

**INTEGRATED SAFEGUARDS DATA SHEET
ADDITIONAL FINANCING**

Report No.: ISDSA15081

Date ISDS Prepared/Updated: 27-Aug-2015

Date ISDS Approved/Disclosed: 28-Aug-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Western Africa	Project ID:	P153111
		Parent Project ID:	P126974
Project Name:	Africa Higher Education Centers of Excellence Project Add. Fin. (P153111)		
Parent Project Name:	Africa Higher Education Centers of Excellence Project (P126974)		
Task Team Leader(s):	Andreas Blom		
Estimated Appraisal Date:	31-Aug-2015	Estimated Board Date:	14-Oct-2015
Managing Unit:	GED07	Lending Instrument:	Investment Project Financing
Sector(s):	Tertiary education (70%), Central government administration (10%), Vocational training (10%), Other Mining and Extractive Industries (10%)		
Theme(s):	Education for the knowledge economy (75%), Regional integration (15%), Technology diffusion (10%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	30.00	Total Bank Financing:	15.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			15.00
International Development Association (IDA)			15.00
Total			30.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

A. Original Project Development Objectives – Parent

The Project Development Objective is to support the Recipients to promote regional specialization among participating universities in areas that address regional challenges by strengthening the capacities of these universities to deliver quality training and applied research.

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

3. Project Description

The project consists of two components. Component 1 will aim to strengthen the capacity of selected institutions to establish Africa Centers of Excellence (ACE). These ACEs will deliver regional, demanded, quality training and applied research in partnerships with regional and international academic institutions and in partnership with industry. Component 2 consists of regional activities for the ACEs and their governments to build capacity, support project implementation, monitor and evaluate, and develop regional policies. Further, component 2 will, in a demand-driven manner, finance ACE support to selected countries in West Africa without Centers of Excellence.

Component 1: Strengthen Africa Centers of Excellence – IDA US\$ 98 million (90 percent)

Component 1 will seek to strengthen around 15 competitively selected institutions to produce highly skilled graduates and applied research to help address specific regional development challenges. An institution can submit and be awarded up to two separate Centre of Excellence proposals. The maximum grant amount for a Centre of Excellence grant will be US\$ 7 million. The centers of excellence will primarily support capacity building within the Science, Technology, Engineering, and Math, as well as the agriculture and health sciences, but should be multidisciplinary as per the needs to comprehensively address the development challenge of the proposed center.

The institutions to receive an African Center of Excellence (ACE) grant will be selected through an open, transparent and merit-based selection process. The selection process will entail four main standard steps: (i) call for proposals to institutions, (ii) submission of Center of Excellence proposals through their government to the regional facilitation unit; (iii) evaluation of proposals by independent African and international experts according to pre-defined criteria, and (iv) selection of institutions by the steering committee and a no objection by the World Bank.

Selected institutions will implement their own Centre of Excellence proposal aiming to help address a specific regional development challenge through preparation of professionals (education), applied research and associated outreach activities with partners. The institutional-specific proposal encompasses the following five elements:

- Enhance capacity to deliver regional high quality training to address the development challenge. This could include: Update curricula of existing programs or create new education programs to meet the development challenge; meet international benchmarks for quality education (e.g. international accreditation); deliver short-term courses for professionals; attract a regional student body; training of faculty to introduce new approaches to teaching and learning; enhance work-place learning such as internships; upgrading of qualifications of faculty; improve learning resources, including lab equipment, and minor rehabilitation or extension of existing facilities.
- Enhance capacity to deliver applied research to address the regional development challenge. This could include: faculty development and staff training, scholarships and post-docs, networking

activities with national and international partners, hosting and participating in conferences, research equipment and materials and lab refurbishment, and patenting or other Intellectual Property Rights-related costs.

- Build and use industry/sector partnerships to enhance impact of the Center on development and increase relevance of the centers education and research. The activities include industry advisory boards, internships, industry lectures, training of trainers for sector training institutions (such as polytechnics, nursing, agricultural colleges etc.), joint research, and other activities to interact and reach out to the sector/industry.
- Regional and international academic partnerships to raise quality of education in other institutions in the region, preferably including institutions in fragile countries, and to raise the Centers' own capacity. The activities include joint delivery of education programs, professional courses for regional faculty, faculty exchanges/visiting faculty, joint research, joint conferences, sharing of specialized equipment and library resources etc.
- Enhance governance and management to improve monitoring and evaluation, administration, fiduciary management, transparency, ability to generate resources, and project implementation.

Upon selection, each institution will sign a performance and funding contract with the government for the implementation of the selected project. At least 15 percent of the funding must be invested in the partnerships, and at least 10 percent must be invested in partnerships activities with non-national African partners. Further, civil works will be limited to 25 percent of the grant. This agreement will include the government's planned commitments for continued funding of institutional staff as part of the funding and performance agreement.

Component 2: Enhancing Regional Capacity Building, Evaluation, Facilitation and Collaboration – IDA US\$ 11 million (10 percent)

Component 2.1 Enhancing Regional Capacity Building and Evaluation. This sub-component will support: (i) capacity building, knowledge sharing and coordination between the ACEs, for example through joint lessons learning as well as implementation of a communication plan; (ii) undertake regional monitoring and evaluation activities to improve and assess the performance of the selected institutions. This includes tracer studies, technical audits, collection of academic data, and topic-wise evaluations; (iii) ECOWAS, and potentially other regional bodies, to prepare policy studies on relevant higher education issues and build capacity for regional policy making, and (vi) activities required for regional project facilitation and steering.

Component 2.2 Demand-driven Regional Education Services. This sub-component will finance the provision of higher education services by the Centers of Excellence assisted under Component 1 to countries in the region without Africa Centers of Excellence. Up to three non-ACE hosting countries (The Gambia, Sierra Leone, and Liberia) would negotiate a plan of required services to institutions and civil servants. These services could include short-term specialized training to government officials, short-term merit-based scholarships to young talent, faculty development for non-ACE institutions, visiting faculty, and curriculum development provided by any of the ACEs to a non-ACE institution.

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

The Project will be located in multiple institutions of higher learning in the disciplines of STEM, Agriculture, and Health sciences. These institutions will be spread across eight countries (Nigeria, Ghana, Senegal, Togo, Benin, Burkina Faso, Cameroon and most recently Cote d'Ivoire through the additional financing). The selected Centers are:

Nigeria:

- African Centre of Excellence for Genomics of Infectious Diseases, Redeemers University, Mowe, Ogun State/University of Ibadan, Nigeria
- PAN African Materials Institute (PAMI), African University of Science and Technology, Abuja, Nigeria
- Centre for Agricultural Development and Sustainable Environment, Federal University of Agriculture, Abeokuta, Nigeria
- Centre of Excellence on Neglected Tropical Diseases and Forensic Biotechnology, Ahmadu Bello University, Zaria, Nigeria
- Phytomedicine Research and Development, University of Jos, Nigeria
- Centre for Excellence in Reproductive Health and Innovation, University of Benin, Nigeria
- ACE Centre for Oil Field Chemicals, University of Port Harcourt, Nigeria

Ghana:

- West African Center for Cell Biology of Infectious Pathogens (WACCBIP), University of Ghana Legon
- Developing WACCI into an African Centre of Excellence for training plant breeders, seed scientists and seed technologists, University of Ghana, Legon
- Regional Centre of Excellence for Water and Environmental Sanitation, Kumasi, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana

Senegal: Centre d'Excellence pour la formation et la recherche en Sciences et Technologies de l'Eau, l'Energie et l'Environnement en Afrique de l'Ouest et du Centre, Université Cheikh Anta Diop Dakar-Fann, Sénégal.

Togo: Centre d'excellence régional sur les sciences aviaires (CERSA), Université de Lomé Lomé, Togo

Benin: Centre d'Excellence Africain en Sciences Mathématiques et Applications du Bénin, Université d'Abomey– Calavi (UAC), Porto-Novo, Bénin

Burkina Faso: Centre d'Excellence pour la formation et la recherche en Sciences et Technologies de l'Eau, l'Energie et l'Environnement en Afrique de l'Ouest et du Centre, International d'Ingénierie de l'Eau et de l'Environnement (2iE), Fondation 2iE, Ouagadougou - Burkina Faso

Cameroon: Centre d'excellence en Technologies de l'information et de la Communication (CETIC), Université de Yaoundé I Yaoundé, Cameroon.

Cote d'Ivoire:

- West African Center of Excellence in Construction and Mining, INP-HB, Cote d'Ivoire
- Center of Excellence in Climate Change and Adaptation, U-HB, Cote d'Ivoire
- Center of Excellence in Statistics - National University of Statistics and Applied Economics, Cote d'Ivoire

5. Environmental and Social Safeguards Specialists

Abdoulaye Gadiere (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	There will be rehabilitation of some academic/research institutions and minor construction in few of the campuses, and these are expected to be of small scale, therefore the environmental and social impacts are not expected to be significant. An Environmental Management Plan checklist (EMP checklist) was prepared for each one of the chosen institutions to manage environmental and social impacts; in some cases, the civil works are minor and localized and they will be done according to national and local laws and procedures. The impacts and mitigation measures stated in these ESMP checklist will have to be closely monitored and evaluated and the project must ensure to include an environmental section their reporting system to report the impacts and the mitigation measures which should be in conformity with part B (general construction/rehabilitation activities), F (toxic materials), H (disposal of medical waste) of the checklist.
Natural Habitats OP/BP 4.04	No	The project will include rehabilitation and minor construction within existing university/institution campus grounds, and thus natural habitats will not be affected by project activities.
Forests OP/BP 4.36	No	This policy is not triggered because the project will not involve forestry activities.
Pest Management OP 4.09	No	The project activities will not involve the use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project will be implemented within the existing university campuses and will not involve excavations or other earthworks and is not likely to be located in, or in the vicinity of, recognized cultural heritage sites.
Indigenous Peoples OP/ BP 4.10	No	The project screening process indicated that the sub projects will not affect or involve indigenous communities since the project footprint is limited to existing campus grounds.
Involuntary Resettlement OP/BP 4.12	No	Project activities focus on quality improvements and not on expanding capacity to more students. All civil works will take place on existing campus grounds, i.e. within existing physical footprint, and therefore do not require any land taking nor will they cause involuntary resettlement, loss of assets and/or restriction of access to resources or livelihoods.

Safety of Dams OP/BP 4.37	No	N/A
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/BP 7.60	No	N/A

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>No large scale or irreversible impacts are anticipated to be associated with the project. Although most of the impacts of the ACE project are envisioned to be positive, the maintenance of centers of excellence, laboratories, workshop etc may have some environmental and social impacts. Potential negative environmental impacts are those typical or remodeling and renovation activities associated with existing structure. Particularly important is the need to manage construction activities so as to minimally disrupt the academic environment: however some disruption is unavoidable. Construction impacts will be limited to the duration of construction activities. In some cases, the works are so minor and localized that environmental measures may be carried out in accordance with national and local laws and procedures.</p> <p>No land acquisition is envisioned as part of the ACE project. Civil works are only expected to be focusing on quality improvements of existing facilities and not on expanding capacity to more students. All civil works will take place on existing campus grounds, i.e. within existing physical footprint.</p> <p>All the proposed activities under the proposed Additional Financing for Cote d'Ivoire are consistent with the activities of the parent project thus there are no implications for the project risk category which will remain as B. Further there are no implications for the triggering of any safeguard policies which were not triggered under the parent project.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>N/A</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p> <p>N/A</p>
<p>4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.</p> <p>The project has produced Environmental and Social Management Plan checklists to be disclosed in-country and at the Infoshop before appraisal. These provide a set of templates to be used by each participating institution to develop Environmental and Social Management Plans to guide identification and implementation of safeguards mitigation measures within individual project proposals. Any institution selected and confirmed as a center of excellence (ACEs) has to meet the fiduciary requirements including on environmental and social management and demonstrate compliance with the World Bank safeguard policies and capacity to implement ESMPs.</p>

Adherence to the safeguards policies and plans for the parent project, and the supervision thereof, has been adequate. The Borrowers have carried out their environment and safeguards responsibilities in a satisfactory manner. There are no unresolved environmental or social issues associated with the parent project.
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
Project stakeholders include (1) the higher education institutions (ACEs) which will be responsible for strategic planning and implementation of their institutional proposal, monitoring, evaluation and reporting on environmental and social guidelines. (2) Regional Facilitation Unit is set up as a regional body with at least 4 professional staff established in the secretariat that deals with project coordination and facilitation, support to ACEs for monitoring and evaluation and various technical assistance as necessary. (3) National Project Performance and Review Committee. The fiduciary capacity available within higher education or related project would provide implementation support and possible oversight for ACE. (4) Project Steering Committee (PSC) whose main task is to set implementation guidelines, review results and progress, oversee the RFU and assist ACEs to ensure the achievement of project objectives.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	10-Jan-2014
Date of submission to InfoShop	29-Jan-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
"In country" Disclosure	
Cote d'Ivoire	27-Aug-2015
<i>Comments:</i> Disclosed on Institutional websites	
Cameroon	03-Feb-2014
<i>Comments:</i>	
Ghana	30-Jan-2014
<i>Comments:</i>	
Nigeria	31-Jan-2014
<i>Comments:</i>	
Senegal	03-Feb-2014
<i>Comments:</i>	
Togo	03-Feb-2014
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment	
Does the project require a stand-alone EA (including EMP) report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input checked="" type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

III. APPROVALS

Task Team Leader(s):	Name: Andreas Blom	
<i>Approved By</i>		
Safeguards Advisor:	Name: Glenn S. Morgan (SA)	Date: 28-Aug-2015
Practice Manager/ Manager:	Name: Meskerem Mulatu (PMGR)	Date: 28-Aug-2015