



# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 19-Mar-2020 | Report No: PIDISDSA26804

**BASIC INFORMATION****A. Basic Project Data**

Country Burkina Faso	Project ID P170452	Project Name Burkina Faso - Education Access and Quality Improvement Project Additional Financing	Parent Project ID (if any) P148062
Parent Project Name B. Faso - Education Access and Quality Improvement Project (EAQIP)	Region AFRICA	Estimated Appraisal Date 25-Feb-2020	Estimated Board Date 22-Jul-2020
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Ministere de l'Economie, des Finances et du Developpement	Implementing Agency Ministere de l'Education Nationale, de l'Alphabetisation et de la Promotion des Langues Nationales

## Proposed Development Objective(s) Parent

The project development objective is to support the Government of Burkina Faso to increase access to pre-school education in the two poorest regions, secondary education in the five poorest regions and to improve teaching and learning. The components in support of these objectives have been designed to complement other activities financed by the Government and other development partners.

## Components

Component 1: Expanding equitable access to pre-school education in the two poorest regions and secondary education in the five poorest regions

Component 2: Improving the quality of teaching and learning

Component 3: Contributing to strengthening education institutional capacity at central and decentralized entities

**PROJECT FINANCING DATA (US\$, Millions)****SUMMARY**

<b>Total Project Cost</b>	100.00
<b>Total Financing</b>	100.00
<b>of which IBRD/IDA</b>	100.00
<b>Financing Gap</b>	0.00



DETAILS

World Bank Group Financing

International Development Association (IDA)	100.00
IDA Credit	100.00

Environmental Assessment Category

B-Partial Assessment

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

1. **Burkina Faso, with an estimated population of 18.5 million and an annual population growth rate of about 3.2 percent, is a young country situated in the Sahel region in West Africa.** The majority of its population are under 30 years of age. The secondary school-age population (ages 12 to 18) is projected to increase from 2.78 million in 2013 to 3.39 million by 2020, and a similar surge is estimated for the university-age population, presenting a potential “demographic dividend” of a large and growing working-age population. Consequently, this young population will put enormous pressure on the education system and the labor market. Whether that population growth will be able to generate economic growth will depend on many factors, chief among them the younger population’s foundational and academic skill set and training levels.

2. **Burkina Faso is ranked 144th out of 157 countries in the World Bank Human Capital Index (HCI, 2018).** Across the country, poverty has gradually declined over the last decade, accompanied by lower levels of inequality. Nevertheless, poverty rates remain extremely high, and almost all of the poorest families still lack access to post-primary education as well as access to electricity and piped water. Health indicators remain among the most severe in the world, including very high infant and maternal mortality. Twenty-seven (27) out of 100 children are stunted in Burkina Faso and so at risk of cognitive and physical limitations that can last a lifetime. In addition to low health outcomes, today’s children who start school at age 4 are expected to complete, on average, just 6.5 years of school by their 18th birthday. Yet, factoring in what children actually learn, expected years of school is only 4.2 years in Burkina Faso.

3. Although Burkina has a very large rural population, urbanization has been increasing, and the cities are endowed with much better infrastructure, including better access to schools, than the rural areas. Moreover, the high rates of early marriage and adolescent pregnancy have been limiting girls’ participation in school. These problems vary in severity by ethnic group and are much worse in rural than in urban areas and among the poor. The HCI (2018) shows that children born in Burkina Faso today will only reach 37 percent of their productivity



potential, due to deficiencies in human capital formation.

4. **Burkina ranks 147 out of 162 on the Gender Inequality Index (UNDP 2018).** Three important aspects of human development—reproductive health, empowerment, economic status—are measured through this index. Gender based violence (GBV) is highly prevalent and it is estimated that 33.9 percent of women nationwide have experienced physical violence at some point in their lives. In addition, Burkina Faso has the fifth highest rate of child marriage in the world with 52 percent of girls married before they are 18 and 10 percent before 15 (UNICEF 2018). Early marriage and pregnancy hinder girls’ ability to enroll and stay in school. Furthermore, girls in Burkina Faso are often exposed to physical, psychological and sexual violence and harassment by men on their way to school and at school by their male peers and teachers.

5. **The widespread poverty in the country is exacerbated by the ongoing insecurity.** Since 2016, the security environment in Burkina Faso has deteriorated significantly in the face of relentless ongoing armed conflicts. Since December 2018, the number of internally displaced persons (IDPs) in Burkina Faso has ballooned from 47,000 to nearly 600,000 today. Rampant insecurity has also negatively impacted the education system as a whole. Since the 2016-2017 academic year, Burkina Faso has faced recurring attacks by armed groups in six out of thirteen regions of the country. These regions face serious security challenges in the North, Sahel, North-Central, East, Boucle du Mouhoun and increasingly, the Central-East region, which shares borders with Mali, Niger, Togo and Benin. The presence of jihadist groups in Mali and Niger, and the related increase in attacks, expose Burkina Faso to severe insecurity even as the country struggles to secure its highly porous borders. Threats to and attacks of schools began during the 2016-2017 academic year in the Sahel region and gradually increased during the 2017-2018 academic year, leading to school closure in these regions. As of February 2020, more than 2,400 primary, post-primary and secondary schools closed, preventing around 318,155 students from schooling; moreover, 4,263 teachers in total are no longer in schools. This represents around 44 percent of school-age Burkinabé children directly at risk of being school dropouts due to ongoing insecurity. Moreover, loss of instructional time and displacement of students due to school closure are immediate results of these violent attacks in the country.

#### Sectoral and Institutional Context

6. **The Government of Burkina Faso (GoBF) is implementing its ten-year education strategic development program (*Programme de développement stratégique de l’éducation de Base –PDSEB 2012-21*).** This program has since been complemented by National Tertiary Education Development Plan (*Plan national d’action de développement de l’enseignement supérieur – PNADES*) launched in July 2013. The PDSEB was designed to achieve the government’s national education policy goals including reaching the relevant Sustainable Development Goal (SGD4). The GoBF has clearly stated its education sector priorities: (i) fully operationalize the principles of compulsory and free public education (to be gradually extended to the lower secondary education); (b) improve the transition from primary to lower secondary education; (c) reduce overcrowding; and (d) strengthen school management.

7. **A sector wide comprehensive approach is at the hearth of the GoBF strategy to reform the education sector.** A variety of skills are needed to improve productivity in priority sectors and to ensure the diversification of Burkina Faso’s economy. These skills span the basic skills acquired in basic education, middle level skills produced in secondary general education, skills acquired through technical and vocational training, through to high level professional skills acquired through tertiary education. The various sub-sector strategies (including PDSEB, the strategy development for secondary, the National Strategy for TVET, and the PNADES) are being



integrated into a sector development program to facilitate the development of required skills. The program aims to reform the education system to create greater coherence in the curriculum within and between cycles, to improve quality and increase internal efficiency and to reform education and training to enhance the employability of youth.

8. **Despite the continued efforts by the GoBF and its development partners and ongoing sector-wide initiatives, the following key challenges remain, and are the central focus of the original financing and additional financing:**

- (i) *Limited access to preprimary, primary<sup>1</sup>, secondary education.*
- (ii) *School closure, a growing concern due to increased insecurity in the Sahel.*
- (iii) *Poor quality translated into persistently low learning achievements.*
- (iv) *Inadequate and weak mathematics and science learning.*
- (v) *Limited availability of qualified teachers*
- (vi) *Poor educational environment.*

### C. Proposed Development Objective(s)

#### Original PDO

The project development objective is to support the Government of Burkina Faso to increase access to pre-school education in the two poorest regions, secondary education in the five poorest regions and to improve teaching and learning. The components in support of these objectives have been designed to complement other activities financed by the Government and other development partners.

#### Current PDO

9. The PDO remains the same as under the parent project.

#### Key Results

10. The proposed AF is expected to benefit an additional estimated 560,000 beneficiaries (comprising 30,000 preschool-age children benefitting from quality ECE provided through IAI, 100,000 school-aged children from insecure regions benefitting from continued schooling, 10,000 students from disadvantaged background benefitting from targeted financial support, 8,700 lower and upper secondary students benefitting from increased access to school, 395,000 students benefitting from school-based quality initiatives, around 3,000 students benefitting from textbook acquisition, 8,000 lower and upper secondary teachers and 4,400 supervisors, COGES members, and ministry staff benefitting from capacity improvement initiatives) over the life of the project. At the same time, sector wide institutional strengthening and capacity building of key stakeholders is built into the project to further strengthen its development impact.

11. Moreover, sector wide institutional strengthening and capacity building of key stakeholders is built into

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<sup>1</sup> While the AF focuses mainly on preprimary and secondary education, interventions by development partners focus generally on other subsectors, with a large focus on primary education.



the project to further strengthen its development impact.

#### D. Project Description

12. Building upon the key successes of the Burkina Faso Education Access and Quality Improvement Project, the proposed AF will allow scaling-up its development effectiveness through the proposed changes by component as elaborated below.

13. **Component 1: Expanding equitable access to pre-school education in the two poorest regions and secondary education in the five poorest regions (US\$30 million Original Financing; US\$52.3 million Additional Financing).** Component 1 aims at expanding equitable access to (i) quality of early childhood education (ECE) and (ii) secondary education.

14. **Sub-Component 1.1: Increasing access and quality of early childhood education through the piloting of an interactive audio instruction (IAI) program and short-track certification program (US\$2 million Original Financing; US\$3.2 million Additional Financing).** Building on the successes of the initial IAI pilot program implemented under the parent project – which provided quality ECE to approximately 7242 children aged 3-5 years - the AF will consolidate the experimentation of this approach and scale it up to reach at least 30,000 preschool-age children. The AF will finance the expansion of the IAI including the acquisition of equipment, training of instructors, tools adaptation in an additional language, and technical assistance. As under the parent project, villages and communes are expected to contribute physical space for ECE instruction and food for beneficiary children.

15. **Sub-Component 1.2: Expanding Access to Secondary Education (US\$28 million Original Financing; US\$27.3 million Additional Financing).** The parent project has significantly contributed to increase access to secondary education in the five poorest regions of the country. Despite this improvement however, equitable access to secondary education remains an unfinished agenda in Burkina Faso – with the current supply of secondary education way below the existing demand, especially for disadvantaged girls in rural areas. To address this challenge, the AF will finance a set of interrelated activities namely (i) construction of additional new lower secondary schools (*CEG*) and upper secondary schools (*lycées*); (ii) construction of STEM high schools (*lycées scientifiques*); (iii) establishment of a national STEM teacher training institute; and (iv) girls scholarship program. In addition, all newly constructed schools will have separate latrines (for boys/girls) and a water well for improved water and sanitation in schools.

16. **Sub-Component 1.3: Addressing school closure in conflict affected areas (US\$0 million Original Financing; US\$21.8 million Additional Financing).** Recent attacks by armed groups in 6 of the 13 regions of the country resulted in the closure of more than 2,400 schools (as of February 2020), depriving 318,155 school-age Burkinabé children from their right to education. The GoBF has developed a strategy with promising interventions to address this new phenomenon of school closure and to allow children to continue schooling in affected areas. The AF will fully support the implementation of the Government's strategy. Given the evolving nature of the school closure phenomenon in Burkina Faso, the AF will provide just in time support in areas of



conflict and insecurity.

17. **Component 2: Improving the quality of teaching and learning (US\$13 million Original Financing; US\$42.3 million Additional Financing).** Component 1 aims at improving the quality of teaching and learning with a focus on: (i) curriculum improvement; (ii) secondary teacher training; (iii) textbook development and distribution; (iv) school-based quality initiatives; and (v) expansion of the use and management of assessment and examination systems.

18. **Sub-Component 2.1: Curriculum improvement (US\$1.2 million Original Financing; No Additional Financing).** All activities under this sub-component have been completed.

19. **Sub-Component 2.2: Improving pre- and in-service teacher training in secondary education (US\$4.5 million Original Financing; US\$30.6 million Additional Financing).** Building on the achievements of the parent project, this sub-component will further improve the pre-service and in-service secondary school teacher training reforms. Under the AF, the project will support: (i) the establishment of a National STEM Teacher Training Institute (*Ecole normale supérieure pour la formation d'enseignants et de pédagogues en sciences*); (ii) pre-service teacher training provision; and (iii) in-service teacher training provision.

20. **Sub-Component 2.3: Increased availability of science equipment, textbooks and pedagogical materials (US\$3.2 million Original Financing; US\$3.9 million Additional Financing).** Building on the progress made under the parent project, the AF will further support learning improvement through the expansion of locally produced textbooks to reduce reliance on external publishers, to improve the availability of textbooks and other pedagogical materials in schools, and to provide adequate laboratory equipment for upper secondary schools with the aim to establish a model for science teaching.

21. **Sub-Component 2.4: Development of school-based quality initiatives (US\$0.8 million Original Financing; US\$6 million Additional Financing).** Under the AF, this sub-component will further support existing School Based Management Committees (SBMCs) - (*Comités de Gestion Scolaire – COGES*) and finance the setting up of new ones in newly created schools in the five targeted regions. Each COGES will be reinforced to (a) participate in the development and use of SIPs as a micro-planning tool to create an environment conducive to learning and (b) support pilot incentives for performance improvement in secondary schools, complementing efforts to improve the quality of education provided. These complementing efforts to be articulated in the SIP include the following activities: prevention and response to GBV and sexual abuse and exploitation (SEA), sports and cultural activities. The AF will further finance a series of training planned to equip COGES members to play their full role. In addition, the AF will support MENAPLN-administered annual school performance competition to reward the ten most deserving public schools based on predefined specific criteria.

22. **Sub-Component 2.5: Assessment of student learning achievement (US\$3.3 million Original Financing; US\$1.8 million Additional Financing).** Building on the achievements made under the parent project and to ensure continuity, the AF will finance the implementation of standardized tests in core subjects (French, Mathematics, and Science) at lower and upper secondary levels, with the aim to provide hands-on and timely feedback for teachers to enable them improve classroom instruction. These standardized tests will be



implemented in consecutive years which will allow to measure student performance over time.

23. **Component 3: Contributing to strengthening education institutional capacity at central and decentralized entities (US\$7 million Original Financing; US\$5.4 million Additional Financing).** Component 3 aims at strengthening the MENAPLN's capacity for data management and planning, reinforce school level management and support the functioning of the PCU.

24. **Subcomponent 3.1: Education planning and administrative management (US\$1.5 million Original Financing; US\$1.7 million Additional Financing).** Building on the progress made under the parent project, the AF will further strengthen capacity for data processing and analysis to generate a statistical yearbook. The AF will finance EMIS development activities for basic and secondary education. At the secondary education level in particular, a specific EMIS module will be developed for efficient human resources (teachers and administrative staff). At the regional level, the AF will also finance training activities and provide equipment aimed at equipping regional structures for the collect and analysis of statistical data as well as the annual production of a regional statistical yearbook.

25. **Subcomponent 3.2: Promoting school-based management committees (US\$1 million Original Financing; No Additional Financing).** All planned school-based management activities under the proposed AF will be implemented under sub-component 2.4.

26. **Subcomponent 3.3: Project management and implementation activities (US\$4.5 million Original Financing; US\$3.7 million Additional Financing).** As under the parent project, the AF will continue to strengthen the capacity of the PCU to undertake the tasks required for project implementation. The project will finance operating costs, including salaries/indemnities of staff and the activities of the PCU as well capacity building in policy analytics at the ministerial level for more evidence-based decision making. The AF will also continue to support M&E of the project.

## E. Implementation

### Institutional and Implementation Arrangements

27. The implementation arrangements under the proposed AF are expected to remain the same as in the parent project. The AF would be administered by the current Project Coordination Unit (PCU).

## F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

The project will be implemented mostly in five poorest regions of the country which are East, Central East, South West, Central Plateau and North regions.





**G. Environmental and Social Safeguards Specialists on the Team**

Leandre Yameogo, Environmental Specialist  
Gertrude Marie Mathilda Coulibaly Zombre, Social Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The proposed AF is intended to support the scaling up of the successful parent project interventions and the related environmental and social risks and impacts are expected to be generally positive, moderate, low in scale, and mostly site-specific. Consequently, they will be manageable in acceptable manner.</p> <p>Since the AF maintains the same PDO and components as the parent project and because its new related activities do not trigger any additional safeguard policy, the AF project classification remains category B as its parent-project.</p> <p>Building on the footprint of the parent project, the AF will finance the construction of thirteen lower secondary schools and eight upper secondary schools mainly in localities of the five poorest regions of the country where the demand remains high. In regions affected by the security crisis, such as the North, the Sahel and the East, new schools will be built as needed in areas closer to students who are victims of school closure including outside the targeted five poorest regions.</p> <p>The ESMF updated by the borrower contains : (a) a systematic environmental and social impact assessment for all activities before selection and implementation; (b) procedures for conducting activity-specific ESIA or Environmental and Social Management Plan (ESMP); (c) capacity strengthening and awareness raising campaigns targeted at relevant stakeholder groups for better</p>



		implementation and monitoring of project safeguard measures; and (d) establishment and implementation of a consultation framework for the environmental control and monitoring.
Performance Standards for Private Sector Activities OP/BP 4.03	No	The AF does not specifically involve the private sector.
Natural Habitats OP/BP 4.04	No	The policy is not triggered as the project will not affect natural habitats.
Forests OP/BP 4.36	No	The policy is not triggered as the project activities are not expected to overlap or cause adverse impacts on forests or forestry activities.
Pest Management OP 4.09	No	The policy is not triggered as the project does not involve the use of pesticides or pest management schemes.
Physical Cultural Resources OP/BP 4.11	Yes	The policy is triggered because the planned construction activities under the project will involve minor excavations which may result in the unearthing of Physical Cultural Resources. Taking this into account, the policy on physical cultural resources has been triggered because it could lead to chance finds. However, the triggering of this policy does not entail the preparation of a specific safeguard instrument. Only a specific chapter has been included in the updated version of the ESMF to provide guidance in case physical cultural resources will be discovered.
Indigenous Peoples OP/BP 4.10	No	The policy is not triggered as there are no Indigenous Peoples in the project areas, as defined by OP/BP 4.10.
Involuntary Resettlement OP/BP 4.12	Yes	The project will finance the construction of thirteen lower secondary schools and eight upper secondary schools mainly in localities of the five poorest regions of the country where the demand remains high. In regions affected by the security crisis, such as the North, the Sahel and the East, new schools will be built as needed in areas closer to students who are victims of school closure including outside the targeted five poorest regions. Because these foreseen new project activities that involve civil works are expected to be on sites not yet identified and given that the exact locations of the expected investments are not yet known, the Resettlement Policy Framework (RPF) of the parent project has been updated and includes specific procedures to be followed to help address procedures for any type of



community land acquisition or transaction for the AF. The RPF has been updated in full compliance with the national legal and regulatory framework and the World Bank’s OP4.12 as a due diligence measure to mitigate potential negative effects of involuntary resettlement operations. The RPF has been reviewed, consulted upon, approved and disclosed in-country and in the World Bank’s website. The RPF will serve as a guide for the preparation and implementation of a possible Resettlement Action Plan (RAP) that will also be reviewed, consulted upon and disclosed both in-country and in the World Bank’s website prior to the launch of any civil works.

Safety of Dams OP/BP 4.37

No

The policy is not triggered as the project interventions are not expected to require the construction of dams or impoundment structures, use waters from such dams nor cause impacts to existing structures as governed by this policy.

Projects on International Waterways OP/BP 7.50

No

The policy is not triggered as the project interventions are of small scale, mostly site specific and very negligible in terms of impacts and thus none of the planned activities would result on or usage of surface and ground waters that would affect international waterways.

Projects in Disputed Areas OP/BP 7.60

No

The policy is not triggered as the project interventions are not in any disputed areas.

## KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

### A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The proposed additional financing (AF) is rated Category B (Partial Assessment) and no additional safeguards policies will be triggered (Environmental Assessment OP/ BP 4.01; Physical Cultural Resources OP/ BP 4.11; and Involuntary Resettlement OP/BP 4.12). Component 1 (Expanding equitable access to preschool education in the two poorest regions and secondary education in the five poorest regions) and its sub-components 1 and 2 will finance particularly a set of interrelated activities namely (i) construction of additional new lower secondary schools (CEG) and upper secondary schools (lycées); (ii) construction of STEM high schools (lycées scientifiques); (iii) establishment of a national STEM teacher training institute. No significant, long term or irreversible adverse impacts are to be expected from the implementation of activities to be financed under this AF.

The potential environmental risks and negative impacts under the AF are expected to be moderate, mostly site-



specific and easily manageable in an acceptable manner. The expected potential impacts will be dust, noise and particularly waste management and occupational health and safety (OHS) issues during the civil works, including security. Positive impacts will consist of plantations on the new sites. However, because there will be new activities on sites not yet identified, the Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) prepared under the parent project are updated, reviewed, approved, consulted upon and disclosed publicly in-country and on the World Bank's website prior to appraisal. Related to OP/BP 4.11, the construction will involve excavations and it could lead to chance finds. However, the triggering of this policy does not entail the preparation of a specific safeguard instrument: a chapter is included in the ESMF to provide guidance in case physical cultural resources will be discovered. In addition, as under the parent project, the ESMF and the RPF will be implemented as guidance/guidelines for any activity that will have to be financed under the project.

Moreover, the AF has identified key mitigation measures to address the ongoing security risk. The majority of security incidents which involved education personnel and infrastructure mainly resulted from indiscriminate actions (robberies) as well as from well-targeted actions by armed groups. To address such security risks, the AF has identified the following key mitigation measures: a risk assessment will be carried out for each site by an independent consultant and mitigation measures will be recorded into an action plan to ensure that (i) people and their transportation means are safe or can quickly move to safety and (ii) location of buildings and tents present the lowest risk of security incident. Security mitigation measures' costs will be considered in the contracts and the procurement documents.

Lastly, the GBV assessment was conducted by the Bank and has identified the GBV/SEA risk level for the project to be substantial. The planned construction of new schools in the regions affected by the security crisis, such as the North, the Sahel and the East would involve labor influx both with workers from or outside the subproject areas, which increases the risk of GBV and SEA in the project communities. Other risk factors include but are not limited to: the project being in hard to supervise areas, lack of GBV training for education sector personnel, lack of protocols and referral pathways for care of students affected by GBV, and significantly more male teachers than female teachers. As a result, the AF has identified key mitigation measures to address potential GBV/SEA. Mitigation measures will be recorded into an action plan and regularly updated during project implementation. The mitigation measures will be fully reflected in the project Environmental and Social Management Plans (ESMPs) and in contractors' proposals and site-specific ESMPs. GBV mitigation measures' costs will be considered in the contracts and the procurement documents. Codes of conduct will also be developed and included in bidding documents. The code of conduct will be signed and explained to workers and signage will be displayed in the contractor's main facilities. The project will also finance awareness-raising activities and training of students, teachers, parents, and administrative staff on the prevention and mitigation of GBV/SEA risks. The GBV prevention and response services available in the project area will be mapped out and a survivor-centered response protocol will be established to ensure that the project's GBV incidents, including those taking place in schools, are properly reported and survivors have received timely access to the available services (health, psychosocial, legal support, etc.). The project's GRM to be set up will include provisions to safely and ethically register complaints and properly address GBV allegations through specific reporting mechanisms of GBV/SEA incidents during project implementation while engaging all key relevant stakeholders (PCU, engineers, contractors, etc.). Community sensitizations will take place so that communities are aware of prevention and response measures. Furthermore, the AF will address any potential GBV at school level through the engagement of school-based management committees and effective implementation of school improvement plans, including ensuring there are separate quality WASH facilities for women and men/boys and girls.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:  
No long-term adverse impact due to project activities is foreseen.



3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

N/A

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.

The ESMF prepared by the borrower contains : (a) a systematic environmental and social impact assessment for all activities before selection and implementation; (b) procedures for conducting activity-specific Environmental and Social Impact Assessment (ESIA) or Environmental and Social Management Plan (ESMP); (c) capacity strengthening and awareness raising campaigns targeted at relevant stakeholder groups for better implementation and monitoring of project safeguard measures; and (d) establishment and implementation of a consultation framework for the environmental control and monitoring.

It is worth noting that during the implementation of the parent project, an environment and social screening has been conducted in all project sites. As a result, all project sites have been identified as Category "C" which means that there was no need for conducting a stand-alone ESIA. Notwithstanding that fact, generic mitigation measures contained in the ESMF and set up for all the sub-projects have been properly implemented and monitored closely. With respect to the RAP, the rehabilitation and construction activities implemented under the parent project were all located in public sites (reserves publiques) which did not require the preparation of a specific RAP. Similarly, the new construction activities were conditioned by: (i) the need to have construction activities in only public sites fully available and (ii) the need to ensure that these construction sites were not occupied by any private entity for economic activity even temporarily. This is why ESIA and RAP were not prepared under the parent project.

As the ESMF, the RPF also outlines the principles, organizational arrangements, and design criteria to be applied to investments to be prepared during project implementation. Investment-specific RAPs are expected to be prepared in line with the RPF and submitted to the bank, as required, for approval after specific design information becomes available. Lastly, the specific chapter on physical cultural resources contained in the ESMF seeks to provide guidance on how to protect discoveries charged of history or which represents important cultural aspects for communities.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The preparation phases of the ESMF and the RPF have been occasions to consult the relevant stakeholders such as school-based management committees (SBMCs), parent-teacher association's members, pedagogical advisers, inspectors, teachers and pupils. Furthermore, the three ministries involved in the project are also consulted. Their viewpoints, comments and recommendations have been reflected in the final versions. In addition, the Client was advised to regularly consult all relevant stakeholders during implementation for the preparation of ESIA's, ESMP's and RAP's for each construction site.

**B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

**Environmental Assessment/Audit/Management Plan/Other**

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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15-Nov-2019	19-Feb-2020				
<p><b>"In country" Disclosure</b>          Burkina Faso          25-Nov-2019          Comments</p>					
<p><b>Resettlement Action Plan/Framework/Policy Process</b></p> <table border="1"> <tr> <td data-bbox="87 632 553 751">Date of receipt by the Bank 15-Nov-2019</td> <td data-bbox="553 632 1029 751">Date of submission for disclosure 19-Feb-2020</td> <td data-bbox="1029 632 1531 751"></td> </tr> </table>			Date of receipt by the Bank 15-Nov-2019	Date of submission for disclosure 19-Feb-2020	
Date of receipt by the Bank 15-Nov-2019	Date of submission for disclosure 19-Feb-2020				
<p><b>"In country" Disclosure</b>          Burkina Faso          25-Nov-2019          Comments</p>					
<p><b>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.</b>          If in-country disclosure of any of the above documents is not expected, please explain why:</p>					
<p><b>C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)</b></p>					
<p><b>OP/BP/GP 4.01 - Environment Assessment</b></p> <p>Does the project require a stand-alone EA (including EMP) report?          No</p>					
<p><b>OP/BP 4.11 - Physical Cultural Resources</b></p> <p>Does the EA include adequate measures related to cultural property?          Yes</p> <p>Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?          Yes</p>					
<p><b>OP/BP 4.12 - Involuntary Resettlement</b></p>					



Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

Is physical displacement/relocation expected?

No

Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)

No

### **The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Yes

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

### **All Safeguard Policies**

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

### **CONTACT POINT**

#### **World Bank**

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