Education (MEN) and the Promotion of Women, Children and the Family (MPWCF):

- Director of Strategic, Planning and Cooperation, MEN
- Director of the Department of Education and Training (DPEF), MEN
- Regional Director of National Education, MEN
- Director of Studies, Cooperation and Monitoring, MPWCF
- Director of Women's Promotion, MPWCF
- Regional Coordinator, MPWCF
- Regional Technical Coordinator (engineering), MEN/DPEF

### 3.7 Budget

Total budget for this activity over three years is estimated at 12.03 million. Component 1 will take 76.6% of this amount. Component 2 will take 22.4%. The balance of five percent will be for management, monitoring and evaluation. We expect a disbursement rate of 49.4 % of the total budget in year one. Here is the breakdown:

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#### Budget by Component and Year

Estimated Costs (in 000 USD and 000 Mauritanian Ouguiyas (UM))

Components	Estimated Cost (USD)			Total		
	2009	2010	2011	USD	UM	%
<b>Component 1: Supply</b> (schoolrooms)	130	90	30			
<b>Improving the Availability and Supply of Primary Schools</b>	<b>4,445</b>	<b>3,103</b>	<b>1,458</b>	<b>8,591</b>	<b>2,147,750</b>	<b>73.4</b>
I.1 Improving the physical plants	<b>3328</b>	<b>2306</b>	<b>769</b>	<b>5988</b>	<b>1,496,950</b>	
New classrooms	2,815	1,950	650	5,415	1,353,750	

Pupils' desk-benches	229	158	53	440	110,000	
Latrines	69	48	16	133	33,200	
Fencing	215	150	50	415	103,750	
1.2 School materials & texts	<b>885</b>	<b>635</b>	<b>635</b>	<b>2,155</b>	<b>538,750</b>	
1.3 Learning env. improvements	<b>232</b>	<b>162</b>	<b>54</b>	<b>448</b>	<b>112,050</b>	
<b>Component 2: Demand:</b> (school numbers)	<b>43</b>	<b>30</b>	<b>10</b>			
<b>Stimulating Demand</b>	<b>1,042</b>	<b>724</b>	<b>348</b>	<b>2,114</b>	<b>528,600</b>	<b>18.1</b>
2.1 Financial Support to Poor Girls	<b>722</b>	<b>504</b>	<b>168</b>	<b>1,394</b>	<b>348,600</b>	
Income-generating activities	310	216	72	598	149,400	
Foster homes	206	144	48	398	99,600	
Buses	206	144	48	398	99,600	
2.2 Information & mobilization campaign	<b>120</b>	<b>80</b>	<b>60</b>	<b>260</b>	<b>65,000</b>	
2.3 Women's literacy	<b>200</b>	<b>140</b>	<b>120</b>	460	115,000	
<b>Component 3 : Management and Monitoring/Evaluation</b>	<b>289</b>	<b>201</b>	<b>95</b>	<b>563</b>	<b>82,774</b>	<b>5</b>
<b>Total</b>	<b>5,776</b>	<b>4,029</b>	<b>1,901</b>	<b>12,031</b>	<b>3,007,854</b>	

**Budget Issues:** The budget prepared above by the ministry is not presented in sufficient detail to see how many schools can be built in which regions with fluctuating budget levels.

I. **Construction Costs:** the GIRM covers 70% of construction costs, mainly for engineering and construction materials brought from Nouakchott. The communities provide 30%, mainly in the form of labor and provision of local materials, including building of fences or

walls around the school perimeter and construction of areas for eating, reading and homework. The education ministry's planning office located in the Department of Education/Training Project (DPEF) has a highly detailed spreadsheet that allows determination of costs depending on location and access to roads. Their base estimate for a classroom in Nouakchott is 3.45 million UM, or \$14,370; for a location 100 kms from Nouakchott on a good road, the estimate is 3.58 million UM or \$14,920. Off a main road, a school located 100 kms from Nouakchott is estimated at 3.68 million UM or \$15,325. And in a location such as Nema, 1,100 kms from Nouakchott, the estimate is 4.91 million UM, or \$20,475.

The attached Excel spreadsheet provides a sample of the detailed analysis that underpins their financial construction planning.

### **3.8 Civil Society**

Two kinds of CSOs are relevant to the project in the Mauritanian context. The first is Parents' Associations (PAs), community-based groups that get involved with the life of the local school beginning with participation in construction and provision of local materials (about 30% of the total cost is borne by the communities) and others are local management committees that direct income-generating activities and disburse funds for operating costs of the buses.)

## Annex A Donor Coordination<sup>8</sup>

The major donors in support of the PNDSE 's primary education strategy are the World Bank, France, the African Development Bank, the Islamic Development Bank and Spain. A summary of classrooms built since 2002 provides the following totals:

Project	Number of classrooms built
IDA Education 3	942
IDA Education 5	3,550
IDA Education Sector Development	3,113
IDA Fast Track	370
<b>TOTAL</b>	<b>7,925</b>

Donors: IDA, AFD, France, ADB, IDB, Fast-Track<sup>9</sup>

The recent history of donor support to primary school construction in Mauritania is best summed up in a recent memo written by Cherif Diallo, the education and health implementation officer in the World Bank offices in Nouakchott. He addressed the donor history of primary school construction as follows:<sup>10</sup>

“Education Sector Development Project (2002-2007). The objective of the PNDSE construction program is to support universal enrollment in 2010, i.e developing a capacity to provide a place in school to all children of the country reaching the school intake age. The number of students enrolled in schools was expected to increase from 346,000 in 1998 to 546,000 in 2010. To reach this objective, the number of classrooms to be built was estimated at 2,700 classrooms, using a computer-based model to simulate the future sector status under different assumptions for project objectives and reforms. The simulation takes into account multi-grade and double shifting teaching extension.”

“To achieve the objective of building 2,700 classrooms, the project implemented a strategy similar to the one developed for previous projects, in which communities have the responsibility of implementing the classroom construction. The Government co-finances the construction under terms and conditions defined in a co-financing agreement signed by all

<sup>8</sup> Source is the website of the Ministry of Education's Department of Education and Training Project: [www.dpef.mr](http://www.dpef.mr).

<sup>9</sup> Source: World Bank office Nouakchott

<sup>10</sup> World Bank, “Primary School Classrooms Construction Background”, memo prepared by Cherif Diallo, undated in the text but he says he wrote it in early 2008 in preparation of the \$14 million Fast-Track Initiative paper approved March 19, 2008.

eligible communities and the DPEF. Eligibility criteria have been revised to give higher priority to incomplete schools, aiming at developing a complete school by combining classroom construction and multi-grade teaching. Priority is given to communities promoting a complete 6-level, 3-classroom school. The community support program for school construction is broadened to include: (i) construction of headmaster's office and storage facilities; (ii) construction of latrines; (iii) classroom furniture; and (iv) wire mesh fencing in rural areas and permanent fencing in urban areas. The level of subsidy from the Government for classroom construction is 70%, and 100% for the new complementary facilities. The manual of procedures has been adjusted accordingly. The revised manual spelled out the specific procedures that communities should follow for material procurement, recruitment of specialized labor, or contracting with local enterprises. These procedures reflect the Bank's experience in community procurement in other countries and other projects such as social funds."

"Out of the 3113 classrooms, 2,516 are built, equipped with latrines and furnished. As a result GER increased from 88.7 percent in 2001 to 97.9 percent in 2007 and gender parity is reached (girls representing 50%). Consequently, Mauritania is relatively well placed to reach some of education MDGs."

"Financing classroom construction: The school construction program is financed by a limited number of partners, mainly: (a) Government, under the Public Investment Budget, which has benefited from external debt reductions initiatives (HPIC); (b) AfDB; (c) IDA, through its financing of the ESDP and the Urban Development Project (UDP); and (d) Fast Track Catalytic Fund and BNPP Education for All. Coordination among donors is the responsibility of the DPEF under the Ministry of National Education."

"Estimated cost. The nationwide average cost of a classroom is estimated at appreciatively US\$ 5,600 (including a 30% community contribution) and excluding complementary facilities."

I. World Bank: IDA 3573 had a \$49 million education sector development plan from 2002 to 2007 that was aimed mainly at the primary level but also included the first three years of secondary school. Under this program 4.6 million textbooks were provided to schools, 26,456 teachers got some level of training, 2,700 new classrooms were planned, of which 2,516 were completed (mostly in three-classroom, six-grade schools), equipped with latrines. (In addition, seven departmental offices of the MPSE were established, and 17 departmental inspectorates created.)

Under an IDA "Fast Track" project, from 2004 to 2007 \$9 million was spent to train 6,000 teachers in pedagogical techniques and also bilingualism. 270 new primary school classrooms were constructed and 20,000 seat-desk combinations provided. Food provided under this project for school cafeterias served 36,000 pupils. The program reports that hygienic conditions in the schools were improved and access in low-performance regions also improved.

Its brand-new credit is for \$14 million under the “Fast-Track” arrangement for the 2008-2010 period, is engaging in activities similar to this MCC proposal<sup>11</sup>. \$9.14 million will be for improving access; \$2.83 million for quality (improved curricula, 1,000,000 textbooks, school materials and 20,100 student desks) and \$2.03 million for upgrading skills of 900 teachers, including teacher incentives and evaluative measures of teacher/pupil performance. The financing will be spread out over the same period as the MCC Threshold proposal: \$5 million each for 2008 and 2009 and \$4 million for 2010. The access component will build another 600 classrooms, provide support local involvement through decentralized management and expand school feeding.

2. France: Under project C2D1, the French Development Agency (ADF) provided 9 million Euros from 2004 to 2007 for language training and quality enhancement of teacher capacity for about 250 primary school teachers. 563 primary school classrooms were built and 14 regional inspectorates were provided operational assistance. (Seven departmental ministry offices (DRENs) were also built.)

Under C2D2, ADF is providing 11.85 million Euros for the period 2007-2009 to support PNDSE primary school reforms and strengthen management capacity in the schools. (*We need to expand on this here.*)

3. African Development Bank: Most of the assistance is given to PNDSE strategic objectives in areas of national education outside primary schools. However, the program has helped expand access and geographic equity for primary school pupils.

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<sup>11</sup> “Catalytic Fund Program Document on a (sic) Education for All Fast Track Initiative in the Amount of \$14,000,000 to the Islamic Republic of Mauritania for a (sic) Education Sector Development Program”, March 19, 2008

## Annex B: Schedule of People and Organizations Consulted

List of Events Scheduled & People Met

May 9-30, 2008

Date	Event and/or Names and Titles
May 9, 2008	Slocum arrives Nouakchott, met by Kim Pease of USAID. Met later by GIRM presidential adviser and GIRM designate for MCC Khalilould Ennahoui; dinner with MCC's Chaka and Vanderbrouk, consultants Hagen and Thomasen, and Embassy's Diakite.
May 10 to 11	GIRM-organized field trip to Trarza region (southwest Mauritania) visiting health & refugee centers in Rosso, NRM sites and Diawili National Park at Keur Macene, spending the night in tents on the beach, and visiting three primary school at Tiguint.
May 12-13	High-level meetings with GIRM Prime Minister and Ministers of Primary and Secondary Education (MPSE); Promotion of Women, Children and Family (MPWCF); Health; Environment; and with donors: France, EU, Spain.
May 14	Meeting with principal counterparts: Mohamedould Moctar Sidi Bakar (MPSE) and Ahmedouould Hademine (MPWCF)
May 15	Fatimatou Babana, Peace Corps gender & education program specialist
May 15	Working session with Minister of MPWCF and Ahmedouould Hademine, Director of Strategic Planning.
May 17	Dinner for all TCP consultants at home of Ahmedouould Hademine, MPWCF
May 18	Khadij mint Mohamed Salem, UNICEF adviser of gender and education
May 18	Rolande Sakho, information officer, Education-Training Project Dept., MPSE
May 19	Kamil Hamoud Abdel Wedoud, Director, Education-Training Project Dept (DPEF), MPSE
May 20	Cherif Diallo, implementation officer, World Bank office Nouakchott; William Experton, Lead Education Specialist, World Bank/Washington on assignment in Nouakchot

May 21	Review of documents obtained and continue work on Section II.
May 22	Meet staff engineer at DPEF/MPSE. Participate in MCC/USAID teleconference.
May 22	Dinner offered by Minister of Environment, Ministers of Fish and Maritime Resources and of Agriculture, and other donors.
May 23	Cherif Diallo, WB, to compare Bank's basis of cost estimations.
May 24	Continue work on Section II paper.
May 25-26	Meetings at MPSE/DPEF to review work of 2008 PNDSE Review (5/25: 10 am to 1 pm; 5/26: 10-12 and 2-4. Also participating: France, Spain, World Bank, UNICEF, WFP.

**Work Plan**

<b>Date</b>	<b>Event and/or Names and Titles</b>
May 26	Wrap of 2008 PNDSE review at MPSE/DPEF;
May 27	Conference call with USAID/WARP  Meet with two ministry counterparts to complete Section II paper.
May 28	Conference call with MCC/Washington
May 29	Team and Embassy meeting with GIRM MCC committee chaired by presidential adviser Khalil Ennahoui.  Meet with MNE counterpart Moctar to pare down French draft and harmonize the two language versions.
May 30	Continue work with MNE counterpart on completing first draft of texts.  Complete final drafts of sections on: <ul style="list-style-type: none"> <li>• Indicators</li> <li>• Detailed budget</li> <li>• Sustainability</li> <li>• Coordinate French and English versions (to extent time permits)</li> <li>• Final list of pers/Jons contacted and events scheduled.</li> </ul>
May 30	First nearly complete drafts in English and French.  Submit to USAID & MCC.  Late night departure for Paris, arrive Washington June 1
May 31/June 1	Completion of two language versions of paper for review within GIRM and USAID/MCC.  Annexes sent.

**Key issues in final week:**

- Finalize budget with counterparts.
- Work with counterparts to define elements of sustainability.
- Develop realistic targets, indicators and benchmarks.
- Coordinate English and French versions of the Section II paper.

## LIST OF PEOPLE CONSULTED BY AGENCY OR ORGANIZATION

### MCC Section II on Girls' Primary Education

#### Government of the Islamic Republic of Mauritania

##### President's Office:

*Khalil ould Ennahoui, Adviser and GIRM designated MCC Coordinator*

##### Prime Minister:

Yahya ould Waghf, Prime Minister

##### Ministry of Economy and Finance

Mohyedine ould Sidi Baba, Director General of Development and Cooperation

##### Ministry of Environment

Darmoud ould Mermouz, Minister

##### Ministry of Foreign Affairs

Cheikh El Avia Ould Mohamed Khouna, Minister

##### Ministry of National Education (named Primary and Secondary Education May 18)

Nebghouda Mint Mohamed Vall, Minister

Mohamed Nedhirou, Director of Cabinet

Moctar Ndiaye, Adviser to Minister

Mohamed El Moctar ould Sidi Bakar, Director of Strategic Planning and Cooperation

Kamil Hamoud Abdel Wedoud, Director, Dept. of Education-Training Project (DPEF)

Abderrahim ould Ahmed Salem, Regional Technical Coordinator, DPEF

Rolande Sakho, information officer, DPEF

Dah ould Didiye, Director for Primary Education

Brahim ould Marek, retired primary school teacher

##### Ministry of Promotion of Women, Children and Family

Fatimetou mint Khattri, Minister

Ahmedou ould Hademine, Director of Strategic Planning

#### Donors and International Organizations

##### European Union

Geza Strammer, Charge d'Affaires

##### France

- French Development Agency:
  - Didier Grebert, Director
  - David Munnich, Head of Studies

- French Cooperation and Cultural Mission
  - Françoise Gianviti, Director (at French Embassy)  
The following technical advisers are assigned to the Ministry of Primary and Secondary Education (MPSE):
  - Alain Mante, civil society and parents' associations
  - Claire Dauvillier, professional development and personnel management
  - Aline Hiltenbrand, human resources planning
  - Patrick Fillion, literacy and continuing education
  - Patrick Vegas, bilingual education
  - Christian Asse, math and science curricula

### **Spain**

Juan Pena Fernandez, General Coordinator, Spanish Cooperation in Mauritania  
Ruth Jaramillo, Education Adviser

### **Tunisia**

Mohamed Blidi, Technical Cooperation Adviser, Permanent Representative, Tunisian Agency for Technical Cooperation

### **FAO**

Radislav Pavlovic, Representative

### **UNICEF**

Abdoul Sow, Education Program Administrator  
Khadij mint Mohamed Salem, Education and Gender Adviser

### **UN WFP**

Fatimata Sy, Program Officer

### **World Bank**

Francois Rantrua, Country Manager  
Cherif Diallo, Implementation Officer  
Amadou Omar Ba, Principal Specialist for Agricultural Services  
William Experton, Lead Education Specialist, Human Development II, Africa Region

## **U.S. Government Agencies**

### **U.S. Embassy**

Mark Boulware, Ambassador  
Dennis Hankins, Deputy Chief of Mission  
Cheikh Alassane Diakhite, Democracy/Governance Adviser

### **USAID**

Kimberly Pease, Program Manager, Mauritania

**U.S. Peace Corps**

Obie Shaw, Director

Fatimatou Babana, General Development Adviser

Abderrahmane Bagga, Education Adviser

Daouda Diallo, Health Adviser and Translator

**Non-governmental Organizations and Private Sector**

**Counterpart International**

Moustapha Gaye, Resident Representative

**Mauritanian Organization for Sustainable Development**

Mohamed Lafdah Chah, Director

**Zein Engineering and Services Company (EZTS)**

Zein El Abidine Khatry

## Annex C: Bibliography

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- Millennium Challenge Corporation: Threshold Country Plan Guidance FY 2008"
- Millennium Challenge Corporation: April 18, 2008 Letter from Monica Vegas Kladakis, Managing Director, Threshold Programs, to GIRM Ministry of Economy and Finance providing official commentary on the GIRM's Section I submission.
- Ministry of National Education, Islamic Republic of Mauritania: "Bilan d'Evaluation Diagnostique Menee dans les 14 Regions" (Review of Teacher Competency in 14 Regions of Mauritania), December 2007-January 2008.
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- Ministry of National Education, Islamic Republic of Mauritania: "Projet d'Appui a la Scolarisation des Filles (2008-2009)" ("Support Project for Girls' Education (2008-2009)" (This is the ministry's first draft of the MCC Section II paper.)
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- Ministry of National Education, Islamic Republic of Mauritania: "Les Associations de Parents d'Eleves du Hodh El Gharbi et du Hodh Chargui", November 2005 (Parent-Teachers' Associations in the Hodh el Gharbi and Hodh Chargui)
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- Ministry of National Education, Islamic Republic of Mauritania: "Plans de Formations 2008: Analyse des PF previsionnels centraux et plans valides" ("2008 Training Plan: Analysis of the Planned Central and Validated Action Plan", April 24, 2008
- Ministry of National Education, Islamic Republic of Mauritania: "Revue Annuelle du PNDSE, 28 Octobre au 08 Novembre 2007: Rapport de la Mise en Oeuvre du Plan d'Action 2007 du 01/01/2007 au

01/20/2007" ("PNDSE 2007 Annual Review, October 28 to November 8, 2007; from January 1 to October 1, 2007")

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Ministry of National Education, Education/Training Project: Calendrier de la Review du PNDSE du 18 au 28 mai 2008-05-20 ("Schedule of meetings for the mid-2008 Review of the PNDSE")

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Ministry of National Education, Islamic Republic of Mauritania: "Revue Annuelle du PNDSE, 16 au 26 Novembre 2005: Bilan des realizations physique et financiere" ("PNDSE 2005 Annual Review, November 16-26, 2005: Report on Infrastructure and Financial Achievements")

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