

**PROJECT INFORMATION DOCUMENT**  
**CONCEPT STAGE**

<b>Project name</b>	Scaling up Mali Education Sector Investment Program II (ESIP 2)
<b>Region</b>	AFRICA
<b>Sector</b>	Education
<b>Project ID</b>	P105291
<b>Borrower(s)</b>	GOVERNMENT OF MALI
<b>Implementing Agencies</b>	Ministry of Education BP 234, Bamako Republic of Mali Fax/phone : (223) 223 11 12
<b>Environment Category</b>	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD
<b>Date PID Prepared</b>	March 9, 2007
<b>Estimated Date of Appraisal Authorization</b>	March 30, 2007
<b>Estimated Date of Board Approval</b>	May 24, 2007

### 1. Key development issues and rationale for Bank involvement

**Country and Sector Background:** Mali is one of the poorest countries in the world ranking 174<sup>th</sup> in the United Nations Development Program's 2004 human development index. Nevertheless, the education sector improved considerably. During phase I of the Mali Education Sector Investment Program, access to primary education did progress from a gross enrollment rate in primary education of 61 percent in 2001 and 53 percent for girls to 70.5 percent and 60 percent respectively in 2003-04. This progress in access comes not only from public sector investment, but also from a dynamic community-based investment. Community school enrollment did progress at an average annual rate of 12 percent during the last four years when enrollment in public schools increased at a rate of 8 percent. As a result, community schools represent 18 percent of total enrollment in basic education and are mostly financed by the poorest segment of the population. Despite this progress, the quality of teaching remains poor. For instance, completion rate in primary education remains very low at 40 percent, which is a major constraint for Mali durable development, and repetition rate is not improving, remaining at a high 19.4 percent in the first cycle and at 28.3 percent in the second cycle of primary education. These are, in part, attributed to a lack of access, qualified teachers, teaching materials, the high number of students per teachers, textbooks, infrastructure, laboratory equipment as well as ineffective quality performance monitoring.

2. During the past ten years, the government of Mali and fourteen technical and financial partners have worked closely to develop an education sector investment plan. Among its many goals, the plan emphasizes increasing access to primary education and improving the quality of services delivered to the entire education sector. Above all, the government program aims at increasing access by raising the gross enrollment rate in primary from 56 percent in 1999/00 to 95 percent in 2009/10, while improving learning levels through the enhancement of quality. The objective of the second phase of the Mali education sector investment program (ESIP2, 2006-2009) is to provide increased and equitable access to higher quality education. The World

Bank support for this SWAP is focused on increasing the proportion of Malian children completing a quality basic education and improving the overall efficiency of resources used in the education sector. Over this period, Mali's education system would be decentralized and more autonomy would be given to regions to make decisions regarding the allocation of educational resources. Quality enhancement would be the result of: (i) curricula reform; (ii) increase in the number of teachers; (iii) class-size reduction; and (iv) expansion of pre-service and in-service training.

3. This additional financing will help the Malian government to achieve the project development objective. This financing would help to: (i) construct and equip 400 additional new primary classrooms in addition to the already 970 financed classrooms; (ii) build two (2) high schools, in addition to the one already financed; (iii) supply textbooks to primary schools; (iv) implement a reading area in each of the 5 000 primary classrooms in addition to the 4 600 already financed by the Bank; (v) support the piloting of the introduction of short-term tertiary education and LMD reforms within the Faculty of Science through training, management reorganization and supply of scientific equipment; and (vi) improve management through the development of school mapping and training of staff at central and decentralized levels.

4. The activities that would be financed by these additional resources were already assessed in the PAD of the second phase of the Mali Education Sector Investment Program. The economic and financial assessment of the PAD stated that the three-year Medium Term Investment Framework for implementing the ESIP II is consistent with the current macro-economic framework of stability and growth, the PRSP goals for the priority sectors and the sustainable scenario that has been selected for the achievement of the Millennium Development Goals in 2015.

## **2. Proposed project development objectives**

Within the MDGs' framework, the overall objective of Mali Education Sector Investment Program (ESIP) is to increase the proportion of Malian children completing a quality first cycle of basic education and improve the overall efficiency of resources used in the education sector. The proposed three-year project would: (i) improve the quality of basic education; (ii) increase access to education; and (iii) strengthen institutional management capacities in education sector and program coordination management.

## **3. Preliminary project description**

The project has three components, each of which is discussed in Annex 4 of the Project Appraisal Document of ESIP II. The scaling up will reinforce these components to ensure an effective achievement of the development objective.

**Component 1: Improving the quality of basic education:** The first IDA Credit (ML-4222) finances: (i) increasing reading practice through the setup of a reading area, including the necessary textbook stocking devices and books in 25 percent of the classrooms of schools in the first cycle of basic education (4,600 classes to be equipped) and equipment of libraries and school textbooks in five Teacher Training Institutes (IFMs) (2,000 textbooks per IFM); (ii) a direct support through grants to all schools in the first cycle of basic education having an operational School Management Committee for school supply purchases; (iii) a 60-day (working days) in-service training for the certification of 3,000 community school teachers and a 60-day (working days) accelerated training program and 60-day in-service follow-up (Alternative Teaching Staff Recruitment Strategy) for 1,800 new teachers.

*The additional financing would support: (i) the provision of textbooks; and (ii) the implementation of a reading area in each of the 5,000 primary classrooms to reduce the gap of 15,000.*

**Component 2: Increasing access to education:** The first IDA Credit (ML-4222) finances: (i) the construction of schools for the first and second cycles of basic education (970 classrooms), including their equipment with furniture, water supply and latrines; (ii) the construction and equipment of a general secondary school (for 600 students); and (iii) the support of apprenticeship programs in key areas for employment of out-of-school youth.

*The additional financing would contribute to: (i) the construction and equipment of 400 new primary classrooms to reduce a gap of about 1,200; and (ii) the building of two (2) secondary schools.*

**Component 3: Strengthening institutional management capacities of the education sector:** The first IDA Credit (ML-4222) finances: (i) the management of human resources, including managers' evaluation, training and adaptation to job profiles; (ii) improving resource allocation and efficiency by strengthening budget and finance management, by using a regulatory framework for the autonomous management of technical and vocational secondary public schools and by financing private education, by developing an instrument (including school mapping) aimed at allocating resources more efficiently and at reducing inequalities; and by performing annual audits including the assessment of school construction and the management of textbooks; (iii) the set-up of an Integrated Education Management Information System; and (iv) program coordination and management, including learning assessment in the year 2007 and at the end of the project.

*The additional financing would: (i) support the implementation of License-Master-Doctorate (LMD) reform within the Faculty of Science through management training and reorganization and provision of scientific equipment; (ii) contribute to the development of school mapping; and (iii) train staff at central and decentralized levels.*

#### **D. Project location (if known)**

This is a national program. No specific location has yet been determined.

#### **E. Borrower's Institutional Capacity for Safeguard Policies**

The Government of Mali is familiar with the Bank safeguard policies, based on experience with other Bank-funded projects, in which the Government successfully met the requirement of those policies. Examples of ongoing projects are the first and the second phases of the Education Sector Investment Program. The same agencies involved in the first and second phases of the program would be used as implementing agencies of scaling up ESIP II. The provisions of the ESMF and RFP were disclosed in the ESIP 2 PIM which provides guidelines for the contractors who would be involved in school construction. Safeguard reporting instruments required for this project are included into the PIM.

#### **4. Safeguard Policies (including public consultation)**

This is a category B project. According to OP 4.01, an Environmental Assessment Management Framework was prepared by MOE to address any potential negative

environmental and social impact. The consolidated environmental and resettlement action plan (ERAP) that was elaborated for ESIP 2 would be applied for this project. In addition, following OP 4.12, a Resettlement Action Plan was prepared to address any potential negative social impact. In addition, all schools to be built would respect the technical specifications and quality standards already prepared by the MOE.

Applicable?	Safeguard Policies Triggered by the Project
<input checked="" type="checkbox"/>	<a href="#">Environmental Assessment (OP/BP 4.01)</a>
<input type="checkbox"/>	<a href="#">Natural Habitats (OP/BP 4.04)</a>
<input type="checkbox"/>	<a href="#">Pest Management (OP 4.09)</a>
<input checked="" type="checkbox"/>	<a href="#">Involuntary Resettlement (OP/BP 4.12)</a>
<input type="checkbox"/>	<a href="#">Indigenous Peoples (OD 4.20)</a>
<input type="checkbox"/>	<a href="#">Forests (OP/BP 4.36)</a>
<input type="checkbox"/>	<a href="#">Safety of Dams (OP/BP 4.37)</a>
<input type="checkbox"/>	<a href="#">Cultural Property (draft OP 4.11 - <a href="#">OPN 11.03</a>)</a>
<input type="checkbox"/>	<a href="#">Projects in Disputed Areas (OP/BP/GP 7.60)*</a>
<input type="checkbox"/>	<a href="#">Projects on International Waterways (OP/BP/GP 7.50)</a>

## 5. Tentative Financing

Source:	(US\$ m.)
IDA credit 4222	.35
IDA supplemental	.15
Government (recurrent and investment) and other external partners	1,065
Total	1,115

## 6. Contact point

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\* By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas