

# Note de couverture de la requête d'un financement accéléré COVID-19

CONTEXTE	
Pays :	Mauritanie
Agent (s) partenaire(s) :	Banque Islamique de Développement
Agence(s) de coordination :	Agence Française de Développement
Intitulé du programme :	Learning Continuity and Resilience Building of Basic Education Project
Montant total du financement accéléré COVID-19 :	3.5 million Dollars
Commissions de l'agent partenaire (en supplément du montant total du financement accéléré COVID-19 demandé) <sup>1</sup> :	61,250 Dollars
Commissions de l'agent partenaire en % du montant total du financement accéléré demandé :	1.75
Date de soumission de la requête pour un financement accéléré COVID-19 :	8/20/2020
Date estimée de démarrage du financement accéléré COVID-19 :	9/30/2020
Date estimée de clôture du financement accéléré COVID-19 (doit correspondre au dernier jour du mois, par exemple : le 30 juin 2021) :	3/31/2022
Date prévue pour la remise du rapport de fin d'exécution (au maximum 6 mois après la date de clôture du programme) :	6/30/2022
<b>Modalités du financement - (mettre un 'X')</b>	
<input type="checkbox"/> Fonds commun sectoriel	
<input type="checkbox"/> Fonds commun de projet / Cofinancement	
<input checked="" type="checkbox"/> Projet autonome	

<sup>1</sup> Commissions de l'agent partenaire : Les commissions générales de l'agent partenaire s'ajoutent à l'AMP et sont déterminées selon les règles internes de l'agent partenaire. Réglées au siège de l'agent partenaire, elles correspondent à des frais généraux et contribuent généralement au défraiement des frais administratifs et autres charges encourues au titre de la gestion et de l'administration des fonds transférés. Ces commissions sont prédéterminées dans l'accord sur les procédures financières conclu entre l'agent partenaire et l'administrateur fiduciaire du PME.



**TO** : The President, IsDB

**FROM** : The Vice President, Country Programs

**SUBJECT** : Report and Recommendation of the Vice President on the COVID-19 Learning Continuity and Resilience Building Project - Islamic Republic of Mauritania

Date (*Hijri*)\_\_\_\_\_  
Date (*Gregorian*)\_\_\_\_\_

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## IsDB PROJECT INFORMATION SHEET

Beneficiary:	Government of Mauritania					
Executing/Implementing Agency:	Ministry of National Education, Vocational Education and Reform					
Project Title:	COVID-19 Learning Continuity and Resilience Building Project					
Sector/Sub-Sector:	Education					
Total Project Cost:	USD 3.5 million					
IsDB's Contribution:	-					
Co-financiers Contribution:	USD 3.5 million					
Government Contribution:	-					
<b>Proposed IsDB Financing:</b>						
Modes(s) / Co-financier(s)	Amount (US\$/ID/Euro)	Repayment Period (Years)	Grace/Gestation Period (Years)	Service Fee/Mark-up		
-	-	-	-	-		
<b>Co-financiers &amp; Terms of Co-financing:</b>						
Global Partnership for Education (Grant managed by IsDB)	USD 3.5 million	NA	NA	NA		
Co-financing Ratio				NA		
<b>Implementation Period (Years):</b>				18 months		
Key Milestones:	Target Date		Final/ Terminal Date			
Approval by GPE	31/10/2020		31/10/2020			
Signature of the Agreement between the Government and IsDB	30/11/2020		6 months from approval			
Effectiveness of the Agreement between the Government and IsDB	30/11/2020		6 months from signature			
Planned First Date of Disbursement	30/11/2020		6 months from effectiveness			
Start-Up Workshop	November 2020		March 2021			
First PIASR	March 2021					
Second PIASR	December 2021					

Planned Last Date of Disbursement	30/04/2022	
Project Completion Report	May 2022	

### **LIST OF ACRONYMS/ABBREVIATIONS**

CEP	<i>Certificat des Etudes Primaires</i> (Primary Education Certificate)
DCPs	Developing Country Partners
DPEF	<i>Direction des Projets Education et Formation</i> (Directorate for Education and Training Projects)
EA	Executing Agency
EMIS	Education Management Information System
GoM	Government of Mauritania
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IMF	International Monetary Fund
IsDB	Islamic Development Bank
LEG	Local Education Group.
LOI	Letter of Intent
MCs	Member Countries
Multilateral Development Banks	
MoEVER	Ministry of Education, Vocational Education and Reform
MoH	Ministry of Health
PCR	Project Completion Report
PIASR	Project Implementation Assessment and Supervision Report
PMU	Project Management Unit
PNDSE	<i>Programme National de Développement du Secteur Educatif</i>
SOE	Statements of Expenditures
SA	Special Account

## CURRENCY EQUIVALENTS

ID 1.00 = US\$ 1.3668

US\$1.00 = 37.78 MRU

### Project Team Members:

Nr.	Team Member	Division>Title
1.	M. Abderrahmane Beddi	OTL, RHR
2.	Moulay Cherif Alaoui	PMS, RHR
3.	Abdelfattah Ouadrhiri	PMS, RHR
3.	Ezzedine Garaye Ahmed Youra	Country Manager, RHR
4.	Jawara Gaye	Lead Global Education Specialist, Social Infrastructure Global Practice Division
5.	Bensalem Haimoudi	Manager, Project Financial Management Division
6.	Khadija Faridi	Field Procurement Officer, PPR Division
7.	Abdallah Ouazragh	Field Disbursement Officer, Dues and Disbursements Division

Project Team Leader: M. Abderrahmane Beddi

Peer Reviewer (1): Hachemi Briki

Peer Reviewer (2): Ahsanul Kibria

Regional Hub Manager: Elwalid Hamour

## **REPORT AND RECOMMENDATION OF THE VICE PRESIDENT ON THE PROPOSED GLOBAL PARTNERSHIP FOR EDUCATION (GPE) GRANT FINANCING FOR THE COVID-19 LEARNING CONTINUITY AND RESILIENCE BUILDING PROJECT, ISLAMIC REPUBLIC OF MAURITANIA**

I submit to H.E. the President, IsDB for his consideration and decision the following Report and Recommendations on the proposed Global Partnership for Education (GPE) Grant financing of US\$3.50 million to the Government of Mauritania, to cover the cost of financing of COVID-19 Learning Continuity and Resilience Building Project in Mauritania, for which the IsDB will serve as a Grant Agent.

### **I. BACKGROUND**

1. Mauritania is one of the COVID-19 affected countries having registered 6,027 people infected, 3,977 recovered cases, 155 deaths as of 23/07/2020. The number of cases are increasing dramatically and the country is at a very high-risk level for the COVID-19 epidemic as all of its four bordering countries (Algeria, Mali, Morocco, Senegal) are severely hit by the pandemic. The Government of Mauritania has taken significant measures to prevent the spread of the infection and provide treatment facilities for infected people. The measures include the closing of schools, institutes and universities leading to the discontinuity of learning for 943,383<sup>2</sup> learners. The unfolding impact of COVID-19 is expected to have severe socioeconomic consequences.
2. The IsDB Group has allocated an amount of USD 33 million under its Strategic Preparedness and Response Program (SPRP) to support the country in its efforts to fight against Covid-19. Part of this amount is allocated to support the continuity of education delivery and to build its resilience through the use and application of Science Technology and Innovation (STI) and Information Communication Information (ICT) in the long run. Mauritania is one of the targeted beneficiaries DCPs.
3. The GPE Board approved a total of \$500 million for COVID-19 Accelerated Funding Window for 67 of its Developing Country Partners (DCPs) to respond to the challenges of the learning continuity imposed by the closure of schools by the pandemic. Out of this funding, \$25 million were provided to UNESCO to support its Global Coalition for Education initiative, \$8.8 million were channeled to UNICEF to support countries developing their National Response Plan of which, in late March 2020, the UNICEF office in Mauritania received a GPE grant of US\$70,000 to support the Ministry of Education in Mauritania in planning its response to the coronavirus (COVID-19) pandemic. UNESCO also supported the Government (Ministry of National Education) technically and financially for the development of the National response Plan to Covid-19. A total of \$ 327 million have already been granted to countries to implement their Covid-19 response plan. The GPE Covid-19 Accelerator fund has allocated \$3.5 million grant for Mauritania to support the implementation of the national response plan and complement other partners and government contributions thereof.

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<sup>2</sup> The Government of Mauritania (GoM)National COVID 19 Education Response Plan

4. The Government has also requested IsDB to support a Learning Continuity and Resilience Building Project in Secondary Education, which is under consideration for IsDB financing for 2021. As such, these two projects have been designed to complement each other and ensure support to and alignment with the Country's national response plan to COVID19 in the education sector. It is worth mentioning that IsDB has recruited under its administrative budget a consultant for the preparation of a framework for structuring the distance learning process (prerequisite in terms of teaching material and support for techniques and communication) in the basic education. The framework will include specific treatment and tools to be provided for children in peripheral and marginalized areas (including migrants, refugees and people with disabilities) to enable them benefiting from the distance learning education.
5. IsDB and GPE have signed a Letter of Intent (LOI) to serve as frame to facilitate further cooperation and collaboration in areas of common interest. The LOI stipulates that IsDB may serve as a Grant Agency (GA) for GPE projects. In this regard, IsDB and others GPE's accredited agencies have expressed the interests to assume the role of the GA for the GPE COVID-19 Accelerated fund for Mauritania. IsDB has been selected to play this role by the Government of Mauritania in coordination with the Local Education Group (See the Government Endorsement Letter in Annex 8).
6. This RRVP is prepared based on the Government of Mauritania National COVID-19 Response Plan and other related information received from the country, desk reviews as well as from different online authoritative resources. The project is prepared under the framework of the GPE Guidelines for COVID-19 Accelerated Funding Window approved by the GPE Board of Directors on March 30, 2020 (BOD/2020/03 DOC 02). Once approved by IsDB management, the present RRVP will be communicated to the Country for its official submission to the GPE, through its coordination agency in Mauritania, for the final approval of the US\$ 3.5 million allocated to Mauritania. This process should be completed before September 30<sup>th</sup> 2020.

## **II. THE COUNTRY ECONOMY AND SECTOR**

7. According to IMF, Economic growth accelerated last year to close 6 percent, driven by buoyant activity in both extractive and non-extractive sectors and favorable terms of trade. Macroeconomic stability was maintained, and debt sustainability was strengthened. Inflation remained low at 2.3 percent on an annual average in 2019.
8. Meanwhile, the current international environment marked by the coronavirus outbreak is expected to weigh on Mauritania owing to commodity price volatility and a slowdown in global growth. As a result, growth is expected to slow in 2020. Moreover, further downside risks related to these global developments and security threats in the Sahel are elevated.

9. The IMF reports<sup>3</sup> that “COVID-19 pandemic is having a dramatic human, economic, and social impact on Mauritania. The short-term economic outlook has deteriorated rapidly, and growth is expected to turn negative this year, with severe hardships for the population, and the outlook is subject to considerable uncertainty. These developments have given rise to urgent balance of payment and fiscal financing needs”. Against this backdrop, the IMF Executive Board approved a \$130 million disbursement to the Islamic Republic of Mauritania to address the COVID-19 pandemic in the health and social protection programs.

**Sector Context:**

**Organization of the education system:**

10. Education in Mauritania follows a system that is organized into the following levels:
  - i. Three years of pre-school education for children aged 3 to 6 that aims to prepare them for the challenges of learning in basic education;
  - ii. Six years of basic (primary) education (Grades 1 through 6), open to children aged six years and above, at the end of which a primary education certificate (CEP) is awarded;
  - iii. Secondary education comprises six years and is divided into four years of lower secondary (college) education (Grades 7 through 10) for children who hold the CEP, and upper secondary education (Grades 11 and 12);
  - iv. Higher education is offered by universities and other higher education institutes.

**Status of Primary Education and Educational Reform Prior to COVID-19:**

11. An overview of the basic education sub sector prior to the school closures provides a context of its attainment and challenges towards the SGD 4 targets and helps in the reflection of the potential impact of COVID-19 henceforth and forms a basis for the proposals to address the challenges thereof. Primary education gross enrolment rate (GER) reached 99.89% with 102.75% for females in 2018, thus reflecting a gender parity index of 1.06. Repetition rates in all primary grades was 1.8% (1.89% for females) in 2017. The survival rate to the last grade of primary education was as low as 64.89% in 2016 for both sexes with a slightly better performance for females at 66.42%. According to the UNESCO Global Education Monitoring Report -GERM (2019) only 40% of primary schools had access to electricity supply. The GRM had no data on proficiency levels in reading and numeracy in grades 2 or 3 for the country.
12. The Government of the Islamic Republic of Mauritania adopted in April 1999 a fundamental reform of the Mauritanian education system, leading to the first ten-year National Program for the Development of the Education Sector (PNDSE I – for its acronym in French), covering the period 2001-2010, which sought to make education more relevant by combining the education sub-systems into one unified system, where Arabic and French are the main languages of instruction.
13. Taking into consideration the lessons learned from the PNDSE I, the GOM engaged the PNDSE II for the period 2011-2020 that focuses on the following overarching goals: (i) reaching MDG on achieving universal primary education (UPE); (ii)

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<sup>3</sup> <https://www.imf.org/en/News/Articles/2020/04/23/pr20186-mauritania-imf-executive-board-approves-disbursement-to-address-covid-19>

continuing educational reforms introduced as part of PNDSE I by identifying solutions to the difficulties encountered during implementation; (iii) regulating and improving the relevance and quality of post-primary education to better correspond to the social and economic development needs of the country; and (iv) ensuring the sustainability of actions undertaken. PNDSE II, therefore, seeks to: (i) make education more relevant, (ii) provide improved access to 10 years of good quality education for the majority of the young Mauritians while achieving equity, and (iii) make secondary education, technical and vocational training and higher education more relevant to social needs and responsive to the demands of the labor market.

#### **Impact of COVID-19 outbreak on educational service delivery:**

14. The closure of schools, affects the daily lives of nearly 680,000 primary school pupils and almost 270,000 learners in the secondary and vocational education, and training in the country. In addition to its direct impact on learning, which resulted in a net cessation of lessons, compliance with preventive measures stopped the implementation of various activities that were engaged or in the process of engagement within the framework of the reform of the sector and improvement of the quality of learning.
15. The impact of COVID 19 on basic education in Mauritania is already considerable: lack of at-home educational support materials, and the loss of learning time for the students, associated fears of returning to school and its emotional stress, potential financial hardships leading to difficulties in paying school fees, and in terms of the delays in the implementation of the Department's action plan, expected consequences on public investment in education and related risk for an equitable access to education/SDG4, and additional education and training needs to compensate learning losses.
16. Experience has shown that school closures have several adverse impacts, including interruption of learning, increasing inequalities for under-privileged children and young people, significant psychological impact, economic cost, increase in child marriage, increase of early and unintended pregnancies, sexual exploitation and abuse, child labor, lower admission to higher education, decreased student mobility, and challenges to ensure that children and young people return to schools. The longer children and young people stay out of school, the less they are likely to return, thus an anticipated high dropout rates.

#### **Initial Strategic Measures to Mitigate COVID-19 Impact**

17. As part of efforts to mitigate the impact of the school closures on learning outcomes and the halt on the implementation of the sectoral reforms towards improving the quality of learning, the Ministry of Education resorted to distance learning solutions focusing on digital content and print material. The interim measure carried out included the establishment of a crisis management team and working groups to engage with various service providers (TV, radio and internet), developing digital and offline content material, creating delivery platforms, and preparing for reopening of schools.

18. These measures and activities are taking place albeit a severe lack of preparedness for this immediate transition prior to the outbreak. Like most developing countries, Mauritania is not fully prepared for distance learning with only 40% of primary schools having electricity supply and much less with internet connection in schools and families, in addition to the following challenges:

- i. The absence of digital content adapted to the needs of the students and the programs that are taught. The development of such materials requires, besides time, specific resources and specialized skills.
- ii. The lack of infrastructures dedicated to this type of educational provision: equipment in the schools, internet connection, platforms, applications, forums, etc.
- iii. The absence of an information system that provides the required data for the identification of students and their registration on the Internet or keeping track of those using other mediums such as radio, TV or social media applications.
- iv. The lack of sufficiently trained and qualified personnel at all levels of the system to support and facilitate distance learning.
- v. Poor access for many students, especially those from poor and rural areas, to the basic necessary tools: computers, tablets, smartphones, TV, radio etc. This poses a real equity issue for which suitable solutions must be found.

19. Other partners including UNICEF<sup>4</sup> identified intervention areas equally showed funding gaps. Meanwhile, the IsDB support to the education in Mauritania is targeted at the secondary level, however, the development of an ICT in Education Policy framework and Master Plan will cover all levels of the education system.

#### **The Government's COVID-19 Response Plan:**

20. The Government of Mauritania developed a response plan for education with support from UNESCO along with the Local Education Group partners. This plan, amounting to US\$ 6.8 Million, has been widely disseminated and is available on the Ministry of National Education, Vocational Education and Reform website<sup>5</sup> and is articulated around three axes:

21. **Response during the pandemic:** This axis aims at attenuating the risks generated by a prolonged school closure. The priority is given to: (i) strengthening the technical capacity of the ministry in the production of distance learning materials and production of various learning modules adapted to different media vehicles; (ii) creation of learning platforms targeting the needs and specifies of each groups of learners; (iv) acquisition of digital distance learning materials (radios, tablets, smart phones...etc.); (v) sensitization campaigns and psycho-social support to pupils and teachers; and (vi) development of a monitoring and evaluation system.

22. **Preparedness for school reopening:** The objective of this axis is to ensure a safe and secured return to school for all learners, teachers and administrative staff. The planned activities include: (i) screening, disinfection and sanitization of schools,

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<sup>4</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Mauritania%20COVID-19%20Situation%20Report%20No.%206%20-%2031%20May%202020.pdf>

<sup>5</sup> <http://education.gov.mr/IMG/pdf/planripostecovid19.pdf>

provision personnel protective equipment; (ii) sensitization campaigns; (iii) revision of school year planning and elaboration of accelerated learning catch-up sessions; and (iv) teacher's training in psychosocial subject and student consolation in period crises.

23. **Restart:** An effective school reopening requires a systematic observance of protective measures by all stakeholders. Rigorous hygienic protocols including hands cleaning, mask wearing, social distancing will be established and enforced. At the pedagogical level comprehensive learning catch up programs will be delivered at all school levels. Therefore, the following activities will be conducted under this axis: (i) distribution of Personal Protective Equipment (PPE); (ii) organization of accelerated learning catch up sessions; (iii) provision of food and nutrition programs for poor and vulnerable students; (iii) provision of psycho-social support to student and teachers; and (iv) setting-up monitoring and evaluation mechanisms.
24. **Monitoring and Evaluation (M&E):** A cross-cutting M&E axis is added to monitor and evaluate the implementation and results of the plan. A unit has been established within the Ministry to ensure the quality of learning materials and ensure its conformity with pedagogical standards. The unit assesses the student learning outcomes and engages in interactive dialogues with the teachers to provide guidance and necessary support to improve the delivery of the distance learning courses.
25. The proposed intervention is intended to support the Government to implement the above outlined national response plan which has been developed in close collaboration with all education partners and is fully supported and endorsed by the Local Education Group. The LEG meets regularly to discuss the plan and to harmonize their various support to it.
26. As part of the additional measures planned by the Government of Mauritania to support the education system, a high priority is given to improving the learning infrastructure. Accordingly, the Ministry of Education, Vocational Education and Reform (MoEVER) is targeting to prioritize within its program the improvement of the learning environment through: the supply of drinking water to schools, the electrification of schools and the use of information technology and communication at the national level. In addition, the President's Extended Priority Program provides for a substantial budget for the maintenance of schools and the related equipment.

#### **Current Status of the Distance Learning:**

27. The Ministry of National Education has taken some measures to initiate the distance learning process as follows:
- i. Establishment of technical teams for producing the courses and their training;
  - ii. Activation of school television and establishment of a school radio synchronized with the 15 relay stations and national thematic radios;
  - iii. Production of teaching sequences adapted to the targeted education levels and the means of dissemination, in particular for the 6<sup>th</sup> grade;
  - iv. Creation of a platform adapted to the specificities of learners on the website: [www.monecole.gov.mr](http://www.monecole.gov.mr);

- v. Printing of 10,000 manuals and dissemination of support courses via radio and TV for the benefit of 6<sup>th</sup> grade students;
- vi. Acquisition of 1,300 radio sets for the benefit of parents of the poorest students.
- vii. Creation of a distance learning platform "TAALIMI" downloadable as an application on Android and accessible through the link [www.elearning.gov.mr](http://www.elearning.gov.mr). This platform allows access to content in various formats: pdf, html, videos. All of the basic subjects' courses for the exam levels are now available and the content for the other grades is being developed.
- viii. The development of the platform is underway to integrate the modules: "schools", "teachers" and "students" and to be able to create virtual classes.

### **III. RATIONALE, OBJECTIVES AND KEY RESULTS**

***Project Rationale:***

- 28. This proposed project is fully aligned with and complementary to the IsDB Strategic Preparedness and Response Package (SPRP) for Member Countries aimed at supporting Governments efforts to mitigate the impact of COVID- 19. The project contributes directly to the 3Rs of SPRP. The proposed project is an R2 (Restore) project which will help the country to restore a badly damaged education system. The project provides a basis for better education planning for emergencies, while promoting the use of technology to ensure equity and strengthen the quality of education.
- 29. The project will support the national response plan objective of ensuring learning continuity during the schools' closure as a result of COVID-19 outbreak, preparing for and facilitating public schools reopening in non-risky conditions, and building a resilient and robust formal education system for the future.
- 30. The health and socio-economic impact of COVID-19 will be severe and prolonged, particularly on vulnerable young girls and boys. This pandemic has caused loss of employment, disrupted the educational systems, and increased the vulnerability of youths. This further includes interrupted learning, risk of increased mental health concerns, as well as disruptions that affect their skills development and future access to economic opportunities and livelihoods.
- 31. Moreover, it is critical that young girls and boys are engaged as they can act as valuable resources and networks in mitigating risks, and community outreach. Preparing them, by building their capacity with the right trainings, be educators of preventive practices within their peer groups, families, care services, and communities, through online and offline platforms; to help curb the spread of the infection.

***Development Objectives of the Project:***

- 32. The development objective of the project is to support the Government to ensure continued and inclusive learning during the COVID-19 outbreak and support the building of a resilient education system for future crises. More specifically, the

project will lay the ground for using Information Communication Technology (ICT) / digital technology in the education system and strengthening the capacity of the Ministry of National Education in setting-up and monitoring the distance learning mechanism.

***Key Development Results of the Project:***

33. The development results of the project are the following: 1,400 teachers trained to deliver remote learning courses, 473,000 students (50% girls) nationwide reached through TV/Radio distance learning representing 70% of the total number of students for grades 1 to 6 in the primary school, 170,000 children provided with paper-based learning kits, hardware and software digital learning equipment acquired and deployed, digital content material developed/adopted for 6 grades; 48,000 households (in 5 targeted regions) provided with radios / feature phones & other distance learning materials, 10 awareness campaigns targeting around 473,000 households conducted and 300 schools (in 5 targeted regions) provided with hygiene and prevention materials.

#### **IV. THE PROJECT**

***Project Location:***

34. The project will give priority to vulnerable children especially girls in poor areas. Accordingly, the project will be implemented in 5 regions (Brakna, Trarza, Adrar, Tagant and Nouakchott Nord). These regions have been selected based on the high poverty rate of the population ranging from 21.2% in Nouakchott Nord to 50.7% in Brakna as per the latest national statistics. The 5 regions comprise 1,129 schools with 229,494 students out of which 114,955 girls representing 50% of the total students) and 6,456 teachers. It is worth mentioning that some activities will benefit all primary public schools nationwide (distance learning content, development of remedial and accelerated learning programs, sensitization campaigns). The private schools are not included in this project as each school has its proper arrangements for ensuring the distance learning education and reopening of schools. The map of the country and the project location (s) are attached in Annex-2.

***Project Description:***

35. The project scope comprises the following components:

**Component 1: Supporting Learning Continuity**

36. This component will contribute to the preparation of the education system to the continuity of education service delivery during the school closures as an essential for learning outcomes and to engage children, teachers and institutions in charge of designing distance learning strategy and material and related capacity development, through the following:

**Subcomponent 1.1: Development of a methodological guide for setting-up and monitoring the distance learning:**

This includes the development and or adoption of internationally available methodological guide to support the Urgency Unit established within the Ministry of National Education for setting-up and monitoring the distance learning in basic

education. Accordingly, the project will finance the services of consultant to develop a guide which comprises the following content:

*(i) deploying the distance learning program:* The guide will show the distance learning methodology for each groups of students based on the availability of digital devices and internet access and design a proper distance learning program for each group. Three groups may be identified: (a) students having access to devices and internet connectivity for which distance learning may be provided through virtual classrooms and direct interaction with teachers in addition to the access to the available digital platforms; (b) students with access to mass media (TV, radio, etc) that would follow the digital contents broadcasted through these channels; (c) students in remote areas without access to internet connectivity and radio / TV that will be supported through paper-based materials or offline content with direct support with teachers through SMS communication. The guide will also provide the necessary tools to identify the needs in terms of teachers and supervisors and their capacity development. It will comprise the list and specifications of the necessary equipment to produce the digital contents. The guide will provide the tools for the design of the duration of the distance learning units based on students' self-regulation and metacognitive abilities, especially for screen-based learning.

*(ii) monitor the implementation of the distance learning education:* given the challenges associated with the distance learning education, a proper monitoring mechanism is necessary to monitor distance learning processes, to track the access to courses and engagement of students and teachers, to assess the learning outcomes. For online learning, it is crucial to monitor the differences in the level of participation and engagement of students. For distance learning through TV or radio, it is important to measure the engagement of students, teachers, and parents.

A proper focus needs to be dedicated to most disadvantaged population having no access to technological devices. The guide will prepare the tools that may be used for data collection; processing and consolidation of the main achievements to enable the Ministry to make the necessary adjustments. The useful data includes the level of accessibility to the digital platforms, radio and TV programs. The guide will describe how to conduct the surveys, their frequency, the sampling method and indicate the type of data to be collected.

This guide will complement the framework that is being developed with the IsDB support for structuring the distance learning process (prerequisite in terms of teaching material and support for techniques and communication) in the basic education. It will include specific treatment and tools to be provided for children in peripheral and marginalized areas (including migrants, refugees and people with disabilities) to enable them benefiting from the distance learning education;

#### **Subcomponent 1.2: Support the deployment of the distance learning education:**

The deployment of the distance learning education requires the development of teaching and learning materials aligned with national curricula that can be delivered through online platforms, TV or radio programs, or used for print-based home learning. The project will finance the following activities:

*(i) development, printing and distribution of printed learning materials:* these materials will be made available to the use of students living in remote areas without access to internet, TV and radio. The project will finance the development by the national teams of one textbook for each education level covering 4 subjects (Arabic, Islamic Education, French and Mathematics). The project will also finance on pilot basis the printing and distribution of the guides for 170,000 students living in vulnerable areas.

*(ii) acquisition of equipment for the preparation and deployment of distance learning programs/platforms:* The project will finance the required equipment for the preparation of the distance learning content. In this regard, the project will equip the Ministry of National Education with a control room for data centralization with servers, screens, printers, etc. and the equipment of a production studio, including cameras, microphones, hard drives, computers, projection screens, etc. It also includes the acquisition of a specialized software for photo and video editing. 300 primary public schools in the targeted regions will be equipped with IT equipment to provide the access of teachers and supervisors to the digital platforms through the acquisition of computers, laptops, multifunctional printers and scanners. The project will also finance the acquisition of tablets and connectivity devices on pilot basis for the teachers of the targeted public schools. Children living in localities with no internet connectivity will be provided on pilot basis with radios/ feature phones to facilitate their access to the courses deployed through mass media.

*(iii) development and dissemination of digital learning content:* The project will finance the cost of national teams that will develop the digital contents including the needed external support expertise. This includes the development and or adoption & production of internationally available digital learning content materials and diffusion of the courses through TVs, Radios, social media and digital platforms. This comprises transforming local and internationally available paper-printed curricula material into interactive electronic formats for the various delivery modes. The transformation may include structural design, graphic design, recording of audio, displaying of videos accompanied with displayed texts, flash programming, animation, etc. It also includes producing a light web version of the e-curricula to be hosted in the Ministry portal, development of a web creation service for teachers and students to enhance the online learning outcomes by providing audio and video materials.

### Subcomponent 1.3: capacity building of teachers

As teachers are not prepared for pedagogical shifts to design online digital content, TV or radio-based distance learning, or print materials-based home learning and facilitate remote teaching, it is crucial to improve their competency to ensure the success of the distance learning education. Teachers has to be engaged in the distance learning programs, especially TV or radio programs. They should also be supported on how to find solutions to common challenges such as overcoming learners' disengagement, adjusting instructional design to motivate students and maintain engagement, and developing and sharing teaching and learning resources and best teaching practices.

The project will finance the training sessions that will be organized to build the capacity of around 800 teachers (selected from the 5 targeted regions) through strengthening their digital skills and improving their competency in managing virtual classrooms and providing distance learning education and their ability to include distance learning approaches and assessment strategies. This includes organizing training sessions to guide teachers on how to design appropriate methodologies for the provision of online teaching, or for the organization and facilitation of learning based on TV or radio programs or print-based materials. It will support them in improving students' engagement through pedagogical approaches that are appropriate for the learner's interests and cognitive abilities, including utilizing possible group discussion, peer assistances, and peer assessment. The training will also focus on psychosocial subjects to enable teachers deal with learners, especially girls, in difficult situation. Training in maintenance of equipment will be also provided to ensure the sustainability of the investment made. The trained teachers represent the third of the total teachers of the targeted schools. Part of them (40 teachers) will be used as champion for peer to peer training.

The project will also finance pre-service training sessions that will be organized to build the capacity of around 600 teachers on education methods during crisis situations and provide them with the tools for the management of classrooms and students in such cases. The training will be organized by public training institutions within the Ministry of National Education (High Teachers Training School, Teacher Normal School, etc.).

#### **Component 2: Preparation for reopening of schools:**

37. The Ministry of Education will require support in carefully and adequately planning for the reopening and return to school to ensure safety and aligned with health guidelines, and for appropriate interaction during school hours. This component consists of the preparation of school reopening after the pandemic. It includes the following:

##### **Subcomponent 2.1: development of remedial and accelerated learning programs**

The project will finance the design of remedial and accelerated learning programs to deliver compressed curriculum that will be covered in a shorter academic year through rearranging the school calendar based on curricular priorities for each level and adjusting learning priorities and delivery modalities. This also includes adapting the examination and evaluation calendar and identifying the professional support to be provided to teachers who need to adapt their teaching approaches in a flexible way. More specifically, the project will finance the identification of the learning gaps, especially among vulnerable groups, and suggest the appropriate remedial programs (supplementary teaching sessions or individual tutoring) to mitigate inequalities that might have been created or exacerbated during confinement.

##### **Subcomponent 2.2: conducting awareness campaigns for students, parents and teachers:**

The project will finance the communication and sensitization campaigns around improved school hygiene practices and school preparedness to deal with

infections, in order to mobilize the community and encourage parents to send their children back to school upon reopening. The awareness campaign messages will be tailored towards the challenges and issues facing the girl child e.g. designs/diagrams and names will be females; specific manuals/messages for parents and caregivers; messages/voices of female role models encouraging girls, demonstrating resilient practices/behaviors and creating child line/girls' line to share experiences. The messages against violence or prevention of violence will also be displayed. The messages focus mainly on the girl's needs, their emotions and how to support them face stress and trauma, how do recognize the signs of distress and how to address them amongst others.

The deployment of the awareness campaigns will be made through TV and radio and printed materials for teachers, students and parents on how to manage and interact in the schools and observe prescribed hygiene measures during the reopening of schools to reduce the exposure to the disease. The awareness campaigns will help in reducing the fear of the parents on the safety of their children within the school environment.

#### **Subcomponent 2.3: acquisition of hygiene and prevention supplies:**

The school environment has to be adapted to the health and hygiene conditions to ensure the safety of students, teachers and administration staff, to minimize the risk of infections. It is also important to identify and design safety protocols for school re-opening (e.g. school sanitization, availability of hygiene products, etc.) and ensure systematic monitoring of the health status of the students and staff.

The project will finance the acquisition of hygiene and prevention supplies for schools on pilot basis comprising the cleaning materials, hand sanitizers, soaps, thermometers, disinfectants and masks, and disinfection of school facilities/premises.

#### **Component 3: Support to project management**

38. The project will be implemented through the Directorate for Education and Training Projects (DPEF) that has the required skills and expertise for managing education projects financed by Multilateral and Bilateral donors. The Project Management Unit (PMU) will be established within this Directorate. The project will support the project management through the following:
  - (i) Recruitment of an education specialist as project coordinator as well as an IT specialist;
  - (ii) Recruitment of a consultant for Monitoring and Evaluation;
  - (iii) Operational and logistics support to the PMU for project implementation and monitoring activities comprising office furniture, operating costs and data collection, analysis and reporting expenditures;
  - (iv) recruitment of an external auditing firm to conduct the annual financial audits including the acquisition of an accounting software.

#### **V. PROJECT COST ESTIMATE & FINANCING PLAN**

39. The total cost of the project is estimated at USD 3.5 million financed through GPE Grant. The breakdown of various cost items of the project is shown in the Table-1 below and the details are given in Annex-3.

**Table-1: Project Cost Estimate & Financing Plan**

Component	Total Cost (USD)
Component 1: Ensuring Learning Continuity	2,387,351
Subcomponent 1.1: Development of a methodological guide for setting-up and monitoring the distance learning:	100,000
Subcomponent 1.2: Support the deployment of the distance learning education:	1,816,951
Subcomponent 1.3: capacity building of teachers	470,400
Component 2: Preparation for reopening of schools	680,000
Subcomponent 2.1: development of remedial and accelerated learning programs	120,000
Subcomponent 2.2: conducting awareness campaigns for students, parents and teachers:	110,000
Subcomponent 2.3: acquisition of hygiene and prevention supplies:	450,000
Component 3: Support to project management	257,649
Base Cost	3,325,000
Price and Physical Contingencies (All components)*	175,000
<b>Total**</b>	<b>3,500,000</b>

\* The contingencies are a standard budget line the IsDB financing projects meant to cover any unforeseen increase in the price of the project activities or increase in the quantity of the items to be financed by the project. In case there is no price or physical increases, the contingencies may be utilized to finance any additional activity, which is within the initial scope of the project and is in line with its development objective.

\*\* IsDB is not charging any implementation fees. It was agreed with the Government that the country will benefit from the full amount of the GPE grant. The administrative fees of the Grant (1.75%) will be paid from the GPE administrative budget.

## **VI. IMPLEMENTATION ARRANGEMENTS**

### **Readiness for Implementation:**

40. GPE has allocated a Grant of USD 3.50 million under its COVID-19 Accelerated Window to finance this project. The deadline for submission of country projects to the GPE Secretariat for approval is 30.09.2020. Official submission to the GPE Secretariat will be done by the Chair of the Local Education Group (LEG - comprise of all development partners in the education sector in Mauritania). Therefore, submission from IsDB to the LEG should be at least 15 days prior to this date to allow internal review of the LEG. There is no additional condition for the

effectiveness of the GPE Grant, and therefore the project will be ready for disbursement upon approval.

41. The project supports the Government action plan to ensure continuity of education during the COVID-19 outbreak. The list of required equipment to ensure distance learning is adopted from available materials from internationally recognized sources on ICT in education including UNESCO, OECD, WB and other private sector providers such as Microsoft as part of the Response Plan development process. The project will leverage on long standing knowledge and expertise of the Local Education Group in countries around the world to bring solutions that are relevant to Mauritanian context and reality. The key stakeholders involved in the education system were actively engaged with government in the development of the COVID-19 response plan for the sector thereby ensuring not only ownership but also relevance of the identified activities to enhance the attainment of the development objective of the project. Furthermore, the Government is receiving technical and financial support from partners to ensure quick response to the educational needs in this critical period through the coordinated efforts of the Local Education Group. Government has proposed appropriate procurement processes and procedures to expedite deliveries within a disrupted supply chain while ensuring transparency and efficiency.
42. An introduction and hands-on sessions on the Global Coordination Platform have already been organized for the benefit of the relevant ministries in the country. These two sessions led to onboard the focal points at the Governor Office and the Ministry of Health. As a result, the disbursements on the first project are being smoothly processed through the Platform. A hands-on session for the Executing Agency for this second project is planned after the approval. The EA was informed about this session during the engagement on the project preparation and is fully committed and ready for it.

***Implementation Arrangements:***

43. IsDB will act as Grant Agent for GPE funding and will be responsible for managing the project. As per the Letter of Intent of the Partnership between IsDB and GPE, the two parties will endeavor to strengthen collaboration, coordination and policy dialogue at country level through existing coordination mechanisms including the local education group (LEG), chaired by AFD (French Development Agency), where IsDB has or seeks to implement education support.
44. **The Execution Agency.** The Executing Agency will be the Ministry of Education, Vocational Education and Reform (MoEVER). The Executing Agency is responsible for the design, planning and implementation of basic education policies in Mauritania. The Project Management Unit (PMU) will be established within the Directorate for Education and Training Projects (DPEF) that is part of the Ministry of Economy and Industry. The DPEF is sufficiently experienced and has the required skills for implementing similar projects. It has already implemented similar projects financed by IsDB, the World Bank, the African Development Bank and bilateral donors.
45. The PMU will use the existing staff within the DPEF who will be complemented by a project coordinator education specialist and a digital technology specialist.

***Implementation Strategy:***

46. The PMU will develop a Monitoring and Evaluation System aligned with the reporting requirements of the Response Plan. It will prepare quarterly progress reports comprising the physical and financial progress and highlighting the main issues or risks faced during the project implementation. It will also prepare an annual report for reporting to the joint sector review by donor partners. Finally, after the completion of the project, the PMU prepares a completion report highlighting the main results of the project with regards to the planned results. The reports produced by the EA are duly reviewed by IsDB.
47. To ensure close follow-up and monitoring of the project implementation, IsDB will conduct a virtual start-up workshop to familiarize the PMU staff with the Bank procurement and disbursement guidelines and agree on the implementation schedule and milestones. During the implementation of the project, 3 field visits are planned during the implementation period to assess the project progress and address any issues that may hamper the project implementation. Project Implementation Assessment and Supervision Reports (PIASRs) will be prepared by IsDB on annual basis to review the progress of each component, risks, achievement towards results and updated project procurement, implementation and disbursement plan. The PIASR includes an action plan for the planned activities to speed-up the project implementation.

***Learning from evidence approach:***

48. The project will establish a learning from evidence approach to ensure the following objectives: (i) learn continually from evidence and apply that learning adaptively to enhance program effectiveness; and (ii) generate knowledge and evidence on the relevance, effectiveness, and efficiency of grants. Accordingly, information will be gathered and analyzed in adaptive manner from official sources including the following: (i) national education system data from the MoEVER; and (ii) National Office of Statistics. Additionally, information on the project interventions' relevance, efficiency and effectiveness will be collected through telephone interviews, field surveys and questionnaires involving key stakeholders, including government officials, head of schools, teachers, communities and parents.
49. Reports will be produced on regular basis to assess the following aspects of the grant intervention: (i) relevance highlighting the extent to which the grant met the needs of children whose education has been disrupted by the COVID-19 pandemic, particularly girls and the most marginalized children, and the extent to which it was aligned to the country response plan; (ii) effectiveness to assess the extent to which the grant achieved its objectives and how grant activities contributed to the achievement of those objectives; and (iii) efficiency to consider the extent to which grant resources (inputs) translated into intermediate results (outputs) and whether the same intermediate results could have been achieved with fewer resources.
50. It is expected that adaptations to the learning from evidence approach itself may be needed in response to the evolving situation in the country. Any decisions regarding changes to the learning from evidence approach that impact the Grant

Agent's ability to meet the objectives mentioned above will be communicated to the GPE Secretariat during regular implementation reporting.

***Implementation Schedule:***

51. It is estimated that the project will be implemented within 18 months starting from the signature of the financing agreement.

***Project Financial Management and Disbursement Procedures:***

52. **Financial Management:** Remote assessment of the PMU was conducted by reviewing the following aspects of the Executing Agency: budgeting, accounting standards and procedures, financial reporting, internal control, funds flow management, and auditing. The review also touched upon the business processes and procedures including segregation of duties, authorization system, archiving, accounting reconciliation/financial controls, as well as physical safeguard of the assets and resources. The outcome of the assessment is recapitulated from "low" to "moderate".
53. **Financial Audit:** The project's financial statements will be audited by a qualified and independent national audit firm. The audit will be carried out in accordance with the International Standards on Auditing (ISA) and will be comprehensive and covering all the financial aspects of the bank intervention (i.e., all sources of funds and their utilization, expenditures incurred, either through direct payment or special account,...) by satisfying the IsDB requirements on auditing. In case UN agency will be solicited to implement part of the project activities, the agreement between the UN agency and the project should cover all auditing of the use of the bank resources.
54. The ToRs for the appointment of the auditor will be reviewed and cleared by IsDB Project Financial Management (PFM) Division, and the annual financial report shall be submitted to the Bank no later than six months after the end of the fiscal year.
55. The Auditor shall regularly carry out concurrent verification at any special account replenishment request, in order to verify and confirm that funds were utilized for eligible expenses and reflected fairly in the statement of expenditures. The auditor will also carry out the final audit of the entire project before closing project accounts and bring to management's attention any issues, which need to be addressed.
56. Disbursements will be made in accordance with the Financial Procedures Agreement signed between IsDB and GPE, IsDB Disbursement Procedures and Guidelines taking into consideration the procurement arrangements and the current COVID-19 pandemic situation. Upon effectiveness, these procedures provide for the use of direct payment, reimbursement and special account as applicable disbursement methods. The following disbursement modalities will be applicable:
  - Direct payment or reimbursement will be executed in favor of the selected contractors or consultants.

- The SA will cover the following expenses: development of printed learning materials, development of the digital contents by the national teams, pre-service training for teachers, development of remedial and accelerated learning programs, PMU staff allowances, PMU furniture, operational cost and data collection, analysis and reporting expenditures.
57. A Special Account (SA) will be opened in a reputable bank under terms and conditions acceptable to IsDB. An initial advance up to the ceiling of the SA will be USD 500,000 and will be based on three-months forecasted project expenditures and subsequent replenishments will be made against submission of statement of expenditure, bank statement, bank reconciliation and an audit of special account.
58. Moreover, disbursement targets on specific milestones are detailed below:

**Table 2 Tentative Disbursement Schedule**

Year	Disbursement (\$US million)	Disbursement (%)
2020	0.5	14%
2021	2	57%
2022	1	29%
Total GPE Financing	3.5	100%

59. Additional details are provided in Annex-4.
60. The amount of funds requested by the Grant Agent in each Cash Transfer Request shall be based on the twelve-month projections. Once the project is completed, the remaining amount is returned by the Grant Agent to the Trustee of the GPE Grant.

**Procurement Arrangements:**

61. In view of the logistical constraints and disruptions faced in the supply chains and market conditions under the current COVID-19 pandemic and taking into consideration the urgency of providing the required equipment and services for learning continuity during COVID-19 and building future systemic resilience the Government of Mauritania is adopting less competitive procurement methods including single source selection for the technical assistance and the provision of hygiene and prevention materials from specialized UN agencies and the audit services as the most urgent and critical activities, as shown in the table below.

**Table 3- Summary of Procurement Arrangements and Methods**

Project Components	Goods and Works				Consultancy Services			
	ICB	NCB	Nat Shopping	Direct Contracting	QCBS	LCS	IC	SSS
Goods and Non consulting services								

Project Components	Goods and Works				Consultancy Services			
	ICB	NCB	Nat Shopping	Direct Contracting	QCBS	LCS	IC	SSS
IT equipment for distance learning		x						
Acquisition of hygiene and prevention materials				x				
Production and printing of manuals and learning packages, PMU Furniture and operational cost and acquisition of an accounting software			x					
<b>Services</b>								
Technical assistance for methodological guide for distance learning, producing of digital learning contents, diffusion of the digital learning contents, capacity building of teachers, conducting awareness campaigns,								x
Selection of PMU staff							x	
Audit services								x

Notes: ICB (International Competitive Bidding open to non-Member Country firms ), ICB/MC (International Competitive Bidding), NCB (National Competitive Bidding), QCBS(Quality and Cost Based Selection among Short-list of Local firms), LCS (Least Cost Selection among Short-list of Local firms), IC (Individual Consultant among Short-list of Local candidates) SSS (Single Source Selection)

## **VII. PROJECT RISKS AND JUSTIFICATION**

62. The overall project risk is low to medium and effective mitigation measures have been included in the design of the project to mitigate the risks. The risks are mainly related to: (i) lack of capacity of the EA in ensuring distance learning for students; (ii) poor ICT infrastructure and poor access of some students to distance learning platforms; (iii) non-compliance with social distancing measures caused by overcrowding of children around receiving stations (radio and television) in remote areas and vulnerable communities; (iv) high dropout rate registered among of girls and poor children with parents whose income has been deeply affected by the COVID-19 pandemic; (v) continuity of the power supply for the equipment; (vi) delay of the procurement processes that may affect the implementation plan; and (vii) issues related to the project financial management system. Details of the risks and mitigations are provided in **Annex-6**.
  
63. The impact of COVID 19 on basic education in Mauritania is significant: lack of at-home educational materials, uncertainty as to when schools will reopen and the delay to catch up for the students, associated fears of returning to school and its emotional stress, potential financial hardships leading to difficulties in paying school fees, and in terms of the delays in the implementation of the Department's action plan.

64. The proposed intervention is intended to build the basic infrastructure (technical and human resources) for the provision of distance education to ensure continued learning and to reinforce the education system for greater resilience to future disruptions. The schools will enable creating a new safe environment to accommodate the changes imposed by the pandemic.

***Additionality of Bank Support:***

65. The Bank will support the country efforts to tackle the effects of this major pandemic which will ensure continuity of the learning of students and, through the IsDB funded project at the secondary level, prepare an ICT in Education Strategy/Master Plan and Continuity Plan to build the resilience of the education system to face such emergency situations.

## **VIII. RECOMMENDATIONS**

66. It is recommended that IsDB undertake the implementation of the COVID-19 Learning Continuity and Resilience Building Project in Mauritania described above, as Grant Agent for the grant amount of US\$3.50 million under GPE's COVID-19 Accelerated Funding Window for 67 of its Developing Country Partners (DCPs).
67. It is recommended to approve the opening of a special account and to waive the use of the IsDB Group Global Country Platform on the basis that the project is not funded from OCR
68. The implementation of the Project will be as per the details, and in accordance with the terms, provided in this Report and in its Annexes, including Annex-7.

Dr. Mansur Muhtar  
Vice President, Country Programs

## ANNEX 1 Results Based Logical Framework

Project Contribution to the IsDBG Strategy Map (Level 2 – Results)			
No.	Core Sector Indicators [Outcomes]	Targets	Source
1	Number of children supported with distance/homebased learning/tutoring programs (GPE Core Indicator and IsDB Core Sector Indicator)	473,000 (70%) 50% girls Baseline: 0	1.a
<b>Core Sector Indicators [Outputs]</b>			
1	Number of e-learning platforms established	6 Baseline: 0	1.a; 1.b
2	Number of teachers (in-service and pre-service) trained to provide accelerated programs to mitigate loss of learning during school closure (GPE Core Indicator and IsDB Core Sector Indicator)	1,400 (4.4%) 30% girls Baseline: 0	2.a
3	Number of awareness campaigns conducted  Number of children provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms (GPE Core Indicator)	10 Baseline: 0  473,000 (70%) 50% girls Baseline: 0	3.a  3.b
4	Number of children provided with radios / feature phones & other distance learning materials  Number of children provided with paper-based learning kits (GPE Core Indicator)	48,000 (7%) 50% girls Baseline: 1,300  170,000 (25%) 50% girls Baseline: 10,000	4.a  4.b
5	Number of grant-supported schools reopened with hygiene and prevention materials acquired (GPE Core Indicator)	300 (7%) Baseline: 0	5.a
<b>Objective:</b> The development objectives of the project are to ensure continued and inclusive learning during the COVID-19 outbreak and support the building of a resilient education system for the future			
<b>Results Summary</b>		<b>Performance Indicator</b>	<b>Means of Verification</b>
<b>OUTCOMES</b>			

1. Learning continues during COVID-19 and beyond	By February 2022: a. 473,000 of students reached through distance learning	Government reports Project mid-term and completion reports PIASRs	a. Required financing is not provided by Government  b. Local administration and communities are not committed
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#### OUTPUTS

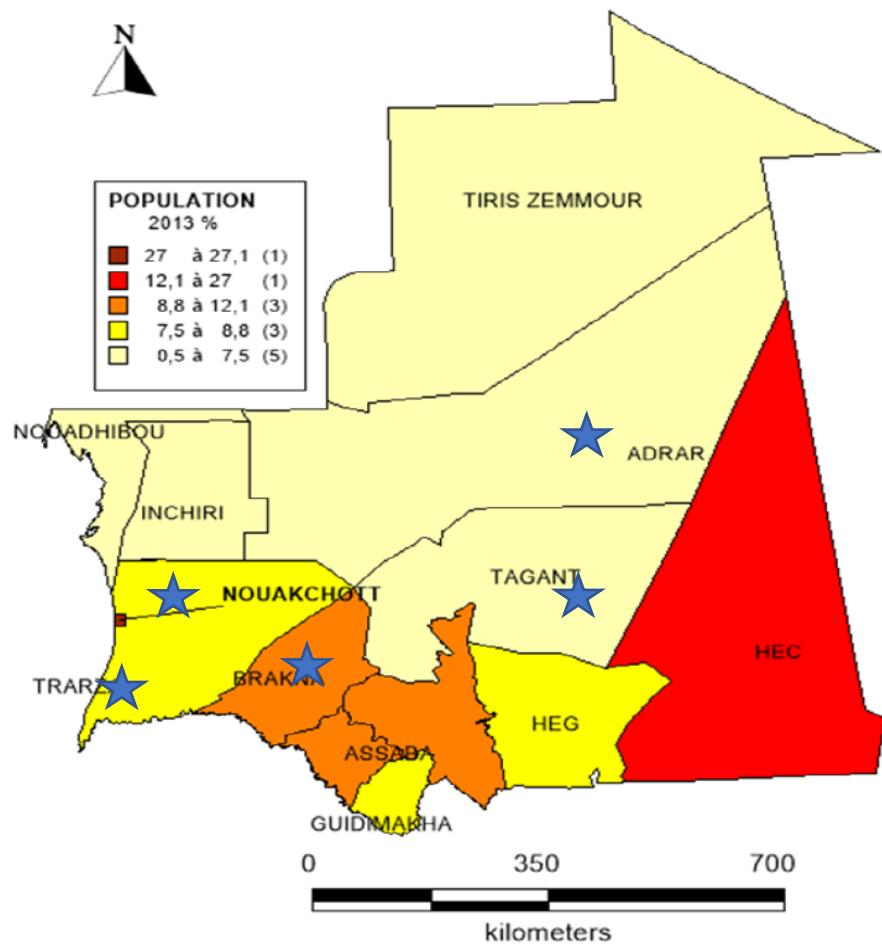
1. IT equipment and software acquired and deployed	By April 2021: 1.a 1 central e-learning and 5 regional platforms are set-up  By February 2021 1.b digital contents for core subjects of the 6 grades of primary school are developed	IsDB PIASRs Quarterly Reports from the project consultant and the executing agency	a. Suppliers don't have the capacities to deliver on time  b. The teachers and school heads are not committed to the project
2. Teachers trained to deliver remote learning courses	By June 2021: 2.a 1,400 teachers (in-service and pre-service) trained to provide accelerated programs to mitigate loss of learning during school closure		
3. Awareness campaigns conducted	By June 2021: 3.a 10 awareness campaigns conducted  3.b 473,000 children provided access to programs and sensitization campaigns		

4. Learning materials provided	By June 2021 4.a 48,000 children provided with radios / feature phones & other distance learning materials  By January 2021 4.b 170,000 children provided with paper-based learning kits		
5. Hygiene and prevention materials acquired	By April 2021 4.a Hygiene and prevention materials acquired for 300 schools		
<b>1. KEY ACTIVITIES</b>		<b>INPUTS</b>	
1.1. Methodological guide for distance learning developed by January 2021 1.2. Guides and manuals for students living in vulnerable areas printed and distributed by January 2021 1.3. Equipment for the preparation of distance learning programs acquired by April 2021 1.4. Capacity building of teachers conducted by June 2021 1.5. Awareness campaigns conducted by June 2021 1.6. Hygiene and prevention materials acquired by April 2021		GPE	USD 3.5 M
		<b>TOTAL</b>	<b>USD 3.5 M</b>
<b>2. Physical Implementation</b> 2.1 Project to be completed by April 2022			
<b>Project Management activities</b> Pm1. PMU in place Pm2. Start-up Workshop by Oct. 2020 Pm3. First disbursement made by November 2020 Pm4. First PIASR by March 2021 Pm6: Last disbursement April 2022 Pm7. PCR by May 2022			

PIASR: Project Implementation Assessment and Support Report

PCR: Project Completion Report

## ANNEX 2 Map of the Country and Project Location



### ANNEX 3 Detailed Project Financing Plan (USD )

Component	Unit	Quantity	Unit Cost (USD)	Total Cost (USD)
Component 1: Ensuring Learning Continuity				2,387,351
Subcomponent 1.1: Development of a methodological guide for setting-up and monitoring the distance learning:				100,000
(i) Consultancy services for preparing the deployment tools of the distance learning program	Man day	100	500	50,000
(ii) Consultancy services for preparing the monitoring tools of the implementation of the distance learning education	Man day	100	500	50,000
Subcomponent 1.2: Support the deployment of the distance learning education:				1,816,951
(i) development, printing and distribution of printed learning materials:				230,000
Development of the printed learning materials	Education level	6	10,000	60,000
Printing and distribution of manuals	Manual	170,000	1	170,000
(ii) acquisition of equipment for the preparation and deployment of distance learning programs/platforms:				1,096,951
Equipment for a control room for data centralization (servers, screens, printers, etc.)	Lump sum	1	16,460	16,460

Component	Unit	Quantity	Unit Cost (USD)	Total Cost (USD)
Equipment for production studio , including cameras, microphones, hard drives, computers, projection screens, etc.	Lump sum	1	36,521	36,521
specialized software for photo and video editing	Lump sum	1	6,000	6,000
Computers for primary schools	School	300	915	274,500
Multifunctional printers or primary schools	School	300	339	101,700
Scanners for primary schools	School	300	75	22,590
Laptops for primary schools	School	300	523	156,780
Provision of tablets for teachers and connectivity devices	Teacher	2,400	81.0	194,400
Provision of Radios for students	Student	48,000	6	288,000
(iii) development and dissemination of digital learning content:				<b>490,000</b>
Developing digital contents by national teams	Education level	6	40,000	240,000
External expertise to support the development of digital contents	Man day	200	500	100,000
Diffusion of the courses through TVs, Radios, social media and digital platforms	Lump sum	1	150,000	150,000
<b>Subcomponent 1.3: capacity building of teachers</b>				<b>470,400</b>
Digital training for teachers (5 days)	Teacher	800	250	200,000

Component	Unit	Quantity	Unit Cost (USD)	Total Cost (USD)
Training on distance learning methods and teaching practices (5 days)	Teacher	800	188	150,400
Pre-service training for teachers on education methods during crisis situations (5 days)	Teacher	600	200	120,000
<b>Component 2: Preparation for reopening of schools</b>				<b>680,000</b>
<b>Subcomponent 2.1: development of remedial and accelerated learning programs</b>				<b>120,000</b>
Assessment of the consequences of schools closure on curriculum execution	Lump sum per national expert	30	1,500	45,000
Design of remedial and accelerated learning programs to deliver compressed curriculum	Lump sum per national expert	50	1,500	75,000
<b>Subcomponent 2.2: conducting awareness campaigns for students, parents and teachers:</b>				<b>110,000</b>
TV and radio sensitization campaigns	Lump sum	1	50,000	50,000
Printed communication campaigns	Lump sum	1	60,000	60,000
<b>Subcomponent 2.3: acquisition of hygiene and prevention supplies:</b>				<b>450,000</b>
Acquisition of hygiene and prevention supplies to schools	Kit per school	300	1,500	450,000
<b>Component 3: Support to project management</b>				<b>257,649</b>

Component	Unit	Quantity	Unit Cost (USD)	Total Cost (USD)
Project Coordinator	month	18	3,000	54,000
IT Specialist	month	18	2,000	36,000
Monitoring and evaluation specialist	month	18	2,000	36,000
Data collection, analysis and reporting expenditures	Lump sum	1	55,649	55,649
PMU Furniture	Lump sum	1	10,000	10,000
Operational cost	month	18	1,000	18,000
Acquisition of an accounting software	Lump sum	1	28,000	28,000
Financial auditing	year	2	10,000	20,000
Base Cost				3,325,000
Price and Physical Contingencies (All components)*				175,000
<b>Total**</b>				<b>3,500,000</b>

\* The contingencies are a standard budget line the IsDB financing projects meant to cover any unforeseen increase in the price of the project activities or increase in the quantity of the items to be financed by the project. In case there is no price or physical increases, the contingencies may be utilized to finance any additional activity, which is within the initial scope of the project and is in line with its development objective.

\*\* IsDB is not charging any implementation fees. It was agreed with the Government that the country will benefit from the full amount of the GPE grant. The administrative fees of the Grant (1.75%) will be paid from the GPE administrative budget.

## ANNEX 4 Project Disbursement Plan with Disbursement Targets

Disbursements will be made in accordance with IsDB Disbursement Procedures and Guidelines taking into consideration the procurement arrangements and the current COVID-19 pandemic situation and the special dispensation allowed for within the IsDB Strategic Preparedness and Response Package (SPRP). Upon effectiveness, a transaction-based disbursement method will be used as the basis for the withdrawal of grant proceeds once the funds are lodged with the IsDB. These procedures provide for the use of direct payment, reimbursement and special account as applicable disbursement methods.

A Special Account (SA) will be opened in a commercial bank under terms and conditions acceptable to IsDB. The ceiling of the SA will be established at US\$ 500,000. An initial advance up to the ceiling of the SA will be USD 500,000 and subsequent replenishments will be made against submission of certified Statements of Expenditures (SOE) reporting on the use of the initial/previous advance. The maximum amount to be deposited in the Special Account will not be more than US\$ 500,000 (United States Dollars five hundred thousand) at a time. The SA will be managed as per the IsDB procedures and will be regularly audited by an independent auditor to be recruited for the project. The SA will cover the following expenses: development of printed learning materials, development of the digital contents by the national teams, pre-service training for teachers, development of remedial and accelerated learning programs, PMU staff allowances, PMU furniture, operational cost and data collection, analysis and reporting expenditures.

Supporting documentation will be retained by the implementing agency for review purposes by Bank missions and external auditors.

### *Project Disbursement Schedule*

The tentative project disbursement schedule is highlighted in the Table below:

Table 2 Tentative Disbursement Schedule

Year	Disbursement (\$US million)	Disbursement (%)
2020	0.5	14%
2021	2	57%
2022	1	29%
Total GPE Financing	3.5	100%

## ANNEX 5: Project Procurement Plan

In view of the logistical constraints and disruptions faced in the supply chains and market conditions under the current COVID-19 pandemic situation and taking into

consideration the urgency of providing the required equipment and services for learning Continuity and Resilience Building during COVID-19 lockdown, the Government of Mauritania is suggesting less elaborate procurement methods including single source selection for the technical assistance and the provision of hygiene and prevention materials through specialized UN agencies such as UNICEF and UNESCO in addition to audit services as the most urgent and critical activities, as shown in the procurement plan below.

It is proposed to use the services of UNESCO for the following activities: technical assistance for methodological guide for distance learning, producing of digital learning contents, diffusion of the courses through TVs, Radios, social media and digital platforms and capacity building of teachers. This is justified by the long-standing experience of this UN Agency in promoting ICT in education. UNICEF is proposed to procure hygiene and prevention materials and conduct awareness campaigns considering its experience in procuring sanitation materials and mobilizing /sensitizing the local communities. The pre-service training of teachers will be procured through public training institutions within the Ministry of National Education (High Teachers Training School, Teacher Normal School, etc.).

The procurement of technical assistance and audit services will be carried out in accordance with the para 4.6 "Procurement under disaster and emergency assistance" of the IsDB Guidelines for Procurement of Consultant services. The IsDB procurement and financial management regulations will ensure full transparency and accountability in the implementation of this emergency response plan. Procurement activities will be published on the public procurement website, in addition to the IsDB website and the United Nations Development Business platform. Financial audits will be conducted to verify the contracting approach, the appropriateness of prices relative to market prices, the adherence to acceptable and agreed procurement procedures, and the appropriate use of funds for the intended purposes.

A preliminary market analysis shows the availability of sufficient local and foreign suppliers, service providers in the distance learning and quality production and printing of manuals to provide such types of equipment and services in Mauritania in order to ensure quality of products and timely delivery. The NCB method is to be used- see the table below. The SSS is the procurement method to be used for the audit services considering the short implementation period, the lengthy procedure for the selection of the auditing firm through normal process and the need to ensure regular external auditing of the use of the project funds. The procurement team in the PPR will assist the Executing Agency team in order to speed up the process and ensure quality and rapid delivery to targeted schools.

NCB is the National competitive Bidding procedure normally used for public procurement in Mauritania. It may be the most efficient and economical way of procuring. The SPN shall be advertised when the Bidding Documents are available for interested Bidders at least twice on two (2) non-consecutive days within a span of ten (10) days on the Beneficiary's website and, where available, in other appropriate publicly accessible media with wide distribution. Bidders should be allowed not less than four (4) weeks to prepare and submit Bids. The Bidding procedures shall provide for

adequate competition to ensure reasonable prices. The award of contract shall be published using the same media as used for the SPN.

To complement the existing the DPEF team, the hiring of the PMU staff including a project coordinator (education specialist) and a digital technology specialist will be conducted using the individual consultants selection method in compliance with the Para-4.1 in the IsDB guidelines for the procurement of consultant services. The Executing Agency will conduct procurement for the proposed project in accordance with the IsDB Guidelines dated of April 2019, and the "Guidelines on Preventing and Combating Fraud and Corruption in IsDB Projects" and other provisions stipulated in the Financing Agreement.

Procurement Packages with Methods and Time Schedule					Basic Data			Draft Contract			Contract Signature			Contract Execution	
Description	Plan/ Revised/ Actual	Prep of Tors/Spec	Prior/Post Review	lot#	Estimated Amount as per the RRPUS\$	Procurement Method	Draft Contract and Minutes of Negotiations Received when applicable	Non- Objection Date	Contract Amount (\$US)	Contract Amount (\$US)	Supplier/ consultant/ service provider	Beneficiary	Start Date	End Date	
Production, Printing and distribution of manuals and learning packages	Plan	11/30/2020	Post	1	170,000	NS	12/30/2020	1/14/2021	170,000		TBD	Ministry of Education	1/24/2021	TBD	
	Revised														
	Actual														
Acquisition and installation of IT equipment for distance learning	Plan	1/1/2021	Prior	1	1,096,951	NCB	4/1/2021	4/16/2021	1,096,951		TBD	Ministry of Education	4/26/2021	TBD	
	Revised														
	Actual														
Technical assistance for methodological guide for distance learning, producing of digital learning contents, diffusion of the courses through TVs, Radios, social media and digital platforms and capacity building of teachers	Plan	11/30/2020	Prior	1	700,400	SSS	12/30/2020	1/14/2021	700,400		UNESCO	Ministry of Education	1/24/2021	TBD	
	Revised														
	Actual														
Pre-service training of teachers on the crisis management methods	Plan	4/30/2021	Post	1	120,000	SSS	5/30/2021	6/14/2021	120,000		Public Training Institutions	Ministry of Education	6/24/2021	TBD	
	Revised														
	Actual														
Acquisition of hygiene and prevention materials and awareness campaigns	Plan	11/30/2020	Prior	1	560,000	DC	12/30/2020	1/14/2021	560,000		UNICEF	Ministry of Education	1/24/2021	TBD	
	Revised														
	Actual														
Audit services	Plan	11/30/2020	Prior	1	20,000	SSS	12/30/2020	1/14/2021	20,000		Exaco-Amic Consortium Doua & Khilil Fac Consulting	Ministry of Education	1/24/2021	TBD	
	Revised														
	Actual														
PMU staff (project coordinator, digital specialist, M&E specialist)	Plan	10/31/2020	Post	1	126,000	IC	11/15/2020	11/15/2020	126,000		TBD	Ministry of Education	11/25/2020	TBD	
	Revised														
	Actual														
PMU Furniture and operational cost and acquisition of an accounting software	Plan	10/31/2020	Post	1	56,000	NS	11/15/2020	11/15/2020	56,000		TBD	Ministry of Education	11/25/2020	TBD	
	Revised														
	Actual														

## ANNEX 6 Project Risks and Mitigation Measures

Risk	Rating	Mitigation
Lack of capacity of the EA in ensuring distance learning for students	Medium	The project includes technical support from some specialized UN Agencies, such as UNESCO and UNICEF which will facilitate the implementation of these activities and ensure the transfer of expertise to the national entities.
Poor ICT infrastructure and poor access of some students to distance learning platforms	Medium	Students from poor families will be provided with the IT equipment to facilitate their access to the distance learning methods.
Non-compliance with social distancing measures caused by overcrowding of children around receiving stations (radio and television) in remote areas and vulnerable communities	Low	Awareness measures will be performed to sensitize pupils and parents about the various sanitary hygiene and social distancing measures. The distribution of radios to households and communities will be based on need/number of beneficiary students
After the reopening of schools, high dropout rate is registered among girls and poor children with parents whose income has been deeply affected by the COVID-19 pandemic	Medium	Awareness measures will be organized for parents to sensitize them about the importance of their children education. The GOM has established a Fund to support poor families affected by the pandemic through providing them with food supply and cash transfer to accommodate basic needs.
Continuity of power supply for the Control Rooms and the locations of the other equipment	Medium	The equipment will include inverters to resolve the issue of continuity of power supply. The selection of the project locations will take into consideration the availability and continuity of the power supply
Delay of the procurement processes that may affect the implementation plan	Medium	The project will be implemented through the Directorate for Education and Training Projects (DPEF) that has the required skills and expertise for managing education projects financed by Multilateral and Bilateral donors. This entity is familiar with the IsDB procurement guidelines.

		Furthermore, some urgent activities are procured through direct contracting.
Noncompliance with the project financial management procedures	Low	The DPEF has dedicated staff for managing the project financial aspects. They have the required expertise as they have already implemented successfully other IsDB projects. The project will also build the capacity of the EA through the acquisition of an accounting software. Furthermore, an external auditor will be recruited to review the financial statements of the project on regular basis

## ANNEX 7 Detailed Implementation Plan

Activity	Total Cost (USD)	Emergency response	Building resilience	2020			2021												2022				
				Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
GPE approval																							
Signature and effectiveness of the financing agreement																							
Component 1: Ensuring Learning Continuity	2,387,351	1,831,781	555,570																				
Subcomponent 1.1: Development of a methodological guide for setting-up and monitoring the distance learning:	100,000	100,000	0																				
(i) Consultancy services for preparing the deployment tools of the distance learning program	50,000	50,000						Bidding process	Implemen														
(ii) Consultancy services for preparing the monitoring tools of the implementation of the distance learning education	50,000	50,000						Bidding process	Implemen														
Subcomponent 1.2: Support the deployment of the distance learning education:	1,816,951	1,261,381	555,570																				
(i) development, printing and distribution of printed learning materials:	230,000	230,000	0																				
Development of the printed learning materials	60,000	60,000																					
Printing and distribution of manuals	170,000	170,000						Bidding process	Implemen														
(ii) acquisition of equipment for the preparation and deployment of distance learning programs/platforms:	1,096,951	541,381	555,570																				
Equipment for a control room for data centralization (servers, screens, printers, etc.)	16,460	16,460							Bidding process	Implementation													
Equipment for production studio , including cameras, microphones, hard drives, computers, projection screens, etc.	36,521	36,521							Bidding process	Implementation													
Specialized software for photo and video editing	6,000	6,000							Bidding process	Implementation													

Activity	Total Cost (USD)	Emergency response	Building resilience	2020			2021												2022				
				Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
Computers for primary schools	274,500		274,500																				
Multifunctional printers or primary schools	101,700		101,700																				
Scanners for primary schools	22,590		22,590																				
Laptops for primary schools	156,780		156,780																				
Provision of tablets for teachers and connectivity devices	194,400	194,400																					
Provision of Radios for students	288,000	288,000						Bidding process	Implementation														
(iii) development and dissemination of digital learning content:	<b>490,000</b>	<b>490,000</b>	<b>0</b>																				
Developing digital contents by national teams	240,000	240,000																					
External expertise to support the development of digital contents	100,000	100,000																					
Diffusion of the courses through TVs, Radios, social media and digital platforms	150,000	150,000																					
<b>Subcomponent 1.3: capacity building of teachers</b>	<b>470,400</b>	<b>470,400</b>	<b>0</b>																				
Digital training for teachers (5 days)	200,000	200,000																					
Training on distance learning methods and teaching practices (5 days)	150,400	150,400																					
Pre-service training for teachers on education methods during crisis situations (5 days)	120,000	120,000																					
<b>Component 2: Preparation for reopening of schools</b>	<b>680,000</b>	<b>680,000</b>	<b>0</b>																				
<b>Subcomponent 2.1: development of remedial and accelerated learning programs</b>	<b>120,000</b>	<b>120,000</b>	<b>0</b>																				
Assessment of the consequences of schools closure on curriculum execution	45,000	45,000																					
Design of remedial and accelerated learning programs to deliver compressed curriculum	75,000	75,000																					

Activity	Total Cost (USD)	Emergency response	Building resilience	2020			2021												2022				
				Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
Computers for primary schools	274,500		274,500																				
Multifunctional printers or primary schools	101,700		101,700																				
Scanners for primary schools	22,590		22,590																				
Laptops for primary schools	156,780		156,780																				
Provision of tablets for teachers and connectivity devices	194,400	194,400																					
Provision of Radios for students	288,000	288,000						Bidding process	Implementation														
<b>Subcomponent 2.2: conducting awareness campaigns for students, parents and teachers:</b>	<b>110,000</b>	<b>110,000</b>	<b>0</b>																				
TV and radio sensitization campaigns	50,000	50,000						Bidding process	Implementation														
Printed communication campaigns	60,000	60,000						Bidding process	Implementation														
<b>Subcomponent 2.3: acquisition of hygiene and prevention supplies:</b>	<b>450,000</b>	<b>450,000</b>	<b>0</b>																				
Acquisition of hygiene and prevention supplies to schools	450,000	450,000						Bidding process	Implementation														
<b>Component 3: Support to project management</b>	<b>256,649</b>	<b>256,649</b>	<b>0</b>																				
Project Coordinator	54,000	54,000																					
IT Specialist	36,000	36,000																					
Monitoring and evaluation specialist	36,000	36,000																					
Data collection, analysis and reporting expenditures	54,649	54,649																					
PMU Furniture	10,000	10,000																					
Operational cost	18,000	18,000																					
Acquisition of an accounting software	28,000	28,000						Bidding process	Implementation														
Financial auditing	20,000	20,000																					
Preparation of the final disbursement requests and completion report																							

## ANNEX 8 Terms and Conditions of Financing

Recipient:	Islamic Republic of Mauritania
Project Title:	COVID-19 Learning Continuity and Resilience Building Project
Financing Mode:	Technical Assistance Grant
Financing Amount:	USD 3,500,000 (UNITED STATES DOLLAR THREE MILLION FIVE HUNDRED THOUSAND)
Financing Source	Global Partnership for Education (GPE)
Documentation	The Technical Assistance Grant Agreement (the <b>Agreement</b> ) shall be subject to 2020 Edition of the IsDB General Conditions Applicable to Technical Assistance Grant Financing approved by the Bank's Board of Executive Directors on 16 <sup>th</sup> February 2020 (the <b>General Conditions</b> ).
Procurement:	<p>The procurement of the goods and services shall be as follows:</p> <ul style="list-style-type: none"><li>(i) IT Equipment for Distance Learning: <b>NCB</b></li><li>(ii) Acquisition of Hygiene and Prevention Materials: <b>Direct Contracting</b>.</li><li>(iii) Production and printing of manuals and learning packages, PMU Furniture and consumables and acquisition of an accounting software: <b>National Shopping</b>.</li><li>(iv) Technical assistance for methodological guide for distance learning, producing of digital learning contents, diffusion of the digital learning contents, capacity building of teachers, conducting awareness campaigns: <b>Single Source Selection</b>.</li><li>(v) Selection of PMU staff: <b>Individual Consultant among Short-list of Local candidates</b>.</li><li>(vi) Audit Services: <b>Single Source Selection</b>.</li></ul>
Executing/ Coordinating Agency:	Ministry of Education, Vocational Education and Reform Education, Islamic Republic of Mauritania
Implementation:	Implementation period of the Project will be 18 months, starting from the signature of the Grant Agreement.

The Recipient will:

- (i) negotiate and agree with the contractor/consultant for the relevant prices, specifications and deliverables under the Project.
- (ii) submit request for disbursements for payments under the procurement agreement(s).
- (iii) arrange and be responsible for all costs not covered by the Bank's financing.

**Deadlines:** If at any time a binding obligation of the Recipient is not fulfilled within the stipulated time, the Bank has the right to terminate the Agreement. If the deadline of any of:

- (i) signing the Agreement within 6 (six) months from the approval date of the Project; or
- (ii) submitting the request for the first disbursement with 6 (six) months of the effectiveness date,

is not met, the Financing Amount approval will be automatically cancelled and, if applicable, the Agreement will be automatically terminated.

**Other provision(s):** (i) The General Conditions are incorporated by reference to these Terms and Conditions.

#### ANNEX 9 Government Endorsement Letter

بسم الله الرحمن الرحيم

République Islamique de Mauritanie

Honneur-Fraternité-Justice

Ministère de l'Education Nationale  
et de la Formation Professionnelle

Direction des Stratégies Programation  
et Coopération

N° ..... 363 ..... /MENFP/DSPC



الجمهورية الإسلامية الموريتانية

شرف - إخاء - عدل

وزارة التهذيب الوطني والتكوين المهني

مديرية الاستراتيجيات والبرمجة  
والتعاون

Nouakchott, le 07/07/2022

### La Directrice المديرة

A

Madame Innes Gabrielle BOUMAIZA et Monsieur Edouar LAMOT

Objet : Notification d'un agent partenaire

Madame, Monsieur

Suite au Compte Rendu du GLPE relatif à la manifestation d'intérêt pour le Financement Accéléré COVID-19 du PME, une réunion de consultation/validation entre les représentants du Gouvernement (Ministère de l'Economie et de l'Industrie et le Ministère de l'Enseignement Fondamentale et de la Réforme du Secteur de l'Education Nationale) et les représentants du GLPE ( UNESCO, AFD, BM), a été tenue le 05 mai 2020 par visioconférence.

A cet effet, il a été notifié que la Banque Islamique de Développement est désignée comme agent partenaire pour le dit financement.

Oumou Seleme CHEIKH



Ampliation:  
-Chrono

**REPUBLIQUE ISLAMIQUE DE MAURITANIE**  
*Honneur – Fraternité – Justice*



# **PLAN DE RIPOSTE DE L'EDUCATION EN REPONSE A LA PANDEMIE DU COVID-19**

**Rapport Final**

**Mai 2020**

**Contexte et justification**

La vision du Gouvernement, traduite dans la politique des départements en charge de l'éducation, est de former tous les enfants du pays afin de les voir développer les compétences requises pour s'adapter aux mutations constantes du monde moderne et de se comporter en citoyens imbus des valeurs d'authenticité, de démocratie, de paix, de justice sociale, de tolérance, des progrès dans le respect du genre et de l'équité pour le développement du pays. S'appuyant sur l'engagement des pouvoirs publics à reformer le secteur de l'éducation, beaucoup d'espoirs se sont fondés sur le Ministère en charge de la Réforme du Secteur de l'Education Nationale quant à la traduction de cet élan en choix stratégiques pertinents et cohérents, en collaboration avec les autres ministères en charge du secteur.

En effet, au moment où les ministères se soient engagés dans la mise en œuvre de ses programmes après la réalisation d'une rentrée scolaire réussie, survient soudainement la crise sanitaire mondiale du COVID-19 qui a bouleversé l'ordre établi dans tous les pays de la planète qui ont été contraints à procéder aux réajustements de leurs stratégies dans tous les domaines et particulièrement celui de l'éducation

Ainsi la Mauritanie a pris un ensemble de dispositions afin de prévenir la propagation du coronavirus au sein de la population : la fermeture des frontières et des lignes aériennes, le couvre-feu, le confinement des populations, l'arrêt des cours et la fermeture de tous les établissements scolaires ont été déclarée sur l'ensemble du territoire national. Suite à ces mesures, des milliers d'élèves ont été contraints de rester à la maison depuis le 16 Mars 2020, de crainte de s'exposer au péril de la contamination.

Face à cette situation qui peut durer plus longtemps que prévu, **les Département en charge de l'enseignement fondamental, secondaire, de la formation technique et professionnelle ont pris** des mesures rapides pour assurer la continuité des apprentissages, surtout pour les élèves en classes d'examens (6AF – 4AS et 7 AS) et diplômes suite à la crise du COVID-19 par:

- L'activation de la télévision et de la radio scolaires;
- La production de contenus numériques ;
- La création de plateformes de formation à distance sous multiples supports
- La création de forums de questions réponses sur plateforme.

Mais afin d'apporter une réponse structurée, efficace et pérenne à la présente situation d'urgence, les deux départements nécessite la mise en place de cellules de gestion des urgences ayant pour mission la conception, la mise en œuvre et le suivi d'un plan d'action susceptible d'assurer une prise en charge totale des conséquences de cette nouvelle situation en termes d'éducation.

Afin de donner écho à cette politique les départements ont sollicité l'appui technique de l'**UNESCO** pour développer un plan de réponse fondé sur le scénario d'une réouverture des écoles en Juillet 2020.

Ce plan s'articulera en trois phases : phase d'épidémie, phase de préparation de la reprise et phase de relèvement. Il vise à assurer et à généraliser la continuité de l'enseignement pendant la suspension des cours et à mieux préparer le retour à l'école et tout en garantissant une reprise sûre d'un enseignement inclusif équitable et de qualité.

#### Données synthétiques sur le secteur

	Filles	Garçons	Total
Nombre total d'apprenant affectés par la crise actuelle	474572	555754	943383

Total fondamental	345534	418925	677516
Total secondaire	126710	131881	258591
Total ftp	2328	4948	7276
Total apprenant en classe d'examen affectés par la crise actuelle		217151	
Total enseignants ( fond-sec-ftp)		17636	
Nombres de regions		15	

## 1. Phase d'épidémie

### ► Assurer la continuité des apprentissages

La **CONTINUITÉ PEDAGOGIQUE** est destinée à s'assurer que les élèves poursuivent des activités scolaires leur permettant de progresser dans leurs apprentissages. Les activités proposées s'inscrivent naturellement dans le prolongement de ce qui s'est fait en classe. Il convient que le travail demandé soit régulier et doit pouvoir être réalisé dans un temps adapté. Le temps consacré à chaque domaine d'enseignement doit être corrélé aux horaires habituels, tandis que les travaux proposés sont adaptés à l'âge et à la maturité des élèves.

Conformément aux recommandations nationales liées à la continuité pédagogique, la priorité doit être donnée à l'approfondissement et à la consolidation des notions déjà abordées et des compétences transversales et disciplinaires en cours d'acquisition.

Vu l'aspect inédit de l'urgence et le grand défi qu'elle pose au système éducatif quant aux actions à entreprendre afin de s'adapter aux nouvelles circonstances, pour relayer l'école ou tout au moins atténuer les risques qu'engendre sa fermeture prolongée sur les élèves, l'accent sera surtout mis sur les actions suivantes:

- i. Augmentation des équipes techniques de production des cours et leur formation
- ii. Sollicitation de l'expertise nationale et internationale;
- iii. Productions de séquences d'enseignement adaptées aux niveaux visés et aux moyens de diffusion;
- iv. Création de plateformes adaptées aux spécificités des apprenants ;
- v. Campagnes de sensibilisation des parents d'élèves en vue de leur implication maximale au programme de riposte ;
- vi. Acquisition de matériels numériques d'enseignement à distance (postes radios, tablettes, téléphones, ...)
- vii. Soutien psycho-social pour les élèves et les enseignants
- viii. Projet d'enseignement à distance au profit des élèves-maitres des ENIs et de l'ENS ;
- ix. Développement d'un système de suivi-évaluation des actions de la riposte.

## 2. Phase de préparation de la reprise

### ► Préparer la réouverture des établissements

Tout au long de la période de confinement, il a été assuré la poursuite de missions de l'éducation et de la formation grâce à la mobilisation et à l'engagement de tous : élèves, enseignants et personnels.

Dans la phase de reprise progressive, la priorité sera de garantir pour toutes et tous les meilleures conditions de sécurité et de contribuer à enrayer la propagation du virus.

**Un guide** détaillant le mode opératoire et **les mesures de sécurité sanitaire** à respecter doit être mis à disposition, sous prescription du Ministère de la Santé.

Alors que l'École mettra en place de nombreux processus et mesures de protection collective, il demeure de la **responsabilité de chacun** de respecter pleinement ces **règles de protection et notamment la distanciation physique et les gestes barrière**.

La reprise effective des cours dépend étroitement de la phase de préparation. Les actions à mener dans cette phase de préparation doivent se focaliser sur des mesures de prévention et la création d'un **environnement propice** à la présence des élèves et des personnels enseignants et administratifs sans risque de s'exposer à la contamination ou à la transmission du virus ou de toute autre maladie.

Les actions retenues pour la phase préparatoire se déclinent comme suit :

- i. **Un guide** détaillant le mode opératoire et **les mesures de sécurité sanitaire**
- ii. **Un guide pour l'élève (A la Maison – Route de l'école – Dans la cours de l'école - en classe – route de retour à la maison...)**
- iii. Révision du calendrier scolaire et des examens ;
- iv. Élaboration de programmes de **rattrapage** et d'apprentissage accéléré
- v. Préparation des écoles pour l'accueil des élèves et des enseignants, notamment la désinfection et l'assainissement des écoles et des classes;
- vi. Organisation des activités de mobilisation des acteurs et partenaires de l'éducation pour la réouverture de l'école
- vii. Campagne de **sensibilisation** des enseignants, des élèves et des parents sur l'attitude à tenir à la réouverture des écoles
- viii. Disponibilisation des matériaux **d'hygiène** et de prévention (eau, savons ; lave-mains, masques ...)

### 3. Phase de relèvement

La reprise effective des cours systématiques exige d'observer les mesures de prévention collective par les apprenants, les enseignants et le personnel administratif conformément aux mesures de sécurité sanitaire édictées par le ministère de la santé.

Pour combler le manque enregistré pendant la période de suspension, des cours systématiques de rattrapage doivent être programmés, dispensés et suivis rigoureusement par l'encadrement pédagogique, au profit des élèves de tous les niveaux.

Les apprentissages doivent être assurés simultanément avec les actions suivantes :

- i. Distribution/équipement des écoles en kits d'hygiène pour la prévention de la maladie du coronavirus (COVID-19) ;

- ii. L'organisation de cours de soutien et de rattrapage,
- iii. Satisfaction des besoins alimentaires et nutritionnels des enfants par des activités d'alimentation scolaire, en particulier pour les enfants des zones vulnérables et en situation d'insécurité alimentaire ;
- iv. Organisation d'activités de suivi/évaluation des activités de réponse
- v. Organisation d'activités de soutien psycho-social pour les élèves, les Enseignants et le Personnel administratif.

Le détail de toutes ces actions figure dans la matrice d'action ci-jointe.

#### **4. Suiivi-évaluation**

La mise en place de cellules au sein des Ministères Sectoriels est la première étape :

- La cellule encadre la production en lien avec les objectifs d'achèvement du programme et veille sur la qualité et la conformité de la production

La mise en place d'une équipe de production composée d'enseignants et de techniciens de l'audiovisuel en est la seconde étape:

- L'équipe produit des ressources de qualité dans un contexte d'urgence
- Elle développe et Intègre les stratégies captivantes pour chacune des cibles visées

L'enseignement par le numérique à l'occasion de la diffusion est la phase permettant de prendre en charge les élèves. Elle est suivie d'une interactivité assurée des enseignants qui s'assurent de la consolidation des connaissances acquises par les élèves

Le dispositif s'appuie sur une large campagne de communication multi canal visant élèves, parents et enseignants

Une équipe de coordination s'assure notamment de la qualité de la mise en œuvre, de la collecte et analyse des données...et apporte les réajustements nécessaires en concertation avec le comité scientifique et rend compte des évolutions toutes les semaines, du début à la fin du projet.

A la fin du projet, toutes les ressources et éléments d'analyse resteront disponibles et accessibles sur le portail web du projet.

Afin d'assurer la continuité du projet, y compris si l'un des intervenants venait à attraper le virus, bien que toutes les dispositions seront prises pour l'éviter, des locaux dédiés et sécurisés doivent être disponibles pour le travail y comprise en situation de confinement.

#### **5. Risques**

Risque technique lié à la diffusion Radio et télévision en milieu rural (panne, électricité). Ce risque est faible, il est atténué toute fois par les mesures appropriées (réparation d'urgence, mise à disposition de panneaux solaires, de groupes électrogènes ou appui en carburant si nécessaire)

Risque de coupures intempestives de l'internet qui rend difficile l'interactivité via le Web. Ce risque est réduit par multiplication de sources d'accès à l'internet

Risque sanitaire: un intervenant pourrait attraper le virus COVID-19 et entrer en contact avec les autres. Des locaux dédiés doivent être mis à disposition pour un travail continue y compris en situation de confinement

Risque lié au non-respect des mesures de distanciation sociale causé par un attroupement des enfants autour de postes récepteurs (radio-télé) dans les zones reculées et communautés vulnérables.

Une sensibilisation sera faite pour donner des consignes aux élèves et parents d'élèves dans l'application des différentes mesures d'hygiène sanitaire.

## **6. Capitalisation et leçons apprises**

Les leçons apprises durant cette crise seront capitalisées et intégrées au système éducatif dans son ensemble et pour l'ensemble des parties prenantes. En particulier l'intégration de l'enseignement à distance avec la combinaison de tous les canaux (Radio- TV – interent et Intranet..) pour de la formation initiale et continue, dans les classes et à la maison. Il sera ainsi un acquis en matière de continuité de service « Business Continuity ».

## **7. ANNEXE PLAN D'ACTION**

Stratégie	Résultats attendus	Activités	Entité concernée	GVT	PTF	Chronogramme pour le reste de l'année							Budget en \$	GVT	PTF	Gap		
		<b>Pilier 1: Assurer une meilleure coordination, communication et suivi du plan de riposte</b>				4	5	6	7	8	9	10	11	12	1 004 000	25 000	130 000	849 000
		<b>Stratégie 1. 1. Assurer la cohérence, la coordination intersectorielles et le suivi de l'action pour une gestion efficace de la riposte</b>																
		<b>Résultat 1.1.1. Le GLPE et les cellules d'urgences sectorielles sont opérationnelles</b>													20 000	20 000	0	0
		Activité 1 Assurer le fonctionnement et la fréquence des réunions du GLPE et des cellules d'urgences sectorielles	MEFRSEN/ MESFTP												5 000	5 000		0
		Activité 2 Actualisation de la fiche quotidienne de suivi des activités sectorielles	MEFRSEN/ MESFTP												5 000	5 000		0
		Activité 3 Appuyer l'organisation hebdomadaire du GLPE (en visioconférence)	MEFRSEN/ MESFTP												5 000	5 000		0
		Activité 4 Elaboration d'un bulletin hebdomadaire de veille	MEFRSEN/ MESFTP												5 000	5 000		0
		<b>Résultat 1.1.2. La gestion des informations provenant des différents secteurs est traitée et analysée en temps réel</b>													25 000	0	25 000	0
		Activité 1 Développement d'un outil dynamique pour le traitement des données sectorielles par le GLPE	MEFRSEN/ MESFTP												10 000		10 000	0
		Activité 2 Formation sur l'outil de traitement	MEFRSEN/ MESFTP												15 000		15 000	0
		<b>Résultat 1.1.3. Un plan de sensibilisation et communication opérationnel est élaboré et mis en œuvre</b>													494 000	5 000	66 000	2 000
		Activité 1 Elaborer une stratégie de communication opérationnelle	MEFRSEN/ MESFTP			UNICEF									25 000		25 000	0
		Activité 2 Réaliser une revue documentaire sur les bonnes pratiques en matière de communication et sensibilisation en temps de crise	MEFRSEN/ MESFTP			UNICEF									6 000		4 000	2 000
		Activité 3 Réaliser une consultation avec les différentes parties prenantes nationales (ONGs, Ministères, PTFs) en vue de développer le plan de communication national	MEFRSEN/ MESFTP			UNICEF									15 000	5 000	8 000	2 000
		Activité 4 Développer les outils de communication et de sensibilisation auprès des différentes populations cibles (élèves, parents d'élèves, etc)	MEFRSEN/ MESFTP			UNICEF									408 000		8 000	400 000
		Activité 5 Renforcement des capacités des structures décentralisées de l'éducation sur l'utilisation des outils (à distance)	MEFRSEN/ MESFTP			UNICEF									20 000		6 000	14 000
		Activité 6 Démultiplication à l'échelle nationale des outils de communication et sensibilisation (Dépliant, brochures, pancartes, impression, spot radio, spot télé, réseaux sociaux)	MEFRSEN/ MESFTP			UNICEF									20 000		15 000	5 000
		<b>Stratégie 1. 2. Développement du plan d'urgence national de l'éducation dans le cadre du plan national de riposte au COVID-19</b>																
		<b>Résultat 1.2.1. Développement du plan d'urgence national de l'éducation dans le cadre du plan national de riposte au COVID-19</b>													465 000	0	39 000	426 000
		Activité 1 Assistance technique à la cellule de crise pour développer le plan d'urgence national pour l'éducation (cours et moyen termes);	MEFRSEN/ MESFTP			UNESCO									10 000		5 000	5 000
		Activité 2 Développement d'un plan de suivi des interventions COVID19	MEFRSEN/ MESFTP			UNESCO									5 000		4 000	1 000
		Activité 3 Mobilisation de l'Equipement et Logistic nécessaire au suivi du plan d'urgence (RTM/Usage du SMS et serveurs de traitement)	MEFRSEN/ MESFTP			UNICEF									40 000		20 000	20 000
		Activité 4 Suivi de la mise en œuvre du plan d'urgence	MEFRSEN/ MESFTP			UNESCO									410 000		10 000	400 000

<b>Pilier 2 : Promouvoir des mesures d'Atténuation de l'impact de la pandémie sur les apprentissages</b>										<b>4 068 760</b>	<b>0</b>	<b>1 384 960</b>	<b>2 739 800</b>	
<b>Stratégie 2-1 : S'adapter aux nouvelles circonstances, pour relayer l'école</b>														
	<b>Résultat 2.1.1. Adaptation des curricula existants pour l'enseignement à distance (radio-télé-internet).</b>										<b>3 833 760</b>	<b>0</b>	<b>1 343 960</b>	<b>2 489 800</b>
Activité 1	Développement d'un cahier de charge structurant l'opération de l'enseignement à distance (prérequis en terme de matériels pédagogique et support techniques et de communication) ; Fondamental et secondaire	MEFRSEN/ MESFTP		UNESCO							160 000		10 000	150 000
Activité 2	Développement d'un guide méthodologique d'enseignement à distance, destiné à la cellule d'urgence : Fondamental et secondaire;	MEFRSEN/ MESFTP		UNESCO							108 000		8 000	100 000
Activité 3	Impression et distribution des guides, fascicules et cours au niveau des zones vulnérables (dans les deux langues) ;	MEFRSEN/ MESFTP		UNICEF/ UNHCR							180 000		30 000	150 000
Activité 4	Achat de matériel (Equipements Radio , Achats Postes radios, tablettes, caméras, écrans, ordinateurs et supports de com, etc);	MEFRSEN/ MESFTP		UNESCO/ UNDP/BM/ UNICEF							2 500 000		455 000	2 045 000
Activité 5	Renforcement des capacités sur l'utilisation du guide méthodologique d'enseignement à distance (DREN et IDEN) ;	MEFRSEN/ MESFTP		UNESCO/ BM							30 000		20 000	10 000
Activité 6	Mise en place d'un dispositif d'évaluation de l'enseignement à distance ;	MEFRSEN/ MESFTP		UNESCO/ UNICEF							40 000		27 000	13 000
Activité 7	Evaluation finale de l'impact des cours sur les élèves et sur l'acquisition des apprentissages ;	MEFRSEN/ MESFTP		UNESCO/ UNICEF							50 000		35 000	15 000
Activité 8	Mise en œuvre d'un suivi de l'enseignement à distance au camp Mberra avec les APE et les directeurs d'écoles	MEFRSEN/ MESFTP		UNICEF							2 840		2 840	0
Activité 9	Identification et formation des enseignants en charge des cours à distance au camp Mberra	MEFRSEN/ MESFTP		UNICEF/ UNHCR							11 870		11 870	0
Activité 10	Organisation des cours à distance par Radio et WhatsApp au profit des élèves des écoles du camp Mberra	MEFRSEN/ MESFTP		UNICEF							18 650		18 650	0
Activité 11	Organisation des cours à distance par Radio au profit des élèves des écoles de Basiknou et niveau national	MEFRSEN/ MESFTP		UNDP							30 000		30 000	0
Activité 12	Minis ateliers organisés pour une sensibilisation contre le Coronavirus et le lancement des cours à distance avec APE et directeurs (zones couvertes Radio)	MEFRSEN/ MESFTP		UNICEF							20 000		13 200	6 800
Activité 13	Organisation des cours à distance au profit des élèves dans les écoles de Néma et Amourj (couvertes par Radio à Néma)	MEFRSEN/ MESFTP		UNDP							15 000		15 000	0
Activité 14	Mini ateliers organisés pour une sensibilisation contre le Coronavirus et le lancement des cours à distance avec APE et directeurs (zones non couvertes par Radio)	MEFRSEN/ MESFTP		UNICEF							6 900		6 900	0
Activité 15	Cours à distance dans les Moughataas non couvertes par la Radio	MEFRSEN/ MESFTP		UNICEF							9 600		9 600	0
Activité 16	Développement du matériel pédagogique et didactique, et des Modules de formation numériques pour les enseignants, les directeurs et le staff éducatif de l'école primaire pour le curricula malien dans le camp de MBerra	MEFRSEN/ MESFTP		UNHCR							22 000		22 000	0
Activité 17	Mise en place d'un programme de formation des enseignants, des directeurs et des étudiants en termes de TIC et TICE dans le camp de MBerra	MEFRSEN/ MESFTP		UNHCR							10 000		10 000	0
Activité 18	Equipement du centre de connectivité pour le renforcement des capacités du staff éducatif et des apprenants en termes de TIC et TICE, dans le camp de MBerra	MEFRSEN/ MESFTP		UNHCR							180 300		180 300	0
Activité 19	Développement et mise en œuvre des cours de rattrapage et de renforcement pendant la saison estivale pour les réfugiés	MEFRSEN/ MESFTP		UNHCR							132 300		132 300	0
Activité 20	Assistance aux réfugiés urbains pour le maintien de l'apprentissage pendant la clôture des écoles, à travers l'approche monétisée dans l'éducation « Cash for Education »	MEFRSEN/ MESFTP		UNHCR							127 800		127 800	0
Activité 21	Soutien de la continuation de l'apprentissage pendant la clôture des écoles, à travers le paiement des salaires des enseignants, des directeurs, du staff éducatif et des assistants enseignants supplémentaires dans le camp de MBerra	MEFRSEN/ MESFTP		UNHCR							153 500		153 500	0
Activité 22	Mise en œuvre d'un programme d'alimentation scolaire pendant l'été et le premier trimestre pour soutenir le retour à l'école post Covid-19	MEFRSEN/ MESFTP		UNHCR							25 000		25 000	0

	<b>Résultat 2.1.2. Développement d'une réponse, sur la base des bonnes pratiques, adaptée au contexte local sur la question des examens à distance et les alternatives.</b>										235 000	0	41 000	194 000	
	Activité 1	Elaboration d'une note conceptuelle/document de référence sur le déroulement des examens en période de crise (à distance ou autre alternative)	MEFRSEN/ MESFTP		UNESCO							15 000		8 000	7 000
	Activité 2	Opérationnalisation des pistes retenues pour les examens en temps de crise (appui à l'équipe nationale pour préparer la réponse retenue)	MEFRSEN/ MESFTP		UNESCO							20 000		8 000	12 000
	Activité 3	Renforcement des capacités de la direction des examens sur la nouvelle méthodologie de passation des examens	MEFRSEN/ MESFTP		BM							20 000		10 000	10 000
	Activité 4	Evaluation de la méthodologie de passation des examens	MEFRSEN/ MESFTP		BM							10 000		15 000	-5 000
	Activité 5	Formation d'une équipe de production	MEFRSEN/ MESFTP									10 000			10 000
	Activité 6	Acquisition de kits d'enseignement à distance et de matériel pour la sensibilisation	MEFRSEN/ MESFTP									10 000			10 000
	Activité 7	Extension des équipes techniques de production des cours	MEFRSEN/ MESFTP									10 000			10 000
	Activité 8	Formation des équipes	MEFRSEN/ MESFTP									10 000			10 000
	Activité 9	Création de réseaux et classes sur WhatsApp pour garantir un minimum d'interactivité élève-professeurs	MEFRSEN/ MESFTP									10 000			10 000
	Activité 10	Production et distribution de manuels et de cours sur support papier annales	MEFRSEN/ MESFTP									120 000			120 000