

**PROJECT INFORMATION DOCUMENT (PID)
ADDITIONAL FINANCING**

Report No.: PIDA4614

Project Name	MR-Skills Development Project-AF (P144575)
Parent Project Name	Skills Development Support Project (P118974)
Region	AFRICA
Country	Mauritania
Sector(s)	Vocational training (100%)
Theme(s)	Education for the knowledge economy (100%)
Lending Instrument	Investment Project Financing
Project ID	P144575
Parent Project ID	P118974
Borrower(s)	Ministry of Finance
Implementing Agency	Ministère des Affaires Economiques et du Développement
Environmental Category	B-Partial Assessment
Date PID Prepared/Updated	21-Mar-2014
Date PID Approved/Disclosed	24-Mar-2014
Estimated Date of Appraisal Completion	30-Apr-2013
Estimated Date of Board Approval	30-Apr-2014
Decision	

I. Project Context

Country Context

Mauritania is one of high-growth country in Sub-Saharan Africa. Mostly a desert country, with a population of about 3.5 million, economic growth has been robust over recent years. Overall GDP growth averaged 4.1 percent in 2010-11, and reached 6.9 percent in 2012. GDP per capita in 2012 was estimated at US\$1,160, making Mauritania a lower-middle-income country. The main growth sectors have been construction, services, and agriculture (which rebounded in 2010 and 2012) – all supported indirectly by mining exports, which stagnated in volume terms but boomed in value terms due to rising prices for iron ore and gold. Despite this growth, unemployment, broadly defined, affects an estimated 10 percent of the population and almost 17 percent in urban areas. However, there is also significant under-employment, as well as many who are no longer looking for work. One-third of youth (15-34 years old) are inactive, neither working nor in school. Capital-intensive mining projects are unable to absorb this rapidly growing and low-skilled population. The informal economy and low value-added activities have contributed significantly to job creation in recent years, and account for 85 percent of the total labor force. However, construction, transport, and trade, while expected to absorb a portion of the unemployed workforce, remain poorly organized and marked by high seasonality. Poverty still affects a major part of Mauritania's

population, particularly in rural areas. According to the most recent poverty assessment (2008 household data), poverty remained at about 46.5 percent between 2000 and 2004 before declining to 42 percent in 2008. Extreme poverty, as measured at the US\$1.25 per day line, was estimated at 23 percent in 2008. Poverty incidence is unlikely to have improved much since 2008, given the slow rate of GDP growth resulting from the 2009 political shock and the 2011 climatic shock. Using the growth elasticity of poverty for the 2004-08 period, poverty incidence would be 41 percent in 2012; therefore, the 2015, MDG poverty target for Mauritania of 25 percent appears to be out of reach.

Sectoral and institutional Context

Mauritania's Human Development Index improved from 0.42 in 2007 to 0.45 in 2011 (compared to an average of 0.46 for Sub-Saharan Africa), and it now ranks 159th out of 187 countries. MDGs regarding universal primary education and gender equality in primary education appear achievable in light of the significant progress already realized in school enrollment. The gross primary enrollment rate has reached 100 percent, gender balance has been attained in primary and secondary schools, and primary achievement rate stands at 73% and has been improving. Weak human resource capacity is a pervasive and cross-cutting issue and the shortage of skilled workers is a key constraint for economic development. Inadequate education of the workforce is the third most important constraint to firms in Mauritania (WEF 2012). Many workers have limited or no education and very few firms provide formal training for their employees. Training in the public sector is still sporadic and does not provide the skills needed to modernize the administration and support accelerated growth. As Mauritania improves its private sector growth potential, there is a need to align vocational and professional training of the youth and rural migrants to the needs of the labor market. The government effort to expand supply and improve the quality of programs has combined investment and reforms. There are currently 23 public TVET centers, 18 of which under the oversight of the Ministry of Employment and Vocational Training. In addition to public supply, around 30 private institutions offer different types of TVET particularly for the tertiary sector of the economy. In 2012, 5,823 students enrolled in TVET courses (20% of which in private institutions), representing 4% of students of secondary education. In 2012, only 1,838 students graduated from TVET. The supply of graduates is clearly below the demand as shown by recent sector studies. There is an under supply of qualified workforce in a few sectors of the economy, such as tourism, construction and the informal sector. Apprenticeship programs are not sufficient to cover the estimated 350,000 out-of-school and unemployed youth seeking a job. Sector studies also show that quality of training is low and not much appreciated by employers. The main factors affecting quality are the quality of infrastructures and equipment, human resources, outdated programs, poor governance of training centers and lack of nexus of training with employment. The teacher/student ratio is low in TVET centers located in rural areas, while in Nouakchott the time on task of teachers is low. The 50% unemployment rate among TVET graduates suggests a mismatch between training programs and the expectations of employers.

II. Proposed Development Objectives

A. Current Project Development Objectives – Parent

The Development Objectives of the proposed operation are to improve the quality and efficiency of training institutions and create an enabling environment for a more market-driven Technical and Vocational Education Training System.

B. Proposed Project Development Objectives – Additional Financing (AF)

III. Project Description

Component Name

Component 1. Strengthening and Diversifying Technical and Vocational Education Training

Comments (optional)

Component Name

Component 2. Improving the Institutional Environment of Technical and Vocational Education Training

Comments (optional)

IV. Financing (in USD Million)

Total Project Cost:	12.00	Total Bank Financing:	11.20
Financing Gap:	0.00		
For Loans/Credits/Others			Amount
Borrower			0.80
IDA recommitted as a grant			11.20
Total			12.00

V. Implementation

The implementation arrangements under the AF will remain the same as those under the original project. The implementation arrangements under the AF will remain unchanged. The project will be under the auspices of the Ministry of Employment, Vocational Training and New Technologies who has the mandate to draft and implement the government's education policies and coordinate education-related activities, and supersedes all ministries involved in the education sector. The fiduciary aspects of the project will be handled by the Directorate of Education and Training Projects (DPEF – previously under the Ministry of Economic Affairs and Development and now under MOS-E). DPEF has delegated to INAP-FTP the implementation of activities related to PBCs and training programs, which is captured (amongst other aspects) in the subsidiary agreement signed by the two institutions, and that spells out their respective roles and responsibilities. Both DPEF and INAP-FTP are existing structures and are experienced in handling projects financed by donors like the World Bank, Islamic Development Bank, and AFD.

The first component has for its objective to strengthening and diversifying technical and vocational education training. Sub-component 1.1 (Improving the quality, effectiveness and relevance of training provided in eligible TVET institutions) aims to improve quality and relevance of training provided in selected TVET institutions. Under the Original Project, the core activity of the sub-component consists of PBCs between INAP-FTP and TVET centers. Beneficiary centers were selected on the basis of the relevance of their programs in relation to the country's economic needs and the center's capacity to implement such contract programs. Selected TVET centers are entitled to prepare their 'projet d'établissement' to address pedagogical, training and governance needs. They are then entitled to receive sub-grants to implement their contract programs, equipment, and technical assistance to help review the curriculum, aligning them with the market needs, set modern governance standards and practice, and train trainers.

Under the AF, this activity will be scaled up. The Original Financing had planned to enroll 6 out of 18 public TVET institutions in PBCs to pilot the system, processes and procedures. The successful launching of the program and the setting up of the system allowed the enrollment of 8 TVET institutions in PBCs, surpassing the end of project target. Because of a new dynamic created by PBCs and the early positive results they are showing, the program is gaining traction among other TVET institutions. With the AF resources, a moderate expansion of the program will be pursued. It is still risky to enroll all TVET institutions in the program without an assessment of the results and preliminary impact of the first bunch of institutions, but a moderate scale up may be envisaged, in view of the preliminary evidences in the field. Therefore, five additional TVET institutions will be enrolled increasing the total number of TVET institutions under PBCs to 13. As with the first bunch of institutions, selection criteria continues to be based on the relevance of training provided, particularly relating to high demand sectors such as construction, iservices, agriculture and mining. In addition, the Mining School, a technical and vocational higher education institution under the auspices of the Ministry of Oil, Energy and Mining, will also enter a PBC. Thus, the total number of new institutions under PBCs will be 6. The Mining School is being supported as a follow up of support provided by another IDA-financed project (Mining Sector Strengthening Project) in order to consolidate development effectiveness.

The sub-component will accommodate a new activity: the rehabilitation and moderate expansion of four TVET centers. An assessment of the status of infrastructure of 17 TVET public institutions was carried out in October 2013 with the financing of the Original Project. The assessment showed that most facilities are in a critical stage of degradation because of lack of maintenance work and that this prevents the full utilization of the installations, therefore affecting quality and efficiency. For example, in Nouakchott, most of the TVET institutions have low student/teacher ratio (an average 1:9) because the school is unable to enroll more students either because of lack of equipment or the non-use of practical labs. In some cases, a single additional modular facility would allow for further enrollment. Under the Original Project, a 38% increase in enrollment was estimated as a result of better reorganization of courses and use of the spaces. With the proposed rehabilitation and moderate expansion (e.g construction of one or two additional modules in the premises of the selected schools), the enrollment in those institutions would increase by 45% at the end of the project. The rehabilitation work would provide an enabling environment for quality improvements in the training provided, therefore potentially attracting more students to the TVET schools. The rehabilitation and equipment of four TVET schools is part of a broader program of rehabilitation of TVET centers launched by the Government in order to improve the learning environment of TVET. The AF will cover 4 out of the 18 TVET centers under the auspices of the Ministry of Vocational Training (22%), but other development partners, particularly the French Development Cooperation (AFD) and the German Cooperation (GIZ) will also support the program. The table below presents the breakdown of the different interventions by development partner.

All in all, 11 TVET institutions will be rehabilitated, covering about 60% of public TVET centers under the oversight of the Ministry of Vocational Training. The October 2013 assessment that identified the critical needs in terms of rehabilitation and expansion was followed by an architectural study that provided the detailed costs of the proposed civil works. The architectural studies underpin the proposed rehabilitation and expansion proposed for the AF as well planned interventions to be supported by other development partners. The civil works under the AF is estimated to cost about US\$ 5 million US\$ and the equipment for the rehabilitated centers is estimated to cost about US\$ 2.0 million. The proposed Investment in rehabilitation and moderate expansion of the centers is

deemed to be sustainable over the medium and long-term. Under the PBCs, TVET institutions have established the goal of increasing revenue-generation to 12% of the public budget and to use at least 40% of those revenues for maintenance works, therefore avoiding future deterioration of their facilities.

Sub-component 1.2: Increasing apprenticeship and short-term programs, under the Original Project, aims at providing sub-grants for the financing of initial apprenticeship training sub-projects by training providers (public and private training providers, non-governmental organizations (NGOs), and prospective employers). This is a critically important dimension of training targeting mostly out-of-school youth. As estimated 350,000 out-of-school youth in Mauritania are unemployed and each year an estimated 60,000 add to this number. The short-term training programs targets youth aged 14-25. They cover a broad range of vocational areas, such as metal worker, shoemaker, tiller, baker, butcher, painter, plumber, gardener, dressmaker, carpenter, electrician, etc. Depending on the type of skills, the duration of the training may last 300 hours over a three month period or 600 hours over a six month period. Proposals to conduct these short-term training programs are submitted by training providers (public and private training providers, NGOs and prospective employers) and as for the PBCs with TVET institutions, a contract is signed by INA-FTP with the selected providers. The Original Project has targeted 4,780 out-of-school youth and so far 1500 youth have benefited from these courses. The AF proposes to scale up this training program by increasing the target to 6,500 youth (or an additional 1,720 individual). The estimated cost to enroll this additional number of youth is about US\$ 1.4 million (it was calculated on the basis of the actual unit cost of about US\$ 715 per trainee plus administrative costs of INAP-FTP) for short-term training programs.

The second component which has for its objective to improve the institutional environment of technical and vocational education training has two sub-components. Under the first sub-component 2.1 (Enhancing the capacity of the Ministry of Technical and Vocational Training to create a more demand-driven TVET system), the Original Project supports capacity development of the sector by enhancing the institutional capacity of the Ministry and by supporting activities aimed at developing a more demand-driven TVET system. The activities include the setting up of appropriate regulatory framework for TVET, the development of M&E in the sector; the elaboration of a human resources development plan and its financing; and the carry out of labor market surveys. The development of human resources plan should be preceded by a diagnostic of the needs of the sector in terms of qualification of human resources. The preliminary report of the assessment shows a strong need for qualification in the sector, including pre-service and in-service training of trainers, training of pedagogical and administrative staff. The initial resources devoted in the Original Project (about US\$ 200,000) for training of staff over the period 2013-2016 will not be sufficient to cover the expected critical needs of the sector. The AF proposes to reinforce the amount of resources for training by US\$ 0.7 million. This is just an estimate, since the specific needs will still have to be clarified and determined once the HR Development Plan is finalized and adopted. But the idea is to agree that the Government has an important role to play in training of human resources to the sector. One expected result from the Project is the increase in the supply of TVET by the private sector. It is expected that by the end of the Project, the share of private sector enrollment in TVET will increase from 15% to 25%. This increase will only be possible by increasing the pool of trainers and other staff in the sector. The operationalization of this proposal will be made through the Annual Action Plan and Annual Procurement Plan, which will identify training to be financed each year, the beneficiaries and the costs. Training will be conducted in Mauritania but also in other countries depending on the areas, the level of specialization required, and opportunities offered.

Under Sub-component 2.2 (Strengthening the Capacity of the INAP-FTP to manage the TVET system), under the Original Project, the sub-component supports: capacity development of the INAP-FTP to support the TVET system, including M&E of contract programs; development of a normative framework for the certification of skills; and development of short-term training programs for TVET teachers. This sub-component remains unchanged.

VI. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01	x	
Natural Habitats OP/BP 4.04		x
Forests OP/BP 4.36		x
Pest Management OP 4.09		x
Physical Cultural Resources OP/BP 4.11	x	
Indigenous Peoples OP/BP 4.10		x
Involuntary Resettlement OP/BP 4.12		x
Safety of Dams OP/BP 4.37		x
Projects on International Waterways OP/BP 7.50		x
Projects in Disputed Areas OP/BP 7.60		x

Comments (optional)

VII. Contact point

World Bank

Contact: Geraldo Joao Martins
 Title: Senior Education Specialist
 Tel: 5352+4130 /
 Email: gmartins@worldbank.org

Borrower/Client/Recipient

Name: Ministry of Finance
 Contact:
 Title:
 Tel:
 Email:

Implementing Agencies

Name: Ministère des Affaires Economiques et du Développement
 Contact: Mr. Mohamed Mahmoud Ould Chrif M'hamed
 Title: Directeur des Projets Education – Formation (DPEF)
 Tel: 222525-2063
 Email: Chrif@dpef.mr

VIII. For more information contact:

The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-4500
Fax: (202) 522-1500
Web: <http://www.worldbank.org/infoshop>