



Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 09-Mar-2018 | Report No: PIDISDSC21024



BASIC INFORMATION

A. Basic Project Data

Country Cote d'Ivoire	Project ID P160642	Parent Project ID (if any)	Project Name Higher Education Development Support Project (P160642)
Region AFRICA	Estimated Appraisal Date Mar 19, 2018	Estimated Board Date Jul 19, 2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Republic of Côte d'Ivoire	Implementing Agency Ministry of Higher Education and Scientific Research	

Proposed Development Objective(s)

The Project Development Objective (PDO) is to establish quality standards and foster short-term professional programs in Côte d'Ivoire's tertiary education.

Financing (in USD Million)

Financing Source	Amount
International Development Association (IDA)	75.00
Total Project Cost	75.00

Environmental Assessment Category B-Partial Assessment	Concept Review Decision Track II-The review did authorize the preparation to continue
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B. Introduction and Context

Country Context

- 1. After a decade of socio-political instability marked by low economic growth (real Gross Domestic Product (GDP) growth of 1.1 percent per year between 2000 and 2010, against 5 percent per year in sub-Saharan Africa over the same period), Côte d'Ivoire is now making economic gains.** Strong economic growth, which stood at 8.5 percent in 2014, has returned; however, the poverty ratio remains high, with 46.3 percent of the population living below the national poverty line in 2015 (living with less than 737XoF per day). Located in West Africa, Cote d'Ivoire is a country with a population estimated at 22,614,000 inhabitants in 2016. The GDP per capita (US\$ 1,546 of in 2014) is close to the average for Sub-Saharan Africa (SSA) (US\$ 1,792).
- 2. Despite these genuine macro-economic achievements in recent years globally, human development indicators are low compared to countries with similar per capita income. Côte d'Ivoire is ranked 172 out of 188 countries in the 2014 United Nations Development Program (UNDP) Human Development Index.** The mortality rate for those under five years is 92.6 deaths per 1,000 births, against an average of 83.2 deaths per 1,000 births in SSA and 52.8 deaths for 1,000 births in lower middle-income countries. Life expectancy at birth stands at 51.2 years in Cote d'Ivoire, while it reaches 58.1 years on average in sub-Saharan Africa and 67 years in lower middle-income countries. The average years of schooling is equal to 7.68 years, compared to an average of 8.2 years in SSA.
- 3. Since the end of the socio-political crisis, the business environment and private sector development context has been marked by significant improvement, but the overall competitiveness of the country remains jeopardized by shortfalls in skills and technology, as well as low productivity.** Côte d'Ivoire rose from the 168th position in the World Bank Doing Business ranking of 2010 to the 142nd position in 2016. The 2015-2016 Global Competitiveness Report ranked Cote d'Ivoire among the top reformers by moving it to 91st from 115th position in 2015 (129th in 2011), and as the eighth most competitive economy in Africa. These improvements put Côte d'Ivoire among the countries with the most favorable environment for private sector development and business SSA. However, a lack of skills to complement the favorable investment environment is one of the key factors that will make it hard to capitalize on potential investment growth¹. The activity rate of the population aged 25-34 increased from about 83 percent in 2002 to 91 percent in 2013, about 89 percent of this age group are employed in informal economy with very low productivity, meaning that they are not performing jobs that correspond to their university training. Moreover, 19.7 percent of youth are under-employed and more than 10 percent of them have earnings below the poverty line.

Sectoral and Institutional Context

- 4. The performance of the education sector in Cote d'Ivoire is close to the average in SSA countries.** Due to the rapid demographic growth and despite the government effort to increase student enrollment in primary and secondary education, Côte d'Ivoire is still far from the objective of Universal Primary Education. Education completion rates of 75.1 percent for primary education and 42.7 percent for lower secondary education (2017) are comparable to the average in SSA countries (72.6

¹ World Economic Forum, 2015, *The Global Competitiveness Report 2015-2016*, WEF



percent and 48.6 percent on average, respectively, 2015). Gender disparities also exist as the primary education completion rate stands at 78.4 percent for boys, against 71.6 percent for girls (2017). and 55.5 percent of boys reach the end of lower secondary education, against only 42.7 percent of girls. Regional disparities are also significant, with the access rate to the last grade of primary school varying by region, from 2 percent to 74 percent, according to the Living Standard Survey in 2015 [Enquête sur le Niveau de Vie (ENV)].

5. **The Ivoirian higher education system has experienced significant growth in the past ten years, but higher education participation remains comparatively low.** Notwithstanding the adverse impact of the civil war, enrollment in higher education increased significantly from 146,490 in 2005 to 192,842 in 2016, representing an average annual growth rate of 2.5 percent. Despite this increase in enrollment, participation in higher education in Côte d'Ivoire remains low (774 students per 100,000 inhabitants) compared with the middle-income countries in the group. Every year only about 45 percent of the students of the last grade of upper-secondary school pass the Baccalauréat and enroll in higher education institutions.
6. **Due to lack of capacity in public higher education institutions, the Government is directing most on the new students to subsidized private higher education institutions.** The higher education system in Côte d'Ivoire includes four types of institutions: public universities, public elite professional schools after the French model of Grandes Écoles, private universities and private institutions. The challenge for the government is to enroll all students who passed the Baccalauréat exam. New students are directed to (i) two-year technical education programs provided by subsidized private higher education institution to 75 percent of new students in 2017 to prepare students to the national examination of *Brevet de Technicien Supérieur* (BTS), or (ii) public university where they study towards bachelors, masters or doctorate degrees (representing 25 percent of the new students in 2017).
7. **The public higher education sector shows a low level of institutional differentiation.** 82 percent of the students are enrolled either in a public university (38 percent) or a private institution (44 percent). There are non-university institutions such as the North American community colleges or the French technology institutes, which can be very useful to train middle-level technicians and managers, especially when the quality of many private institutions in Côte d'Ivoire is questioned in the absence of an effective accreditation system. In addition, the system is highly concentrated geographically, with 218 out of the 288 higher education institutions located in Abidjan, the capital city.

Main Challenges and issues

8. **After several years of political and economic troubles in the country, the Ivoirian higher education system is facing several challenges.** The first one is the issue of low access and lack of equal opportunities in the wake of the expected trebling of the number of high school graduates between 2015 and 2030. The second one is linked to the poor quality and lack of relevance of many programs. The third one is the need for a more favorable governance framework and a sustainable financing strategy.
9. **The Government has started the transition to the License-Master-Doctorate (LMD) system and the process needs to be harmonized.** The implementation of the transition to the LMD system is at different stages depending on the universities and/or the higher education schools. Beyond the



institutional and organizational processes, technical and financial supports are required to ensure that all aspects of the LMD scheme are in place and operational.

Access and Equity

10. **Despite the steady student enrolment growth, higher education participation is still low.** Higher education was also affected by political troubles, the ratio of students per 100,000 inhabitants went down from 808 to 774 between 2005 and 2016 and the gross higher enrolment rate decreased similarly over the same period, from 9.3 percent to 8.3 percent. From an international perspective, Côte d'Ivoire's situation is about average compared to the other SSA countries, but is below the average of middle-income countries in the group. There are several factors for the low participation in higher education but the main reason is the combined result of the low participation in secondary education and the low pass rate at the *Baccalauréat* exam (around 45 percent). By law, the Government should ensure that all students who pass the *Baccalauréat* exam have the possibility to be enrolled in higher institutions.
11. **There are significant disparities in student enrollments.** The substantial disparities in primary and secondary education in the social distribution of enrolled students, in terms of both gender and socioeconomic background, is exacerbated by the low level of coverage of higher education. At 10.1 percent, the male higher enrollment rate is significantly higher than that of girls, which is only 6.7 percent. The proportion of girls is lowest in the public universities (33 percent) and highest in the private universities (51.4 percent). As far as income-based disparities are concerned, 2008 data showed a higher enrolment rate of only 0.4 percent for students from the poorest income quintile, compared to 14.4 percent for those from the richest income quintile. Between 2008 and 2015, the higher enrolment rate rose by 2.4 percent for the former group and 2.3 percent for the latter one. Therefore, the access gap between students from the poorest families and those from the richest families did not decrease with the enrolment growth over the period under review. It is estimated that 60 percent of the students come from the highest income quintile.

Quality and Relevance

12. **Quality and efficiency is a major concern, as demand for higher education is increasing.** Presently, the quality of teaching and learning leaves is poor, the relevance mismatch is a serious challenge, and the scientific production of universities is almost inexistent. Most higher education institutions are not fulfilling their mission of training high quality professionals to meet the demand of the labor market, as well as providing relevant research and development, which would serve the development needs of Côte d'Ivoire. Key indicators on internal efficiency are not available due to the disorganized academic calendar. However, based on some signals, efficiency appears to be low in public universities, where about 40 percent of students have been in the system for more than 10 years (against 1 percent in private institutions), and the BTS pass rate is about 25 percent. In terms of inputs, there is a high proportion of qualified academics but lecturers are evenly distributed. The student per teacher ratio (STR) in public universities varies in a range of 15 to 27.
13. **Graduates from higher education are facing severe employment constraints and particularly those who hold a BTS.** So far higher education in Côte d'Ivoire is rather a supply driven system and there is no tracking system for higher education graduates. However, there are several signs of mismatch between the production of the higher education system and the needs of the economy. In 2013, for



example, 19 percent of the graduates in the 25-34 age group were unemployed. Only 25 percent of those who were employed had a professional level-job. New graduates must wait on average two years before they get their first job. Employers express serious doubts about the relevance of many programs, especially at the BTS level (with the exception of the Institut National Polytechnique Félix Houphouët-Boigny-INPHB, whose graduates are highly regarded). Available data on the distribution of students and unemployed graduates by type and level of degree show a high percentage of BTS holders than those with other degrees among unemployed graduates. In most other countries, graduates of short duration professional programs (such as the BTS) find it easier to get a job than graduates with a general bachelor. The high proportion of unemployed master's degree holders is also of concern.

14. **Most university students are enrolled in programs offered by higher education that do not provide for the skills and competencies that are in phase with an emerging economy.** Most students are enrolled in the humanities or the social sciences (78 percent). Only 15 percent of the students seek a Science, Technology, Engineering and Math (STEM) degree, 5.2 percent pursue studies in agricultural sciences and only 0.6 percent enroll in medical sciences programs. Reversing the current trend will require time, because of the low proportion of students enrolled in Science and Math programs in secondary education (to date, less than 3 percent of the students who pass the *Baccalauréat* exam are in Science and Math programs).

Governance and Financing

15. **The main issues in governance are the limited institutional autonomy enjoyed by the public universities, the absence of performance-based management instruments and processes, and the lack of follow up mechanisms to monitor the labor market results of graduates.** As far as institutional autonomy is concerned, public universities have no control over the number of students they must enroll, the level of tuition fees they are allowed to set, and the possibility and use of self-generated income. In terms of modern management practices, the first performance contracts that were signed a few years ago, could not be properly implemented because of lack of additional resources linked to these contracts. Finally, whereas training adequately qualified manpower is one of the main functions of the higher education system, a comprehensive mechanism to monitor graduate employment is missing, which makes it difficult if not impossible to match labor market needs with the supply of university program.
16. **The share of domestic resources to higher education has decreased over the years while the social demand is highly increasing.** The Government of Côte d'Ivoire devotes about 20 percent of its total resources to education, amounting to 5 percent of GDP. Higher education receives less than 20 percent of the education budget. In fact, it went down from 19.2 percent in 2012 to 16.8 percent in 2015, which puts the country slightly below the average for SSA economies. The reality on the ground is that Côte d'Ivoire, like most countries in the region, will increasingly face severe financial tensions and difficult funding trade-offs as the government attempts to reconcile the three fundamental objectives of quantitative expansion, quality improvements and R&D strengthening. The share of capital expenditures has risen slightly over the past years to address the reconstruction needs after the political troubles. It has raised from 6 to 8 percent between 2008 and 2010, and from 10 to 28 percent between 2012 and 2015. Within the recurrent expenditures category, the share of salaries grew steadily, from 31 percent in 2008 to 48 percent in 2015. Considering that social transfers



(scholarships, meals and dormitories) represent 37 percent of the recurrent expenditures, this leaves few resources for the non-salary educational expenditures that are important to create a favorable learning environment and operate science labs and computers.

Relationship to CPF

17. **The proposed Higher Education Development Support Project aims at providing support to the development of higher education by (i) improving the relevance and quality of higher education programs, (ii) enhancing graduates' employability; and (ii) enhancing institutional capacity of the MESRS and higher education institutions.** The proposed project is in line with the 2016-2019 Country Partnership Framework (CPF), particularly with Focus Areas 2 and 3, which deal respectively with: (i) building human capital for economic development and social cohesion; and (ii) strengthening public financial management and accountability. The proposed project will contribute to the development of human capital by providing students with skills that are relevant to the labor market, and hence contributing to the reduction of the high youth unemployment rate. The project contribution to human capital also includes the development of alternatives for careers development for youth with the support to short duration professional programs. Regarding the second focus area of the CPF, the project will contribute to the Government strategy, supported also by the *AfD*, for the reform of the financial management of higher education and particularly the establishment of a performance-based financing mechanism for public higher institutions. This reform aims at increasing the efficiency of public financing and enhancing institutional accountability.

C. Proposed Development Objective(s)

18. The Project Development Objective (PDO) is to establish quality standards and foster short-term professional programs in Côte d'Ivoire's higher education.

Key Results (From PCN)

19. The Project Development Objective (PDO) indicators are: (1) number of university quality assurance units established, (2) percent of undergraduate programs revised to adhere to LMD, and (3) percent of students enrolled in professional training programs supported by the project.

D. Concept Description

Beneficiaries

20. The main beneficiaries of the project are students, academic staff and administrators in public and private higher education institutions.

Lending instrument

21. The proposed instrument is an Investment Project Financing (IPF). The project will support a series of investments combined with policy reforms. The Government is planning to expand and transform the higher education system and the project will support this effort with appropriate incentives to improve the quality and relevance of higher education in Côte d'Ivoire, and to make sure that the



needed policy reforms (e.g. the autonomy of higher education institutions, the performance based financing system, etc...) are implemented. To improve the quality and relevance of the institutions and programs the Project will support the MESRS in its review of the programs delivered by public and private higher institutions to assess whether they respond to the labor market needs. This review will more particularly focus on the short duration programs (BTS, etc.), which currently enroll almost 40 percent of total higher education students. In addition, the proposed Project will address the high proportion of students enrolled in social and humanities programs. Finally, the Project will support the transition to the LMD system. To that effect, the Project will have three components: (i) enhancing short duration professional programs; (ii) harmonizing the LMD system; and (ii) improving stewardship of the higher education system.

- 22. In line with the structure of the education sector, with a central ministry and autonomous institutions, the Project will entail two levels of interventions: (i) systemic activities/measures at the national/central level; and (ii) incentive activities/measures at the higher education institutions level. The systemic activities/measures will benefit all institutions and will be directly implemented by the MESRS. The incentive activities/measures will benefit the institutions on demand and implemented through sub-projects. The incentive/measures can be structural or innovative. A Support Fund (SF) will be established to finance sub-projects (and will provide grants to selected institutions). The project financing mechanism is presented in Table 1 below.

Table 1: Project Financing Mechanism*

Table with 4 columns: Activity/Systemic Measure, Activity/Incentive Measures (Systemic at institution's level, Innovative), Level, Financing mechanism, Characteristics, Eligibility.

(*) During the Project preparation, a menu including the list of activities under each category will be prepared

- 23. Organization of the Support Fund. Funding will be awarded competitively or non-competitively, depending on objective and transparent criteria. These criteria will include the quality and relevance of the programs, their alignment with economic development priorities, the quality of the proposed sub-project preparation and implementation methods, efficiency in costing and eligible expenditures, and sustainability of the results.
- 24. The Support Fund (SF) will be supervised by a Steering Committee with representatives from key stakeholder groups. A Technical Secretariat will be responsible for managing the project preparation, selection, implementation and evaluation cycle. The Secretariat will rely on a panel of external evaluators coming from the universities, firms and civil society organizations. Each participating



higher education institution will set up a project implementation unit to supervise and evaluate the winning projects.

25. One of the first tasks of the Secretariat will be to elaborate a detailed Manual of Operations setting out the administrative, managerial and fiduciary rules of the Support Fund. The Manual of Operations will define the objectives of the SF, the eligibility conditions, the eligible expenditures, and all the necessary procedures. The project will finance technical assistance for the elaboration of the Manual of Operations, for a communication plan (workshops, fora, website, collaborative work platform), and for the provision of training on project preparation and submissions.
26. The project will finance inter alia (i) rehabilitation, (ii) equipment and materials, (iii) consultant services, (iv) training, (v) communication campaigns, (vi) cost of the self-evaluation and external evaluation processes, (vii) data analysis, (viii) (external experts, surveys, data analysis, accreditation fees, etc.), (ix) grants (from the SF), and (x) operating costs.

Component 1: Enhancing short duration professional programs

27. This component aims to diversify the supply of short duration professional programs that is expected to become a significant part of the Ivorian higher education system, and significantly increase enrolment in relevant and demand driven programs. To that effect, the component proposes four axes of intervention. **The first axis** is the creation of two new Institutes of Technology (*Institut Superior de Technologie (IST)*). The ISTs will provide two-year professional programs and must be able to integrate experienced industry professionals as full-time professors, with an appropriate status and an attractive remuneration package. This activity will be directly implemented at the central ministry level.
28. The **second axis of intervention** of the Project will support the revision of the existing BTS; and (ii) public and private institutions to adapt their programs to the new BTS. The institutions can participate by submission of sub-projects to the SF and through a competitive process.
29. The **third axis of intervention** will support the development of professional Bachelor degree programs (*Licences Professionnelles*). This is the first professional degree of the LMD system. It will allow participating institutions to transform their traditional programs (e.g. in humanities, economy, etc...) to more relevant and job oriented programs. To this end, institutions can submit sub-projects to the SF through a competitive process.
30. **The fourth and last axis of intervention** is the development of alternate and/or in-service training programs. These programs aim at providing opportunities for workers to retrain and to upgrade their skills according to the needs of the economy. They are poorly developed in Cote d'Ivoire because of the lack of appropriate regulation and the low capacity of institutions to create such programs, as well as cost-sharing mechanisms. The project will support (i) the MESRS to revise the regulatory framework; and (ii) the institutions to develop such programs. To this end, the institutions can submit sub-projects to the SF through a competitive process.



Component 2: Harmonizing the transition to the LMD system.

31. The LMD system by itself aims at improving student employability. This component will support the MESRES and higher education institutions to achieve the main objectives of the LMD system, notably to (i) respond to the need for qualified manpower by reducing drop out and improving graduate employment, through the increase of the number of professional programs, (ii) improve the internal efficiency with the establishment of internal assurance quality, (iii) promote lifelong learning opportunities by diversifying modular programs and creating student mobility across programs, (iv) promote research to improve training, and (v) establish a quality approach for the whole education process.
32. This component will support two types of activities: (i) those aiming to establish the systemic elements of the LMD scheme at the national/ central level, and (ii) those aiming to enhance the LMD system at the higher education institution level. The first activities will be implemented directly by the MESRS, as they relate to cross-cutting themes and activities. They are presented in Component 3 below.
33. Under this component, the project will help institutions transition to the LMD system, with focus on the following areas: (i) curriculum and pedagogical revision, (ii) development of professional programs, (iii) development of graduate schools in key areas, (iv) introduction/strengthening of internal quality assurance units; and (v) development of partnerships with the private sector as well as non-profit institutions. Depending on the priorities developed in their Strategic Plan, public and private higher education institutions can be entitled to participate through the submission of sub-projects. The process can be competitive or not, based on the sub-project contents, as presented in Table 6.
34. Curriculum and pedagogical revision: The SF will support (i) curriculum design to improve the quality and relevance of programs, (ii) improvements in pedagogical practices, evaluation and digital content, (iii) pedagogical infrastructure and resources, including ICT for innovative pedagogy, (iv) professional skill provision through strong linkages with industry and adequate job insertion mechanisms, and (v) comprehensive information on career planning, internship and job opportunities. Sub-projects will be selected on a competitive basis.
35. Development of Graduate Schools. Graduate schools are responsible for the recruitment, training and supervision of PhD students and for providing support to doctoral graduates about to enter the labor force. The component will help create or strengthen graduate schools with the purpose of (i) making doctoral studies more relevant to the economic and social environment (by funding internships and postdocs in companies), (ii) supporting the professional project of PhD students in accordance to the relevance of their research topic, (iii) training and sensitizing supervisors, (iv) training and certifying doctoral students in core competencies (innovative pedagogical practices, project design and implementation, technology transfer, intellectual property, entrepreneurship, etc.), (v) promoting regional and international collaboration for co-supervision of doctoral candidates, and (vi) establishing national or international accreditation of doctoral programs). Since this activity is a structural measure, sub-projects will be selected on a non-competitive basis.
36. Internal Quality Assurance Units. The SF will help higher education institutions develop a comprehensive quality assurance policy as part of their strategic planning. Concretely, the project will



fund (i) the establishment of internal quality assurance units with adequate resources and appropriate capacity building actions, (ii) the elaboration of differentiated internal quality assurance policies and the formulation of action-plans to implement them, (iii) self-evaluation studies, and (iv) external evaluation exercises. Sub-projects will be selected on a non-competitive basis because it is a structuring activity.

Component 3: Improving stewardship of the higher education system

37. To improve the overall performance of the higher education system and its institutions, the third component aims at modernizing the governance setup and management processes in the context of the Government’s decentralization policy. This will involve granting more institutional autonomy to public higher education institutions, while requiring more accountability for their use of public resources. The following activities will facilitate the transition to full autonomy:

- Steering of the Higher Education System Quality Assurance
- Strengthening Management Capacities

38. The implementation of many of the activities under this component can be channeled either through the SF or through the performance-based contracts that the MESRS is considering for interested universities and *Grandes Ecoles* (financed by AfD or Government funds). While the SF will finance investments, MESRS is currently exploring the new mechanism for a result based budgeting system for higher institutions through performance contracts. In addition, this component will support Project management.

SAFEGUARDS

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

In the whole country

B. Borrower’s Institutional Capacity for Safeguard Policies

Cote d’Ivoire has a ministry in charge of environment and a national legal and regulatory framework deemed acceptable to mitigate potential adverse impacts associated with such a project. In addition to that point, the Ministry of Sanitation, Environment and Sustainable Development hosts a national entity named “ANDE in French” (Agence Nationale de l’Environnement) which is fully committed to ensure the compliance of any investment that may have potential environmental and social adverse impacts with the national legal and regulatory framework. This agency is well staffed in term of number of staff but presents some weaknesses regarding technical skills of those staff. That means capacity building activities may be part of the project implementation with the aim of strengthening technical skills of those staff who will be involved in its implementation so that they can provide proper safeguard support in timely fashion.

C. Environmental and Social Safeguards Specialists on the Team

Abdoul Wahabi Seini, Social Safeguards Specialist
Fatoumata Diallo, Social Safeguards Specialist



Abdoulaye Gadiere, Environmental Safeguards Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project will finance the setting up of one or two public Technology Institutes. That means civil work will be part of the project with potential adverse impacts on Environment. However, it is expected that those impacts be moderate, site specific and reversible. As future investments sites are unknown to date, an Environmental and Social Management Framework(ESMF) will be developed by the borrower. Thereafter, that ESMF will be reviewed, consulted upon and disclosed within Cote d'Ivoire and at the World bank's web site prior to Decision meeting.
Natural Habitats OP/BP 4.04	No	The project does not involve natural habitats
Forests OP/BP 4.36	No	The project does not involve forest
Pest Management OP 4.09	No	The project does not involve pest management
Physical Cultural Resources OP/BP 4.11	Yes	Activities supported by the ongoing bank's funded operation such as classrooms construction will unquestionably involve excavations with possibilities to underscore Physical cultural resources. However, the triggering of this policy does not entail the preparation of a specific safeguard instrument. Only a specific chapter will be developed in the ESMF to provide guidance in case physical cultural resources will be discovered.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous People as defined by the Bank's policy
Involuntary Resettlement OP/BP 4.12	Yes	The project will contribute to strengthening the institutional environment of higher education by setting up one or two public technological institutes. At this stage of preparation of the project, the sites of realization of these investments are not known. Thus, the establishment of such institutes could involve land acquisitions that may lead to involuntary resettlement of populations and / or restrictions on access to resources and sources of income or livelihoods. Therefore, to anticipate these negative social impacts, a Policy Framework for Resettlement (RPF) will be prepared by the Client. The document will be



reviewed, consulted and publicly disclosed within Côte d'Ivoire and on the World Bank website prior to appraisal.

Safety of Dams OP/BP 4.37	No	The project will not finance dams nor rely on dams.
Projects on International Waterways OP/BP 7.50	No	The project is not expected to affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project will not be located in a Disputed Area.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Feb 28, 2018

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

The following safeguard instruments are expected to be prepared during the preparation phase: i) an Environmental and Social Management Framework (ESMF) and, ii) a Resettlement Policy Framework (RPF). All these safeguard documents will be reviewed consulted upon and disclosed by the Government of the Republic of Cote d'Ivoire, and at the World Bank's Website prior to the Decision Meeting.

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APPROVAL

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