



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

Concept Stage | Date Prepared/Updated: 29-Jan-2018 | Report No: PIDISDSC22797



BASIC INFORMATION

A. Basic Project Data

Country Burkina Faso	Project ID P164293	Parent Project ID (if any)	Project Name Burkina Faso Higher Education Support Project (P164293)
Region AFRICA	Estimated Appraisal Date Apr 04, 2018	Estimated Board Date Jun 26, 2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Economy, Finance and Development	Implementing Agency Ministry of Higher Education, Scientific Research, and Innovation [Ministère de l'Enseignement Supér	

Proposed Development Objective(s)

The Project development objective is to improve equitable access to quality undergraduate education in select priority areas for the development of Burkina Faso.

Financing (in USD Million)

Financing Source	Amount
IDA Grant	70.00
Total Project Cost	70.00

Environmental Assessment Category B-Partial Assessment	Concept Review Decision Track I-The review did authorize the preparation to continue
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Other Decision (as needed)



B. Introduction and Context

1. **Burkina Faso is one of the poorest countries in the world.** Its gross national income per capita was only US\$640 in 2016. Burkina Faso is ranked 185th out of 188 countries on the UNDP Human Development Index. It has the lowest mean years of schooling of all countries for which data is available – a mere 1.4 years. Eight out of 10 citizens live on less than US\$ 3 per day.
2. **Demographic context:** Burkina Faso is a land-locked country in the Sahel region in West Africa and has a national territory that spans 274,200km. The population is currently estimated at 18.5 million, with an annual population growth rate of about 3.2 percent. Burkina Faso is a young country, with a majority of the population 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 will be able to generate economic growth would depend on many factors, chief among them being the foundational and academic skill sets and training levels of youth.
3. **Political context:** Since Independence in 1960, Burkina Faso has experienced long periods of political stability interrupted by relatively short-lived crises. While these political crises have a range of causes, they can be partly explained by the high and increasing levels of concentration of political and economic power. In recent years, the political system has become increasingly unstable especially after the discovery of massive gold reserves which has created new revenue opportunities for the elites. The most recent episode of instability occurred in 2014, when former President Compaoré was expelled from power. The transition period lasted for one year, ending with the organization of free and fair presidential and legislative elections in November 2015.
4. **Economic context:** In recent years Burkina Faso has made progress with building a stable macroeconomic environment, and with working toward an integrated and open regional economic space. Over the past 15 years, the economy expanded by about 5.4 percent annually. Projections suggest that the contribution made by demographic change alone will more than double in coming years, reinforcing the potential of a demographic dividend, but also of a demographic crisis. As of 2014, an overwhelming 42.3 percent of the working-age population were under age 30. Three-quarters of this population had little to no education.
5. **Geographic context:** As the country is situated in the Sahel region, Burkina Faso experiences some of the most radical climatic variation in the world, ranging from severe flooding to extreme drought. The unpredictable climatic shocks that the country faces result in difficulties with being able to rely solely on agriculture. Due to the vulnerability of the agriculture sector, more and more families are having to seek other sources of non-farm income and often travel outside of their regions to find employment.
6. **Social context:** 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 poor families still



lack access to post-primary education, and access to electricity and piped water. Health indicators remain among the lowest in the world, including very high infant and maternal mortality rates--65 for every 1,000 for children aged 0 to 4 years, and maternal mortality rates, 0.7 for 1,000 for women aged 15 to 49 years¹. Although Burkina Faso has a very large rural population, urbanization has been increasing. Cities are endowed with better infrastructure, including improved access to schools in contrast to rural areas. In addition, the high prevalence of early marriages and adolescent pregnancies limit girls' participation in schooling. These problems vary in severity by ethnic group and are worse in rural than in urban areas, and especially among the poor.

Sectoral and Institutional Context

7. Over the last several decades Burkina Faso has made significant strides with raising literacy and bringing access to formal education to a broader segment of its largely rural population. Specifically, access to primary schooling has grown rapidly (from 44.0 percent in 2000-01 school year to 83.7 percent in 2014-15). However, the growth and success of the post-primary educational system has been relatively slow. Enrolment rate for lower secondary education increased from 25.9 percent in 2008-09 school year to 42.7 percent in 2014-15; upper secondary education increased from 8.0 percent in 2008-09 school year to 15.7 percent in 2014-15; however, technical education and vocational training decreased from 5.5 percent in 2008-09 school year to 3 percent in 2014-15. More intense investments in post-primary education, improved and relevant curriculum, and staffing are urgently required to better align human development responses to the country's economic needs and the job market.

8. The government has finalized a new Education Sector Plan (ESP) for 2017-30. The Plan includes strategies for increasing access to and improving the quality of education at all levels in line with the transformative needs of the economy. The new ESP recognizes the problems of low quality of education and training provision, and underscores the key constraints of the education service delivery system: (i) formal basic education suffers due to overcrowding and low quality (poor infrastructure, teachers with minimal training, lack of teaching aids, absence of textbooks, insufficient classroom based instruction); (ii) low quality of non-formal education with gender inequalities; (iii) mismatch between the supply and demand for technical and vocational education and training (TVET); (iv) structural crisis in tertiary education due to low quality, limited relevance, and inefficient investments; and (v) weak management of the education system a whole.

9. To address these constraints, the ESP provides a framework for achieving priority education outcomes by 2030. The main objectives of the Government's strategy are to: (i) ensure the equitable and efficient provision of early childhood development; (ii) achieve universal primary completion and ensure an equitable and quality basic education for all; (iii) develop and adapt TVET to the needs of the economy; (iv) adapt higher education to the needs of the economy; and (v) strengthen overall governance to ensure that resources are translated into tangible results.

¹ Burkina Faso. 2010. *Enquête Démographique et de Sante et a Indicateurs Multiples*. Institut National de la Statistique et de la Démographie (INSD) Ministère de l'Économie et des Finances Ouagadougou, Burkina Faso.



10. As in many Sub-Saharan African countries, in Burkina Faso, investments in higher education have taken a back seat for several decades in favor of more fundamental needs. Yet the rapid increases in holders of secondary school diplomas (*baccalauréat*) has expanded the cohorts seeking entrance to tertiary institutions, and the demand for higher education is growing rapidly as families and youth regard a tertiary degree as one of the few pathways for attaining well-paying jobs. For instance, in 2011, approximately 18,274 students admitted to the baccalaureate, of which 37.2 percent were girls compared to 26,954 admitted in 2015 (37.6 percent of girls).

11. *Access.* Tertiary education enrolments more than doubled from 2005 to 2012, with annual growth in public university enrolment at roughly 11 percent. However, university infrastructure and faculty levels are lagging. The University of Ouagadougou with 41 percent of tertiary student population is the leader. Altogether there are currently only four public universities and three Polytechnic university centers that are slated to become universities in the future. The Francophone Council for African and Malagasy Higher Education (CAMES) sets the standards for curriculum development and faculty careers. Burkina Faso is unable to fully adhere to the standards. The implication is that the majority of course credits and degrees attained in Burkina Faso is not transferable across countries.

12. *Retention, repetition, and dropout.* With the surge in student enrolments over the past few years, students are often unable to sign up for relevant program(s) that link up with the formal labor market or those that would provide them with the foundations to become self-employed. Students' orientation to assigned programs is inadequate. This further hampers their academic performance. Between 1996 and 2009, more than 47 percent of students at the University of Ouagadougou repeated a year at least once. Dropout rates are also high, such that during a given conventional four-year degree cycle, out of every 100 students who start the first year, only 30 will reach the fourth year.

13. *Gender disparity.* There has been a dearth of girls graduating in the science disciplines. This is directly related to subject choices in secondary education. This is also reflected in disparities in the issuance of scholarships: only four out of the 100 girls enrolled at the University of Ouagadougou benefitted from student scholarships, compared with six out of 100 boys. This disparity is more worrisome as over the years of university education girls tend to drop out due to lack of funding for their studies.

14. *Relevance and labor-market match.* Graduates in the areas of macroeconomics and business management have been unable to find jobs in the labor market due to the structure of the economy, which is characterized by very small firms with little demand for management specialists. Meanwhile, graduates with degrees in the humanities and social sciences are often only able to find employment as teachers or are self-employed due to labor market saturation. For example, in 2015 more than 80 percent of first-degree students were signed up to major in English, whereas the need for translators and English-speaking teachers in the domestic job market was not very high. At the other extreme, only 5 percent of students were enrolled in medicine, an area where the need is high. Approximately 12,000 graduates were seeking



their first jobs in the market each year, but only a fraction could secure productive employment (INSD 2014). Consequently, more than 25 percent of college-educated youth are unemployed².

15. *Overcrowding and faculty issues.* The number of faculty in public-sector institutions barely changed between 2008 and 2013, although it rose very significantly in private-sector institutions. This has resulted in severe overcrowding in public universities. Students to faculty ratio has averaged 112:1 in public universities, far greater than the UNESCO standard (25:1). This has had a negative consequence on the quality of teaching and learning, especially during students' final year and thesis reviews. This is directly due to insufficient numbers of professors and associate professors. The grossly inadequate availability of qualified new faculty has led to a rapidly aging faculty corps, with the estimated average age of professors at the University of Ouagadougou now being 57.3 years.

16. Among the problems that have discouraged new faculty from joining public universities are the well-publicized issues of high student loads, insufficient salaries, lack of offices, amphitheatres, and classrooms, unrealistic programming for faculty and students, and a general loss of motivation among the teaching faculty. Delays in pedagogical activities are largely due to an insufficient number of classrooms, even at the well-endowed University of Ouagadougou. The poor conditions have been prompting professors to leave the profession or moonlight in private universities, and account for the reluctance of new PhDs with degrees acquired overseas to return to Burkina Faso to teach.

17. *Scholarships.* The major form of national student aid comes from the *Fonds National pour l'Éducation et la Recherche* (FONER). The FONER provides aid to graduates enrolling in any university in the country and issues loans to students during their last year of education. During the five-year period 2004–09, the number of student beneficiaries who received the first of these forms of aid (starting in their first year) tripled. The number of national scholarship beneficiaries increased by about 10 percent from 3,783 in 2011/12 to 4,159 in 2012/13. Girls accounted for 24.2 percent of scholarship fellows in 2013. The number of students receiving loans in their third and fourth years, however, declined. The loans are intended for students who could afford to take them to enroll in tertiary education, and to maintain their enrolments year-on-year.

18. The proposed Project builds on recommendations and lessons learned from the Bank-financed Economic and Sector Work (ESW) entitled “Burkina Faso: Post-Primary Education Development”, which closed in FY17. Building on progress made to date, the ESW recommends five key areas of foci to address existing gaps in post-primary education in Burkina Faso. *First*, the investment climate needs to be substantially improved. Progress in appropriate post-primary education programs could, in theory, yield more literate business owners, managers, and workers, and thereby improve the enforcement of contract and other standard practices. *Second*, the country needs to develop a basic digital infrastructure, and progress in post-primary math, science, and technical achievement is critical to achieving this. *Third*, as both an economic driver and a key measure for climate resilience, the country should invest in post-primary education that fosters environmentally responsive innovations in the fields of agriculture, water, and mining. *Fourth*, investing in girls' education is smart

² The data on empirical results is drawn from recent studies that have been completed, particularly the Burkina Faso Post-Primary Education Development ESW.



economics. The gender gap in enrolments, which starts in primary education, becomes wider as one moves up the education ladder, and this needs to be turned around for efficiency and fairness reasons. *Lastly*, the country needs to boost investment in post-primary education, including remedial education and skills development, expanded the teaching and learning infrastructure, and much higher levels of teacher training and recruitment, and all of this needs to be done with a realignment in curriculum and training to better match the needs of the labor market in a relatively short period.

Relationship to CPF

19. The proposed Project is fully in line with the consultations and findings of the new Systematic Country Diagnostic (SCD) for Burkina Faso (2016). The SCD underscores the need to address the low levels of human capital. The SCD identifies skills development as a key priority area for poverty reduction, shared prosperity and sustainability. A significant percentage of members of the wealthiest group (51 percent), and a staggering 92 percent for members of the poorest quintile have not participated in formal education. Therefore, the SCD argues that the Government needs to address key deficiencies in primary, secondary, and tertiary education. In addition, with only 3 percent of students graduating from secondary education, alternative programs need to be put in place. Technical and vocational training has been neglected, with less than 5 percent of the total student body participating in such forms of education. International experience shows that well-designed and strategized vocational and technical programs when delivered in close collaboration with the private sector can help to provide basic skills to young workers. In view of the rapid growth of private establishments in Burkina Faso, the SCD highlights the opportunity to build on this trend by developing performance-based incentives and through close monitoring. Finally, building on the findings of the sectoral diagnostics, a strong tertiary education system is a major ground for nurturing the future teachers for primary and secondary education, and preparing the future professors and associate professors.

20. The World Bank is in the process of preparing a new Country Partnership Framework (CPF) for the period FY18-FY21 for Burkina Faso. Investments at all levels of education feature prominently as part of the policy dialogue in human development. The proposed Project is aligned with the objective of the CPF to invest in human capital and social protection systems (CPF Focus area 2), and specifically, objective 2.1 that is to support the development of an inclusive and market-oriented education system. The focus is consistent with the findings of the SCD.

C. Proposed Development Objective(s)

The Project development objective is to improve equitable access to quality undergraduate education in select priority areas for the development of Burkina Faso.

21. It will do so by: (i) offering training for youth selected priority areas such as math and sciences, agriculture and agri-business studies, health sciences and life skills, environmental education, and logistics (service-related ICT, transportation) in universities focusing on undergraduate education; (ii) promoting teacher training in modern practices of math and sciences teaching; (iii) enhancing training for faculty in the priority areas for the development of Burkina Faso through distance learning; and (iv) improving the management capacity of existing institutions to use diversified delivery models to improve access to quality education.



22. The Project would complement the support of the Africa Centers for Excellence (ACE III) Program that aims to increase the number of highly skilled professionals through improvements to the quality of training and research programs at master's and doctorate levels.

Key Results (From PCN)

23. The project is expected to contribute to the following three key results:

- Support the establishment of a state-of-the-art Virtual University to diversify tertiary education delivery models.
- Transform access to undergraduate higher education.
- Increase the number of skilled youths in priority areas for the development of Burkina Faso.

24. The progress towards achieving the PDO would be assessed by the following proposed results indicators:

Indicators addressing access:

- Number of direct project beneficiaries of which female project beneficiaries (%)

Indicators addressing quality:

- Increase in the number of students retained/successful completion of the first-year program at selected tertiary/higher education institutions (T/HEIs), and the percentage of successful first year completion of female students (%)
- Increase in the number of students completing degrees in the project-specific, selected priority areas relevant for Burkina Faso's development (%)

Intermediate Indicators

- New Programs developed under the proposed Project that are accredited by the new National Quality Assurance and Accreditation Agency (Number)
- Number of teachers and university faculty trained in the new practice of math and sciences teaching, and the percentage of female teachers trained (%)
- Number of university faculty trained in the project-specific selected priority areas for the development of Burkina Faso through distance learning, and the percentage of female teachers trained (%)

25. The final selection of indicators and targets for the proposed Project would be refined during project preparation. A monitoring and evaluation assessment will be conducted to determine institutional arrangements and data verification protocols to improve quality and timely use of data for course correction and decision-making.

D. Concept Description

26. Drawing on the diagnostics and recommendations of the ESW, the project design includes three main components proposed as follows:



Component 1: Support to enhance the capacity of the higher education system to train students, university faculty, and school teachers (US\$35 million)

[Results-based financing using disbursement-linked-indicators (DLIs)]

Objective: To diversify tertiary education delivery models and transform access to quality and innovative higher education in line with the priorities and transformation needs of the economy by supporting the establishment of a state-of-the-art autonomous Virtual University using a results-based financing approach through Disbursement Linked Indicators (DLIs).

Sub-component 1.1 – Support the establishment of a state-of-the-art autonomous Virtual University

Activities of this subcomponent will comprise: (i) reviewing and revising prevailing regulation(s) to adapt them to facilitate the establishment of an autonomous Virtual University; (ii) developing a strategic plan for an autonomous Virtual University in Ouagadougou; (iii) creating the technological infrastructure and platform—phased construction and equipment of sixteen open digital spaces, procuring hardware (servers, work stations, TV monitors), facilitating internet service provision, linking up with eBurkina; (iv) supporting the establishment of high-speed connection to all public educational institutions; (v) facilitating public-private partnership (PPP) and university-industry linkages to foster the acquisition of digital material including the purchase of first laptops for faculty and students attending the first cycle of higher education (*Premier cycle—Licence*), and internet service provision contracts for faculty and students; (vi) financing risk guarantee for Commercial Banks to lend to faculty and students for the purchase of laptops; (vii) designing/creating an open learning campus for adult literacy and lifelong learning; and (viii) acquisition of a Learning Management System, training of faculty and technical personnel in learning management system, the production of courses, their delivery and student support.

Sub-component 1.2 – Support alternative tracks for tertiary education

Activities of this subcomponent would comprise: (i) financing study visits to selected countries to acquire knowledge about alternative tracks for tertiary education; (ii) undertaking a feasibility study to review prevailing regulation(s) to facilitate the creation of alternative tracks for tertiary education such as, for example, community college-type institutions within the francophone system that could award Associate Certificates for youths to acquire knowledge and practical experience to prepare for semi-skilled professions; and (iii) financing existing infrastructure rehabilitation and new construction as appropriate.

Component 2: Support to enhance the efficiency, quality, and relevance of Higher Education Institutions (US\$25 million)

[Results-based financing using Disbursement Linked Indicators (DLIs)]

Objective: To improve the relevance of programs by supporting the implementation of a set of improved labor market-oriented academic programs, and introduce performance-based financing (PBF) mechanism through Disbursement Linked Indicators (DLIs) oriented to results.

Sub-component 2.1 – Support to select Higher Education Institutions (HEIs)

Activities of this sub-component will comprise: (i) selecting higher education institutions (HEIs) among existing institutions relevant to the country's development agenda, with strong commitment to relevant reforms and



offering programs in agriculture and agri-business studies, livestock, health sciences and life skills (communication, parenting for ECD), environmental education, and logistics (computer science, ICT-related services, transportation); and (ii) reviewing, adapting, and utilizing teacher pre- and in-service training in science and math instruction including though extensive usage of distance learning. The criteria will be developed as part of project preparation.

Sub-component 2.2 – Support content and delivery quality enhancement reforms for programs

Activities of this sub-component will comprise: (i) creating a national digital library in the context of the Virtual University to serve as a research and reference repository for all higher education institutions in Burkina Faso; (ii) reviewing and adapting program content for dissemination through diverse modes (face-to-face synchronous, distance learning synchronous, anytime and anywhere learning asynchronous); (iii) increasing the higher education teaching body locally in relevant labor market related subjects through “*écoles doctorales*”, and expanding relevant courses of study. Qualified international teachers/faculty would be identified and recruited based on an assessment, and doctoral students would be funded to address existing gaps identified through a scholarship program; and (iv) dissemination of new content through activities under Component 1 drawing on locally trained university faculty and expatriates (recruiting faculty internationally).

Component 3: Support to strengthen institutional capacity, and monitoring and evaluation (US\$10 million)

[Financing through a traditional IPF instrument]

Objective: To strengthen the governance of the tertiary education system, improve the management and communication capacity of existing institutions to embrace and adapt to diversified delivery models.

Sub-component 3.1 – Support to strengthen the higher education system management

Activities in this sub-component would comprise: (i) implementing relevant activities of higher education governance bodies; and (ii) establishing a National Quality Assurance Authority (NQAA), and a National Quality Assurance Framework (NQAF) to link up with regional quality assurance processes through the World Bank Africa Centers for Excellence (ACE) Program.

Sub-component 3.2 -- Support to all HEIs to develop Institutional Plans

Activities of this sub-component will comprise: (i) providing Technical Assistance (TA) at national level to address governance and funding model; (ii) providing TA to address quality and relevance of programs in the consortium of universities (digital library, ICT, management information system, credit transfer system, etc.); and (iii) providing TA to all HEIs to help them develop institutional plans, benchmark and plan activities ahead of the project implementation period. The objective of the plans would be to improve the quality and relevance of programs, provide resource materials (books, scientific documentation access through a digital library network, ICT, laboratory equipment and supplies, research activities, staff recruitment and development (especially training university teachers locally through the “*écoles doctorales*”³), and investment in

³ “*Les écoles doctorales*” are doctoral schools. They are internal organs of public universities/Higher Education Institutions that provide doctoral training. The schools are authorized to confer doctorates in specific domains. Degrees conferred are designated as research-oriented postgraduate training. Each Doctoral Program brings together the resources of research units around a specific scientific interest. The program organizes the recruitment of its doctoral candidates, provides them with an administrative and intellectual community on campus, and offers them a menu of advanced courses.



infrastructure), and improvement plans for the governance and management of the institutions.

Sub-component 3.3 -- Support the effective implementation of the project and strengthening the monitoring and evaluation system

Activities in this sub-component would comprise: (i) implementing an information system that would enhance monitoring and evaluation to reinforce the initiative of setting up a global statistics unit for the overall education sector; (ii) enhancing the capacity of Ministry of National Education and Literacy (MENA), Ministry for Higher Education, Scientific Research, and Innovation [*Ministère de l'Enseignement Supérieur, de la Recherche Scientifique, et de l'Innovation* (MESRI)], and the DGESS to oversee all activities pertaining to the monitoring and evaluation system. For higher education, each institution has its proper sub-system linked to the general system. This sub-system will be utilized to monitor project progress and performance of institutions; (iii) financing technical assistance and information technology equipment to strengthen the system; (iv) producing an annual sectoral statistical yearbook to capture the results at each education sub-sector; (v) supporting the coordination and management of project implementation; and (vi) commissioning specific studies to generate more data and knowledge for the education system.

SAFEGUARDS

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

The project would support higher education institutions. Specific geographical locations would be determined during project preparation.

B. Borrower's Institutional Capacity for Safeguard Policies

The country has an acceptable legal and regulatory environmental and social framework. The Ministry of Environment, Green Economy and Climate Change (MEEVCC) is in charge of environmental issues. Among this ministry's entities there is the BUNEE (Bureau National des Evaluations Environnementales) that is in charge of approving environmental studies, monitoring and evaluation of such studies, and implementation at the national level. The national body has acceptable technical capacity even though it is under-staffed in terms of having the numbers of qualified staff, faces a lack of vehicles for field visits, and funding shortage to oversee the implementation of the Environmental and Social Management Plans (ESMP). On the ground, the National Bureau of the Environmental assessments (BUNEE), works closely with the decentralized services, namely the Regional and Provincial Directions of the Environment, the Green Economy and the Climatic Change. In addition, the Recipient has an associated legal and regulatory framework. Since 2008 it has established Environmental cells in each ministry. It has recently updated its central environmental safeguard law along with the decree pertaining to environmental and social assessments (Decree 1187-2015).

Finally, the Government of Burkina Faso has several years of experience in applying and implementing World Bank funded projects. It is very familiar with the World Bank's environmental and social safeguard policies requirements. The Project Implementing Entity of the ongoing IDA Education Access and Quality Improvement Project (P148062) is also familiar with World Bank Safeguard Policies. The Entity would be the implementing entity for the proposed higher education project. To ensure proper implementation, a workshop focusing on safeguard policies and procedures will be held at the beginning of the project implementation period to familiarize the Higher Education Ministry (MESRSI) and other stakeholders involved in the project with the policies. All World Bank implementation support missions will include



environmental and social safeguards specialists. They would ensure that activities are implemented in accordance with triggered safeguards policies and lead capacity building sessions.

C. Environmental and Social Safeguards Specialists on the Team

Abdoulaye Gadiere, Environmental Safeguards Specialist

Leandre Yameogo, Environmental Safeguards Specialist

Gertrude Marie Mathilda Coulibaly Zombre, Social Safeguards Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The Project development objective is to improve equitable access to quality undergraduate education in select priority areas for the development of Burkina Faso. With the targeted components, its Environmental Category is B (Partial Assessment) and Environmental impacts related to the project are Moderate in liaison with potential civil works (rehabilitation and construction). Appropriate instruments (an ESMF, an ESIA for the Virtual University of Ouagadougou) should be prepared, reviewed, approved, consulted upon, and publicly disclosed in the country and at the InfoShop of the World Bank as the physical footprints of project activities are clearly known during project implementation. The Borrower has benefitted from other (past and ongoing) IDA projects that have provided, and are providing relatively sufficient capacity for understanding and applying safeguard policies.</p> <p>However, the Borrower and other counterparts' capacities would be assessed during project preparation for the purpose of conducting environmental screening on subprojects with environmental footprints at differentiated levels to assess any negative impacts. The assessment and management of risks and impacts, and the nature of the project environmental outcomes could also be influenced by or be dependent upon the role played by third interested parties.</p> <p>The Legal and Regulatory Framework of Burkina Faso has also been assessed with the National Agency</p>



(BUNEE) in charge of environmental assessments in the context of other projects under implementation.

Assessing the Borrower capacity has required taking into consideration each of these elements individually and collectively: Strengths, Weaknesses, Opportunities and Threats to the National agency, including its Operational Structure and Staff Organogram, Budgetary Resources and Inventory, Relevant Skills and Experience, Adaptive Management, Disclosure of Information and Stakeholders Engagement at this stage of the project.

The level and additional technical capacity to be developed in the project-specific institutions, including any related national environmental agency, maybe necessary to further strengthen their environmental Standards capacity, and to tangibly ensure that the agency can deliver support and monitor the project.

Natural Habitats OP/BP 4.04	No	The project will not finance activities that will affect Natural Habitats.
Forests OP/BP 4.36	No	The project will not finance activities that will affect Forests.
Pest Management OP 4.09	No	The project will not finance activities that will involve pests use.
Physical Cultural Resources OP/BP 4.11	Yes	This policy is triggered as civil works may affect Physical Cultural Resources. “Find chance” provisions and procedures for coping with potential PCRs will be incorporated in the ESMF. Following the national laws on cultural heritage, if PCRs are found, a site specific Environmental Management Plan (EMP) including measures for handling the PCRs will be developed and included in the work contract for compliance by the contractor.
Indigenous Peoples OP/BP 4.10	No	The Project location does not cover Indigenous Peoples as defined by the World bank.
Involuntary Resettlement OP/BP 4.12	Yes	Some activities of the proposed project (creating the technological infrastructure and platform—phased construction, financing existing infrastructure rehabilitation and new construction as appropriate, etc.) could induce potential adverse social impacts, and may lead to land acquisition and/or restrictions on access to resources and sources of income or livelihoods. All the sites are not identified yet (13 of 17). 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 Burkina Faso and on the World Bank website prior to Decision Meeting. During implementation, an assessment will be carried out for each sub-project to determine whether land will be acquired and whether a sub-project specific Resettlement Action Plan (RAP) is required. Those RAPs will be prepared following to the identification of the sites, submitted to the Bank for review and disclosure in country and at WB website prior to the commencement of the Civil Works.

Safety of Dams OP/BP 4.37	No	The project will not finance activities that will affect Safety of dams.
Projects on International Waterways OP/BP 7.50	No	The project will not finance activities that will affect International Waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project will not finance activities that will affect Disputed areas.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Mar 15, 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

A separate Roadmap for environmental and social safeguards preparation plan has been shared with the Client, including all the stages, from terms of reference to the final deliverables for the ESMF and the RPF.

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APPROVAL

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