



## Mali - Higher Education Support Project (P151318)

AFRICA WEST | Mali | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2015 | Seq No: 12 | ARCHIVED on 27-Apr-2021 | ISR45901 |

Implementing Agencies: Ministry of Economy and Finances, Ministry of Higher Education and Scientific Research

### Key Dates

#### Key Project Dates

Bank Approval Date: 07-May-2015

Effectiveness Date: 23-Sep-2015

Planned Mid Term Review Date: 30-May-2018

Actual Mid-Term Review Date: 09-Apr-2018

Original Closing Date: 31-Dec-2020

Revised Closing Date: 30-Jun-2021

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

### Components Table

Name

Component 1: Support to Selected Public Higher Education Institutions (HEIs):(Cost \$22.00 M)

Component 2: Higher Education System Support:(Cost \$8.00 M)

Component 3: Project Management and Technical Assistance:(Cost \$3.00 M)

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

### Implementation Status and Key Decisions

In accordance with the common practice employed by the Africa-West region, this final Implementation Status Report (ISR) evaluates the project's performance over its entire implementation period across the three harmonized criteria of: (i) relevance of objectives and design; (ii) efficacy; and (iii) efficiency. A more thorough and comprehensive analysis based on most up-to-date data will be presented in the Implementation Completion Report (ICR).

**Project Context.** The five-year *Mali Higher Education Support Project* was approved by the World Bank Board of Executive Directors on May 7, 2015 and was declared effective on September 23, 2015. The Project's closing date was extended from December 31, 2020 to June 30, 2021 as a



result of implementation delays resulting from the COVID-19 pandemic and the country's recent regime change, during which the World Bank suspended disbursements and supervision.

**Relevance of Objectives.** The Project Development Objective (PDO) is to *improve the relevance of selected higher education programs and the stewardship of the higher education system in Mali*. The original objective was and remains highly relevant, as it responds to key issues and challenges in Mali's higher education system. It was based on the premise that strengthening the higher education sub-sector in Mali would help reduce extreme poverty. To individuals, higher education would lead to better jobs and higher salaries. To society, strengthening higher education would support economic diversification and dynamism, and positively impact the quality of basic and secondary education by producing higher quality graduates. The PDO was built on country assessments: (i) the 2013 Interim Strategy Note (ISN) for Mali focused on long term economic growth, building human capital and resilience to shocks, and highlighted the need to improve governance, and boost economic competitiveness by addressing skills gaps; and (ii) the Systematic Country Diagnostic (SCD), which was still being written, focused on rural areas where most of the poor lived, and highlighted major skills gaps in agriculture. There was an urgent need to address unemployment through the development of relevant skills among youth. Investments in education were also expected to help build confidence in the education system and hope for the future. Given the above, the relevance of the objective is judged as *High*.

**Relevance of Project Design.** The Project design drew on several studies that pointed to major gaps in the higher education system and was aligned with government efforts to reform higher education. Government strategy documents, including its 2003-2013 ten-year plan (*Programme décennal de l'éducation – PRODEC*) and an Interim Program for 2014-2016, focused on laying the foundations for improving education sector quality, including higher education. The National Policy on Higher Education and Scientific Research in 2010, which was informed by a 2008 National Forum on Education, identified the need for systemic change in higher education. A 2011 national student assessment highlighted poor labor market outcomes, and similarly, Investment Climate Assessments and Surveys (ICAs) highlighted mismatches between education and training outcomes and labor market needs. A 2014 Report on the Future of Higher Education in Mali found acute challenges in the tertiary education sub-sector including: (i) a lack of diversity and low relevance of degree programs (low share of science, engineering and agriculture graduates) (ii) poor teaching practices, (iii) inadequate learning environments, (iv) pervasive governance gaps (low accountability and limited institutional autonomy), and (v) inefficient resource utilization. The project was designed to holistically address shortcomings in the sector, by strengthening governance of the sector, elevating the quality and relevance of programs offered by selected HEIs, improving teaching quality and of inputs such as infrastructure and teaching materials. The relevance of the project design is therefore judged as *High*.

**Efficacy (Achievement of Project Development Objectives).** The Project has achieved extensive success, based on consultations with all relevant stakeholders involved in project implementation, in central government and in the HEIs themselves, along with close monitoring and review of the implementation status of planned activities. All six PDO indicators have been met or exceeded, and all but one of the intermediate results indicators (share of budget in participating HEIs allocated to pedagogical inputs). All remaining activities are on track to being completed by the new closing date. However, the adoption of the planned regulatory framework conferring institutional autonomy to HEIs has faced repeated delays. While this is not an activity under the Project, this is critical to ensuring the sustainability of the reforms undertaken. The project's Efficacy is therefore judged as *Substantial*. The Task Team recommends upgrading the rating to *High* in the ICR, provided all remaining project activities are completed before the end of the Project.

**Efficacy (at Component and Sub-Component Level).** The Project components correspond to the two sub-objectives under the PDO. The first part of the PDO is "to improve the relevance of selected higher education programs", which is the basis for Component 1, whereas the second part of the PDO is "to improve the stewardship of the higher education sector in Mali", which relates more to Component 2. The Project has made significant progress on both these components as described in greater detail below.

**Component 1: Support to Selected Public Higher Education Institutions.** The component aims to improve the relevance of selected higher education programs, and to improve stewardship, by supporting governance and quality interventions in four existing HEIs with strong commitment to reform. The component also supports a new department at an existing HEI offering programs in agriculture, livestock, mining and technology, and feasibility studies for the establishment of a new HEI.

- The four existing HEIs selected for the project received funding upon achieving seven key performance indicators codified in performance-based contracts with the Ministry of Higher Education and Scientific Research and the Ministry of Economy and Finance. Apart from two HEIs that failed to meet targets in the 2016/17 academic year, all four HEIs achieved their targets in the other four academic years 2015/16, 2017/18, 2018/19 and 2019/20. The funding for this sub-component has been fully disbursed and has enabled beneficiaries to improve their internal management practices, teaching quality and physical environments.
- A new Department of Livestock and Animal Health at the University of Ségou has been established. A new department building was constructed, informed by environmental and social impact, as well as by technical and architectural studies. The technical acceptance of the building is pending, and the acquisition of laboratory equipment is in progress. Both these activities are expected to be completed by



the close of the Project. The new department will address skills needs in the livestock sector and is well positioned to deliver high quality programs with the appropriate physical environment and equipment in place.

- Studies informing the establishment of a new regional African School of Mines in Bamako have largely been completed. The feasibility study was completed in 2018, and technical and architectural studies in 2020. Curriculum development, and a study of equipment specifications are currently in progress and expected to be completed prior to the close of the project.

*Component 2: Higher Education System Support.* This component aims to improve the stewardship of the higher education system in Mali by strengthening the government's capacity to articulate and implement reforms; oversee and regulate the sector, including private HEIs; and leverage information to guide decision making. Most of the activities under this component have been completed as detailed below. The purchase of some equipment and technical assistance will be finalized prior to the end of the project.

- The *Direction générale de l'enseignement supérieur et de la recherche scientifique (DGESRS)* which is the government department in charge of higher education and research in Mali, has received support in the form of equipment and technical assistance, to strengthen its management of HEIs. The technical assistance covered developing a strategy for the sector, informed by several thematic studies, as well as in the regulation of HEIs through performance-based contracts.
- The component supported the newly created *L'Agence malienne d'assurance-qualité de l'enseignement supérieur et de la recherche scientifique (AMAQ-SUP)* - the agency is tasked with quality assurance in the higher education and research sector - with equipment and technical assistance, as well as tools and instruments for the evaluation of HEIs. Internal quality assurance units were also established in the selected HEIs. Staff from the agency and the HEI units were trained in the quality assurance process.
- The component supported the establishment of the *système d'information et de gestion de l'enseignement supérieur (SIGES)* or the Higher Education Information Management System with technical assistance and equipment. The system is now operational, and collects higher education data, supports analyses and reporting. The 2019/2020 statistical directory is currently being produced. A virtual library has also been established with digital resources for students and teachers.

*Component 3: Project Management and Technical Assistance.* This component established the PIU, adequately staffed with experts to ensure smooth implementation of the project. The PIU team was highly engaged and proactive throughout, and satisfactorily managed the project, including through holding regular meetings to closely monitor implementation progress. Technical assistance provided under this component, including thematic studies on the higher education sector, have been of high quality, and well-received by the government and HEIs. Activities to be completed under this component include: a final audit and other operating expenses, such as payment of salaries to consultants. With the six-month extension of the project, the project coordinator, who had retired at the end of 2020, was hired on a contract basis for the extension period.

**Efficiency.** The Project costs have been within the estimated cost at appraisal of US\$33 million. The project has also largely proceeded on schedule. Annual audits are up-to-date and have been accepted by the World Bank. The ISR in December 2017 noted some delays in the implementation of quality assurance activities/regulations at the central level, which negatively impacted the ability of the National School of Engineers (ENI) and the Rural Polytechnic Institute for Training and Applied Research (IPR/IFRA) to attain their DLI targets, but this was subsequently resolved. The mid-term review in June 2018 observed that the disbursement rate was relatively low at 51 percent of IDA funding (US\$16.82 million out of US\$33 million), but this was attributed to payments for construction activities and performance-linked payments to HEIs being backloaded. Disbursement has since been steady and stood at a healthy 93.0% as of April 26, 2021. Despite the delays caused by the global COVID-19 pandemic and the country's regime change, the PIU has worked well to make up for lost time, putting in place a schedule to complete all activities by the close of the project. The World Bank team plans to hold twice-monthly meetings to track progress during the last four months of the project. Preliminary evidence suggests that the Project be rated *Substantial* on its efficiency. However, the Task Team recommends rating Efficiency as *Modest*, pending more detailed economic analyses which will be included in the ICR.

**Overall Outcome Rating.** Based on the ratings for Relevance, Efficacy and Efficiency above, the Overall Outcome Rating for the Project is *Moderately Satisfactory*.

**Fiduciary and Safeguards Compliance.** Ratings are given for financial management, procurement and environmental and social safeguards.

*Financial management (FM).* FM for this project is rated *Satisfactory*. There were some FM staff changes in the first year of the project, but the staffing situation stabilized thereafter. The FM system is in place and operational, and the internal audit function is also working well.

*Procurement.* Procurement for this project has been rated *Moderately Satisfactory*. The procurement plans have generally been followed, with the main contracts having been completed on time. As noted above, all remaining procurement activities are expected to be completed by project



closure. The PIU has been alerted to arrange for the external audit after project closure. Provided the activities are completed successfully prior to the close of the project, the Task Team recommends upgrading the rating *Satisfactory*.

*Environmental and social safeguards.* Based on discussions and a review of documents furnished by the Government, compliance with environmental and social safeguards has been only *Moderately Satisfactory*. The main focus of safeguards attention is on Sub-Component 1.2, given it involves construction at the University of Segou. The PIU has not appointed a social safeguards expert and engages an environmental safeguards expert remotely. The Task Team has urged the PIU, having already launched the environmental and social audit, to complete it early enough for the recommendations to be addressed prior to the end of the project.

**Implementation Completion Mission.** Preparations for the ICR are under way, and a mission will be undertaken in the near future.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Substantial	☐ Moderate	☐ Moderate
Macroeconomic	☐ Moderate	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Moderate	☐ Moderate	☐ Moderate
Technical Design of Project or Program	☐ Moderate	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	☐ Substantial	☐ Moderate	☐ Moderate
Fiduciary	☐ Substantial	☐ Moderate	☐ Moderate
Environment and Social	☐ Substantial	☐ Substantial	☐ Substantial
Stakeholders	☐ Substantial	☐ Moderate	☐ Moderate
Other	--	☐ High	☐ High
Overall	☐ Substantial	☐ Moderate	☐ Moderate

## Results

### PDO Indicators by Objectives / Outcomes

Improve the relevance of selected higher education programs				
► Increase in Employer satisfaction as measured by employer satisfaction survey of priority sector of participating HEIs (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	87.30	87.30	40.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020



Comments:	Target exceeded. The planned employer satisfaction study has been completed in December 31, 2019.			
<b>► Number of programs in participating HEIs that are proposed and developed with the private sector participation (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.00	197.00	197.00	135.00
Date	30-Mar-2015	15-Jan-2021	31-Mar-2021	30-Mar-2020
Comments:	Target exceeded. A total of 197 higher education programs in targeted HEIs have been developed with the participation of the private sector, exceeding the end of project target of 135. The team continues to monitor the effective private sector engagement in the project for continued relevance of higher education programs.			
<b>► Tracer Study (for graduates from the selected HEIs conducted) (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Mar-2015	15-Jan-2021	31-Mar-2021	28-Aug-2020
Comments:	Target achieved. The tracer survey targeting graduates from the selected higher education institutions has been conducted as planned.			

<b>Improve the stewardship of the higher education system</b>				
<b>► Number of institutional development plans approved at public HEIs (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9.00	9.00	9.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target achieved. Institutional development plans have been approved in all public HEIs targeted. The team will continue to follow up on the effective implementation of the approved plans.			
<b>► Number of Public HEIs with a functional CA (Board of Trustees) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9.00	9.00	9.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target achieved. All public HEIs targeted have a function Board of Trustees.			
<b>► Direct project beneficiaries (Number, Custom)</b>				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	37,795.00	37,795.00	35,000.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target exceeded. The project has so far reached 37,795 students and teachers against the end target of 35,000 direct beneficiaries.			
<input type="checkbox"/> Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	30.00	30.00	35.00

### Intermediate Results Indicators by Components

<b>Component 1: Support to Selected Public Higher Education Institutions (HEIs)</b>				
<b>▶ Number of national students enrolled in licensed programs at participating HEIs (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10,000.00	36,392.00	36,392.00	18,900.00
Date	30-Mar-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target exceeded. A total of 36,392 students have enrolled in licensed programs in participating HEIs, exceeding the end of project target of 18,900.			
<input type="checkbox"/> Number of female national students enrolled in licensed programs at participating HEIs (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,500.00	12,774.00	12,774.00	5,000.00
Date	30-Mar-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
<b>▶ Number of teachers trained in the licensed programs at participating HEIs (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	120.00	1,403.00	1,403.00	780.00
Date	30-Mar-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target exceeded. A total of 1,403 teachers have been trained in the licensed programs against the end of project target of 780.			
<b>▶ Share of budget in participating HEIs allocated to pedagogical inputs (Percentage, Custom)</b>				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10.00	15.28	15.28	30.00
Date	30-Mar-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Progress from the baseline value has been observed. However, approximately only 15.28 percent of the budget in participating HEIs is allocated to pedagogical inputs.			

► Increase in amount of cash generated internally at participating HEIs (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	100.00	216.21	216.21	160.00
Date	30-Mar-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Targeted exceeded against the expected end target of 160 percent.			

► Annual Report on DLIs produced on time (Before end of March) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	The annual report on DLIs was produced but not before end of March 2019 as expected.			

► Students benefiting from direct interventions to enhance learning (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10,000.00	--	36,392.00	18,900.00
Date	30-Mar-2015	--	31-Mar-2021	31-Dec-2020
Comments:	This corporate indicator is equivalent to the original intermediate indicator "Number of students enrolled in licensed programs at participating HEIs" and, as a result, the baseline, target and current value figures are the same for the two indicators.			

□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,500.00	--	12,774.00	5,000.00

Component 2: Higher Education System Support

► Number of public HEIs with a management information system with operational resource management (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	0.00	9.00	9.00	9.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Fully achieved. All public HEIs targeted have a management information system with operational resource management.			
<b>► Quality-Assurance unit established and operational, with semi-autonomous status (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Fully achieved. The Malian Quality Assurance unit is well established with a semi autonomous status.			
<b>► Number of users accessing Digital library system (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	84,341.00	84,341.00	10,000.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target exceeded. The virtual library is fully established and access was given to all students and teachers of HEIs registered in the EMIS.			
<b>► MIS statistical report published annually with relevant data from # HEIs (Public and Private) (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	The MIS statistical report has been published as planned.			

### Component 3: Project Management and Technical Assistance

**► Number of public HEIs with proposal(s) for acquiring support from Africa Centers of Excellence in West and Central Africa (Number, Custom)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6.00	6.00	6.00
Date	31-May-2015	15-Jan-2021	31-Mar-2021	31-Dec-2020
Comments:	Target achieved. At the request of HEIs, the project will provide technical assistance (TA) for the development of collaborative projects with the Africa Centers of Excellence (ACE) in West and Central Africa supported by the World Bank. As of January 15, 2021, 6 HEIs have developed a proposal for acquiring support from ACE in West and Central Africa.			



Performance-Based Conditions

Data on Financial Performance

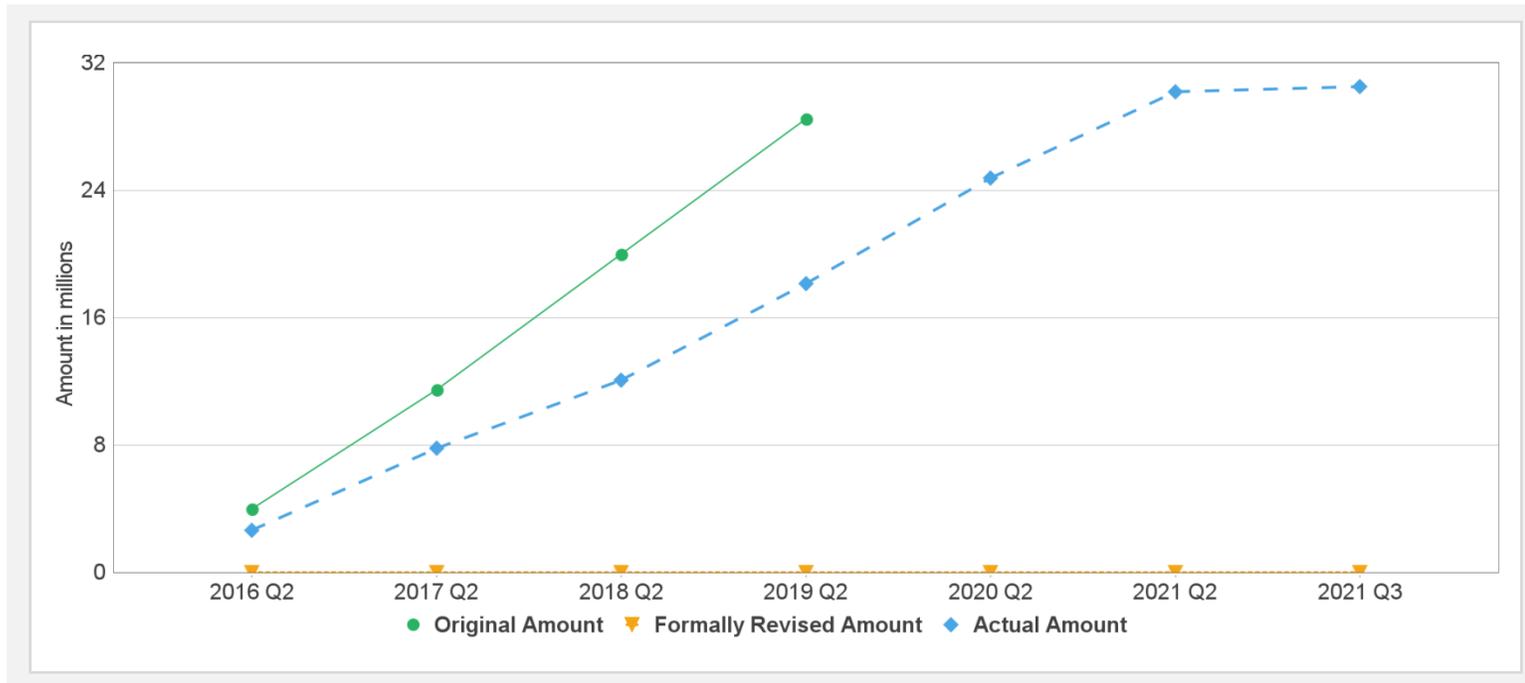
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P151318	IDA-56060	Effective	USD	14.00	14.00	0.00	12.31	1.67	88%
P151318	IDA-D0430	Effective	USD	19.00	19.00	0.00	18.23	0.63	97%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P151318	IDA-56060	Effective	07-May-2015	30-May-2015	23-Sep-2015	31-Dec-2020	30-Jun-2021
P151318	IDA-D0430	Effective	07-May-2015	30-May-2015	23-Sep-2015	31-Dec-2020	30-Jun-2021

Cumulative Disbursements





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**PBC Disbursement**

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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**Restructuring History**

Level 2 Approved on 02-Dec-2020

**Related Project(s)**

There are no related projects.

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