

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC1025

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I. BASIC INFORMATION

A. Basic Project Data

Country:	Mali	Project ID:	P151318
Project Name:	Higher Education Support Project (P151318)		
Task Team Leader(s):	Pierre Joseph Kamano		
Estimated Appraisal Date:	26-Jan-2015	Estimated Board Date:	26-Mar-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Tertiary education (70%), Vocational training (30%)		
Theme(s):	Education for the knowledge economy (80%), Other human development (20%)		
Financing (In USD Million)			
Total Project Cost:	30.00	Total Bank Financing:	30.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			30.00
Total			30.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

B. Project Objectives

The development objective of the proposed Mali Higher Education Support Project (HESD) is to improve the relevance of selected higher education programs and the stewardship of the higher education system in Mali.

C. Project Description

The project will focus on improving training in three sectors that are key contributors to the country economic growth - Agriculture, livestock, and mining, by supporting related programs in selected

institutions, while also supporting some broader improvements in the stewardship of the higher education system. Under the institutional support, to be comprehensive while targeting selected programs, the project would support both at programs level and at institutional levels activities aimed at rapidly improving the teaching and learning environment, while tackling longer-term governance challenges:

- (i) Improving quality and relevance of the teaching-learning process with the introduction of pedagogical inputs and innovations, and updated programs and curriculum;
- (ii) Improving management which will enhance internal and external efficiency, and provide more equitable access to higher education;
- and
- (iii) Increasing system and institutional financing (or budgetary) efficiency through disbursement linked indicators funds to catalyze innovation.

The project would have three main components: (i) Support to selected programs in public HEIs; (ii) System institutional development and private HEIs support; and (iii) Project management and Technical Assistance. Component 1 will be financed using Development Linked Indicators (DLIs), while Components 2 and 3 will be financed using regular investments instrument.

Component 1: Support to selected programs in public HEIs (US\$20 million). This component would improve the governance, quality and relevance of selected programs targeted to agriculture and livestock and mining and related fields by supporting key indicators of the HEIs' development plans related to teaching and learning and governance. The component is also expected to generate broader positive impacts on the governance of the higher education system.

Possible participating HEIs are selected based on the availability of programs in targeted economic sectors; they are the University of Science and Technology of Bamako (USTB), The National School of Engineering of Bamako (ENI), The University of Segou (US) and The Institute Polytechnic Rural of Katibougou (IPR). Final HEIs to be directly supported will have to demonstrate willingness to reform through the following actions to be completed before the finalization of project preparation: (i) setting-up a functional Conseil d'administration with one third of members from non-public institutions (private sector, diaspora, etc.); (ii) setting-up a functional Conseil de perfectionnement with effective participation of private businesses representatives to review programs and content; (iii) development and adoption of implementation manual and management tools and schedule for audits; and (iv) finalization of the institutional strategic plan with clear objectives and annual targets which will be used as DLIs. The Project Preparation Advance (PPA) will provide support for addressing these criteria, and each HEI which has completed these minimum requirements will be eligible for further support.

This component will help participating HEIs implement their institutional development plans which were drafted during the stopped project preparation in 2011-2012. Implementation of HEIs medium-term development plans to be finalized will further raise the quality and relevance of HEIs and foster the emergence of a diversified and dynamic higher education landscape. It will create conditions for: (i) HEIs to begin generating their own resources, and (ii) government to develop capacity to regulate the sector including accreditation and monitoring of accredited institutions. Beyond immediate improvements in the teaching and learning environment, support provided to specific programs through HEIs will serve as a cornerstone for the introduction of a number of organizational innovations and new forms of governance that include but are not limited to institutional autonomy, accountability for results and academic excellence, budget preparation determined by the academic

missions of the HEIs (results-based budgeting), and increased internal cash generation by the institution. The component would be divided into four sub-components articulated around the support to each individual institution.

Sub-Component 1: Support to the Institute Polytechnic Rural of Katibougou (IPRK): IPRK was created in 1902 first as a school which would train technicians in agriculture. In 1952, IPRK became a sub-regional school, when in 1995 it was transformed into a Training and Research Institute in agriculture. The Institute has around 1,400 students from Benin, Burkina Faso, Burundi, Cameroun, Central African Republic, Comoros Island, Congo Republic, la Democratic Republic of Congo, la Côte d'Ivoire, le Gabon, Guinea, Madagascar, Mauritania, Niger, Rwanda, Senegal, Chad, and Togo. The project would support the institution's objectives by disbursing according to selected indicators in the strategic plan (DLIs) related to programs targeted to agriculture and livestock. Examples of target indicators would be linked to proposed PDO indicators mentioned above and specified at the institutional level. Also, the project would provide support for the rehabilitation of existing infrastructures to improve the learning conditions.

Sub-Component 2: Support to the University of Segou (US): established in 2010, the US is the only public university outside of Bamako. Located at Segou near the office du Niger-the institution that manages lands and investment in the Niger delta which has a potential of more than 1 million km² of exploitable land, the University of Segou is in a region also known to have a substantial livestock. The project would support the institution's objectives by disbursing according to selected indicators in the strategic plan in relation to agriculture and livestock relevant programs. Civil works (new construction) may further be financed within the existing fenced facilities to improve the working environment of the university.

Sub-Component 3: Support to the University of Science and Technology (USTB): the University of S&T has four faculties: the Faculty of Medicine, the Faculty of Pharmacy, the Faculty of Science and Technology, and the Institute of Applied Science. The project would support the Faculty of Science and Technology and the Institute of Applied Science; the two first faculties mentioned have already many partnership and collaboration activities with international institutions and universities. The project would support the institution's objectives by disbursing according to selected indicators in the strategic plan in relation with science and technology programs for the three sectors. Indicators would cover activities such as upgrading of programs (including content, teaching methodology, new programs relevant to the economy, and equipment to be provided only in facilities owned by the university (not in rented facilities)), and teachers' training programs including visiting missions, as well as improved management and governance system.

Sub-Component 4: Support to the National School of Engineering (ENI): established in 1939 as a regional school for training technicians, the ENI became in 1969 the National school of Engineering with nearly 700 students in two main areas: Engineering and High level technicians. The school offers STEM programs in energy, water management, environment, civil works, mining, and industry. The project would support the institution's objectives by disbursing according to selected indicators in the strategic plan in relation to science and technology for the three key sectors. Selected DLIs to be monitored would cover upgrading of programs (including content, teaching methodology, new programs relevant to the economy, and equipment), and teachers training programs including visiting missions, as well as improved management and governance system.

Component 2: System, Institutional, and Private HEIs Support (US\$7 million). This component

would improve the stewardship of the higher education system by financing the introduction of management information systems and strengthening the capacity of the Ministry of Higher Education in management, data collection and analysis, and monitoring and evaluation. Investments in a system-wide ICT network to support teaching, learning and research, including libraries, as well as improved management will include the provision of high-quality connectivity to research and higher education institutions, the implementation of a digital library system to enable the higher education community to gain access to science and research databases and e-learning resources for teachers and students to enhance the efficiency and quality of classroom teaching and learning, and give students and teachers access to network-based electronic resources. An essential element will be the development of capacity to manage the system and provide quality services and train the university community to make the best use of the resources. The component will also support the development and implementation of a strong communication plan to be carried out from the inception of the project to generate support for reforms.

In addition, Component 2 will finance innovative ways of developing and expanding private HEIs through IDA-IFC collaboration to explore alternatives with local Banks. A study on the factors which constraint private HEIs development will be conducted and will provide the basis for the support to be provided. The study will: (i) identify the key constraint for expansion of private higher education in Mali; (ii) examine the importance and constraints for increased commercial lending to private institutions to expand capacity and quality, (iii) identify options for PPPs, including a private investment/guarantee fund for private higher education and could include a PPP element for “land-grant/leasing” for new private institutions outside of Bamako; and (iv) develop models for joint IDA-IFC-Government (guarantee) fund for expansion of private higher education and identify any needed improvements to the regulatory framework.

Component 3: Project Management and Technical Assistance (US\$3 million). This Component will fund project management activities and operating costs, technical assistance (TA) required as well as studies and other analytical work needed. In alignment with component 1, the component will finance exchange programs with internationally-renown institutions of higher learning, and innovations that bring about better learning outcome, academic excellence and responsiveness to market demand. There will be an allocation for TA to help academic institutions prepare strategic plans and the ministry conduct studies such as labour market information to help the ministry and institutions make the right decisions on the relevant programs. The TA sub-component will finance provision of higher education services to the institutions supported in Component 1 from 19 Africa Centers of Excellence in West and Central Africa. These Centers of Excellences within Science, Technology, Engineering and Math, Health and Agriculture sciences are supported by a Bank-supported regional project. Malian institutions would define their needs and competitively purchase support packages that could include short-term specialized training, longer term faculty development, visiting faculty, and curriculum development. This would build upon a similar arrangement in place for Gambian institutions. The project team would explore if the national IDA funding could be leveraged with regional IDA given the regional objective of collaboration in higher education.

D. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project sites will be located in Bamako, Katibougou, and Segou cities. There are no specific physical characteristics of safeguard concerned in the project sites or nearby.

E. Borrowers Institutional Capacity for Safeguard Policies

The Republic of Mali has set a comprehensive institutional and regulatory frameworks for the

enforcement of the environmental and social safeguard procedures and due diligence. The National Directorate of Sanitation, Pollution and Nuisances Control (DNACPN) holds with the mandate of enforcing environmental and social assessment procedures in collaboration with project developer either public or private. Though, many Bank funded projects have been implemented by national entities which capacity in managing Bank safeguard requirements are improving, the overall country performance in safeguard policies remain weak; this is due to lack of dedicated expertise, tools and financial resources in the Ministry in charge of environment from national down to local level. Therefore, the project implementation unit (PIU) to establish within the Ministry of Higher Education and Scientific Research (MoHE) will be supported for this particular matter.

F. Environmental and Social Safeguards Specialists on the Team

Maman-Sani Issa (GENDR)

Salamata Bal (GSURR)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	Though the envisioned civil works (construction and rehabilitation of facilities) will take place in delineated, even fenced, owned by the two institutions to support (University of Segou and the Katibougou Polytechnic Institute for Rural studies-IPRk) even temporary risks and nuisances may occur. Given the expected low significance of the said potential adverse effects, the Environmental and Social Management Framework (ESMF) of the ongoing Emergency Education Project will be updated for use during the implementation.
Natural Habitats OP/BP 4.04	No	The project will not finance activity related to natural habitat exploitation or that will threaten such ecosystem.
Forests OP/BP 4.36	No	The project will not finance activity linked to forest exploitation.
Pest Management OP 4.09	No	The project will not finance activity intended to purchasing, storing or distributing pesticides or any other chemical harmful product.
Physical Cultural Resources OP/BP 4.11	TBD	The project activities will not be deployed in known historical area. However, the chance find procedure as described in the ESMF will be implemented if matter arises.
Indigenous Peoples OP/BP 4.10	No	There are no indigenous people in the project implementation areas.
Involuntary Resettlement OP/BP 4.12	Yes	The project will not finance activity that induces land acquisition of economic displacement because the civil works will be executed within the beneficiary institutions' facilities. However the existing

		Resettlement Policy Frame (RPF) of the Emergency education project will be used if case arises.
Safety of Dams OP/BP 4.37	No	The project will not finance any activity related to dams.
Projects on International Waterways OP/BP 7.50	No	The project will not finance activity located on international waterways or that necessitate the withdraw of substantial quantity of water from such waterways.
Projects in Disputed Areas OP/ BP 7.60	No	There are no disputed areas in the project location.

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 15-Dec-2014

B. Time frame for launching and completing the safeguard-related studies that may be needed.

The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The existing ESMF and RPF of the Mali Emergency Education Project will be updated to serve as the safeguard management tool of the project. This will be completed by end of November 2014.

IV. APPROVALS

Task Team Leader(s):	Name: Pierre Joseph Kamano	
<i>Approved By:</i>		
Regional Safeguards Coordinator:	Name: Alexandra C. Bezeredi (RSA)	Date: 25-Dec-2014
Practice Manager/ Manager:	Name: Peter Nicolas Materu (PMGR)	Date: 26-Dec-2014

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.