



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

Appraisal Stage | Date Prepared/Updated: 23-May-2018 | Report No: PIDISDSA24101



**BASIC INFORMATION**

**A. Basic Project Data**

Country Burkina Faso	Project ID P164293	Project Name Burkina Faso Higher Education Support Project	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 21-May-2018	Estimated Board Date 26-Jun-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 development objective of the Project is to strengthen higher education institutions to increase access and deliver quality education in priority subject areas.

Components

- Enhancing access to higher education
- Strengthening higher education institutions in national priority areas
- Strengthening institutional capacity for monitoring and evaluation, and project coordination

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

**SUMMARY**

<b>Total Project Cost</b>	70.00
<b>Total Financing</b>	70.00
<b>of which IBRD/IDA</b>	70.00
<b>Financing Gap</b>	0.00

**DETAILS**

**World Bank Group Financing**



International Development Association (IDA)	70.00
IDA Grant	70.00

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

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 185<sup>th</sup> out of 188 countries on the UNDP Human Development Index. It has the lowest mean years of schooling of all countries for which data are available – a mere 1.4 years. Eight out of 10 citizens live on less than US\$3 per day. In recent years access to quality basic education has been receiving significant attention from government and development partners. Burkina Faso has been making significant improvements in basic education.

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 most of the population being 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 in the university-age population, resulting in a potential “demographic dividend” consisting 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 will depend on many factors, chief among them being their foundational and academic skill sets and training levels.

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 had a range of causes, they can be partly explained by the growing 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 with a popular uprising that led to ousting from power the previous regime. 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 in terms of building a stable macroeconomic environment and of working toward an integrated and open regional economy. Over the past 15 years, the economy of Burkina Faso has expanded by about 5.4 percent annually from the reserves of gold and cotton. The projected demographic changes in the population will present Burkina Faso with a demographic dividend but also with a demographic crisis unless the labor force can acquire the skills needed to continue this growth. As of 2014, an overwhelming 42.3 percent of the working-age population was already under age 30, and three-quarters of this population had little to no education.

5. **Geographic context:** As Burkina Faso is situated in the Sahel region, it experiences some of the most radical climatic variation in the world, ranging from severe flooding to extreme drought. This unpredictability means that more and more families who formerly relied on agriculture are having to seek non-farm income sources and often have to travel outside of their regions to find employment.

6. **Social context:** Across the country, poverty has gradually declined over the last decade, and inequality has also been reduced. Nevertheless, poverty rates remain extremely high, and almost all poor families still have no access to electricity and piped water and their children have no access to post-primary education. Health indicators are among the lowest in the world, with infant and maternal mortality rates being particularly high --65 deaths for every 1,000 for children aged 0 to 4 years and 0.7 deaths for every 1,000 women aged between 15 to 49 years old.<sup>1</sup> Although Burkina Faso has a very large rural population, it is becoming more urbanized as cities have better infrastructure and more schools than rural areas. Youth are moving into the capital Ouagadougou, Bobo-Dioulasso, and other regional cities in search of job opportunities. This has led to overcrowding. With regard to gender, the high prevalence of early marriages and adolescent pregnancies limit girls' participation in schooling. All of these problems vary in severity by ethnic group and are worse in rural areas than in urban areas, and the poor are particularly at risk.

## Sectoral and Institutional Context

7. Over the last decades, Burkina Faso has made significant strides with raising literacy rates and bringing access to formal education to a broader segment of its largely rural population. Access to primary schooling has grown particularly rapidly (from 44.0 percent in the 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. Enrollment rates for lower secondary education increased from 25.9 percent in 2008-09 to 42.7 percent in 2014-15, while upper secondary education increased from 8.0 percent in 2008-09 to 15.7 percent in 2014-15. However, enrollment rates in technical education and vocational training decreased from 5.5 percent in 2008-09 to 3 percent in 2014-15. More investments in post-primary education, an improved and more relevant curriculum, and increased staffing are all urgently required in the education sector.

8. The government has finalized a new Education and Training Sector Plan (ETSP) 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 low quality of education and training provision and the key

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<sup>1</sup> 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.



constraints faced by education providers: (i) formal basic education suffers from overcrowding and low quality of teaching (insufficient and low quality infrastructure, teachers with minimal training, lack of teaching aids, absence of textbooks, and insufficient classroom-based instruction); (ii) non-formal education suffers from low quality and gender inequalities; (iii) there is a mismatch between the supply and demand for technical and vocational education and training (TVET); (iv) there is a crisis in tertiary education due to insufficient infrastructure and access, surplus students, and difficulties with system governance; and (v) there education system as a whole suffers from weak management. To address these constraints, the ESP provides a framework for achieving priority education outcomes by 2030, which emphasizes adapting higher education to the needs of the economy and strengthening overall governance to ensure that resources are translated into tangible results.

9. Primary school enrollment has doubled over the last 10 years, reaching 83.7 percent of all eligible children by 2014/15. Between the late 1990s and 2013, secondary school gross enrollment rates increased from around 10 percent to 28 percent. This is substantial progress, but most youths over the age of 12 years old are still unable to access educational opportunities. In addition, quality issues are a growing concern as the gradual expansion in enrollment has not been matched by comparable improvements in teaching and learning. By 2025, enrollments are expected to nearly quadruple in the private sector and double in the public sector compared to their 2015/16 numbers as a result of growing demand for secondary education and slower growth in the number of public sector institutions. The rapid increase in the number of secondary school graduates (baccalauréat) has increased demand for higher education as families and youths regard a tertiary degree as one of the few ways to acquire a well-paying job. For instance, in 2011, approximately 18,274 students received their baccalauréat, of whom 37.2 percent were girls compared to 26,954 in 2015 (37.6 percent of whom were girls). However, investments are urgently needed now to prepare the tertiary education sector for the growing demand.

10. In terms of demand, the need for both skilled and unskilled labor is enormous, and firms report that they face great difficulty with recruitment. Traditional apprenticeships can help young people to develop their skills and competencies in both the formal and informal sector jobs, but these opportunities are not widely available. Out-of-school youths who are neither in employment nor education and training (NEETs) comprise another population segment who deserve a second chance. Burkina Faso needs to boost investment in post-primary education to align the higher education system more closely with the needs of the labor market in a relatively short period.

### ***Key issues in higher education***

11. The higher education system in Burkina Faso is confronted with complex issues. Tertiary education enrollments more than doubled from 2005 to 2012, with annual growth in public university enrollment at roughly 11 percent. However, the sector's infrastructure and teacher staffing levels are not growing at a sufficient rate to accommodate this boom in enrollment. are lagging. There are currently only four public universities and three polytechnic university centers, which are slated to become universities in the future, in Burkina Faso. While the Francophone Council for African and Malagasy Higher Education (CAMES) sets standards for curriculum and faculty, most of the higher education institutions are unable to fully adhere to the standards.

12. Specifically, the system faces the following challenges: (i) inadequate infrastructure and pedagogical equipment; (ii) high student-teacher ratios; (iii) outdated curricula and teaching methodology; (iv) high failure rates and repetition particularly in the first years of university education; (v) low relevance of programs in relation to employment outcomes; (vi) student strikes reducing lecture time and learning.



13. These challenges are propelling the government to consider ways to overcoming the deficiencies of the current system. However, the decisions made so far in an attempt to expand access have been taken with little regard for quality. For example, over the last few years, the government has created several new universities but hardly any new fields of studies. It has also opted to invest in large amphitheaters, and is progressively pursuing a policy of recruiting voluntary teachers.

14. Burkina Faso would benefit from a forward-looking higher education policy that anticipates: (i) the social demand for higher education as a result of rapidly expanding primary and secondary enrollments; (ii) the numbers and types of faculty members needed and the need for improved working conditions; and (iii) the need to introduce higher education programs that are aligned with the demands of the labor market and that teach entrepreneurial skills.

15. Gender disparity. Investing in girls' education is smart economics. The gender gap in enrollments, which begins in primary education, gets wider with each rung of the education ladder. This needs to be turned around for efficiency and equity reasons. There is a dearth of girls enrolling in the science disciplines. This is directly related to the subjects that they choose to study in secondary education. This is also reflected in disparities in the issuing of scholarships: only four out of the 100 girls enrolled at the University of Ouagadougou received student scholarships compared with six out of 100 boys in 2016. This disparity is especially worrisome given that, over the years of university education, girls tend to drop out because of a lack of funding for their studies.

16. Scholarships to address the gender disparity. Most national student aid comes from FONER (Fonds National pour l'Éducation et la Recherche). FONER provides non-reimbursable grants to new secondary school graduates who are enrolling in any university in the country, and it also provides loans for students during their last year of education. Another body, the CIOSPB (Centre National de l'Information, de l'Orientation Scolaire et Professionnelle et des Bourses) provides bachelor's degree scholarships for which all new secondary school graduates can apply. Once the quota of scholarships has been awarded, there are further 300 scholarships available only to young women. Girls accounted for a total of 24.2 percent of scholarship fellows in 2013.

17. In conclusion, the present quality of academic teaching and learning in Burkina Faso is affected by the same constraints as all traditional francophone education systems in Sub-Saharan Africa. The available academic programs are not aligned with the country's development needs. The existing poor infrastructure and limited incentives are resulting in students leaving the country on government scholarships and not returning. The government has been unable to attract qualified professionals back to Burkina Faso to train future generations, and the number of university teachers in Burkina Faso is fast dwindling due to natural attrition.

18. Burkina Faso would benefit from a forward looking higher education policy that anticipates: (i) the social demand for higher education to keep pace with the demographic boom that has resulted in rapidly expanding enrolments in primary and secondary education; (ii) faculty needs—improved working conditions, and in numbers and composition to meet the demand of an expanding and diversifying higher education landscape. and (iii) the needed diversification in higher education programs as employment prospects for university graduates shift from jobs in the civil service to which higher education institutions were geared to train youth, to jobs and occupations adapted to enable Burkina Faso to adjust to a rapidly changing and competitive global economy. University graduates infused with an innovative spirit could set up businesses that create jobs and grow the economy.



### **C. Proposed Development Objective(s)**

#### **Development Objective(s) (From PAD)**

19. The development objective of the proposed Project is to strengthen higher education institutions to increase access and deliver quality education in priority subject areas.

20. The priority subject areas are: Area 1--agriculture, agribusiness, logistics associated with value-chain, entrepreneurship training, trade and other economic activities; Area 2--health sciences; Area 3--environmental education, sciences, and sustainable development; and Area 4--promoting teacher training in modern practices of math and sciences teaching.

#### **Key Results**

21. The following PDO indicators will measure progress:

- 3,891 undergraduate students enrolled in priority subject areas funded by the project, of which 25 percent females.
- 75 percent increase in students who have successfully completed the first-year program at the HEIs financed by the project, of which 30 percent females.
- 1,620 teachers trained, and 75 teachers recruited.
- 140,000 students benefiting from direct interventions to enhance learning.
- 47,600 female students benefiting from direct interventions to enhance learning.

### **D. Project Description**

22. The development objective of the proposed Project is to strengthen higher education institutions to increase access and deliver quality education in priority subject areas: Area 1--agriculture, agribusiness, logistics associated with value-chain, entrepreneurship training, trade and other economic activities; Area 2--health sciences; Area 3--environmental education, sciences, and sustainable development; and Area 4--promoting teacher training in modern practices of math and sciences teaching. It will do so by: (i) offering training for youth through distance and blended (face-to-face classroom-based, and distance) learning in the selected priority areas; (ii) enhancing training for faculty; and (iii) improving the management capacity of existing institutions to use diversified service delivery models to improve access to quality education, address quality and relevance measures, better govern and manage the system, and identify and tap additional sources of financing for higher education.

23. The Project comprises three components. Component 1 will diversify higher education service delivery, and the education to be delivered to transform access to quality and innovative higher education by helping to create a cost-effective virtual university. Component 2 will strengthen the capacity of competitively selected Higher Education Institutions (HEIs) to improve the quality and relevance of priority programs, develop innovations, foster internal quality assurance, upgrade faculty knowledge and practice, and support the implementation of a set of labor market-oriented academic programs. Targeted HEIs will deliver quality programs in select priority areas relevant to the labor market and sustainable development in partnership with regional



and international academic institutions, as well as relevant employers and industry. Selected HEIs based on transparent criteria will introduce innovations in higher education. Component 3 comprises activities to strengthen the governance and management of higher education; improve institutional capacity to better monitor systemic changes; develop a management information system (MIS); monitor the achievement of project activities; create systems for evaluation, enhance communications capacity, and support project coordination. In addition, this project will track, measure, and address gender-based violence incidents and monitor climate co-benefits under the project.

## E. Implementation

### Institutional and Implementation Arrangements

24. The Project will support activities under the authority of the Ministry of Higher Education, Scientific Research, and Innovation (*Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de l'Innovation--MESRSI*) that oversees higher education coordination and management. Both public<sup>2</sup> and private HEIs would benefit from project interventions. Public HEIs are closely linked to the MESRSI and the government. However, private HEIs are independent with autonomous management structures.

25. The national level MESRSI, and at the higher education system level the HEIs, would be involved in the implementation, supervision, and monitoring of the project activities. Detailed terms of reference will be provided in the Project Implementation Manual (PIM).

26. **Government.** On behalf of the Government of Burkina Faso, the Ministry for the Economy, Finance, and Development (*Ministère de l'Economie, des Finances, et du Développement--MINEFID*) would sign a Financial Agreement with IDA. The MESRSI would be the Implementing Agency (IA) for the proposed Project with oversight and coordination responsibilities.

27. **Review Committee (RC) (Comité de revue--CR).** MESRSI would set up a Review Committee with representatives from: MESRSI, MENA, MINEFID, MJFIP, and the Regulatory Authority for Electronic Communications and Post (*Autorité de Régulation des Communications et des Postes—ARCEP*). In accordance with the new Decree, the RC would be composed of not more than 20 statutory members and observers. The Program Manager of the MESRSI would preside over the RC. The Program Manager of MESRSI would be responsible for the Program Budget. The composition, roles and responsibilities of the RC would be set out in a decree from MESRSI. This would be a condition of Project Effectiveness.

28. **Project coordination and Staffing:** The Program Manager of MESRSI would be responsible for planning and coordinating project activities within the MESRSI, and with other GoBF agencies/units. The MESRSI would delegate the day-to-day management of the project to the Permanent Secretariat of the National Plan for the Development of Higher Education (*Secrétariat Permanent du Plan National d'Action de Développement de*

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<sup>2</sup> Public HEIs have restricted autonomy and are largely dependent on the MESRSI: (i) the heads of the public HEIs are appointees of the government. They are neither elected nor selected based on a professional search process; (ii) they receive subsidies from the government. All public HEIs that generate income are required to transfer their earnings to the public treasury. Based on action plans, the government allocates a percentage to HEIs; (iii) faculty/teachers are appointed by the government. They are civil servants. Each year, the Government advertises faculty positions based on need and budget availability, that is, the numbers of assistant teachers, full professors, etc. required. Those who have the appropriate level may compete. The African and Malagasy Council for Higher Education (CAMES) administers the test. Based on successful outcome, the Council of Ministers confirms positions at higher grades; and (iv) technical supervision is under the purview of the MESRSI, while financial supervision is under the purview of the Ministry of Finance.





*l'Enseignement Supérieur--SP/PNADES*. Guided by the recent government norms<sup>3</sup> prohibiting the creation of new project coordination units, the fiduciary implementation responsibility of the proposed Project would be coordinated by the SP/PNADES. The SP/PNADES is a structure under the MESRSI.

29. Under the guidance of the Program Manager of MESRSI, SP/PNADES would be responsible for the day-to-day coordination and implementation of activities for which they have primary responsibility. Based on terms of reference, experience, and background acceptable to the World Bank, the SP/PNADES would recruit on a competitive basis: (i) a financial management specialist; (ii) an accountant; (iii) a procurement specialist; (iv) a monitoring and evaluation specialist; (v) safeguards specialists (environmental and social); (vi) specialists for Components 1 and 2 who would assist with the day-to-day technical supervision of the technical aspects; (vii) a communications specialist; (viii) an archivist; and (ix) any additional administrative support deemed necessary. In addition to the financial management staff, a procurement specialist would also be recruited. The SP/PNADES personnel would receive the required training to manage IDA funds. An internal auditor would be assigned to the project by the Ministry of Economy and Finance. As mentioned above, the proposed Project would become effective by October 1, 2018.

30. Detailed procedures would be set out in three manuals: (i) a PIM for the implementation of the project activities; (ii) a financial management manual for the project; and (iii) a competitive grants procedures manual for sub-component 2.1 Windows A and B. The Project Implementation Manual (PIM) is under preparation. It will comprise administrative, financial and accounting procedures. The project accounting software TOMPRO would be installed and adapted to the parameters of the proposed Project. A procurement tracking system would also be installed. The fiduciary staff would receive appropriate training to use the software.

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

The project will be nationwide. So far, no specific issues have been identified with respect to safeguards issues.

#### **G. 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

<sup>3</sup> Decree No.2018-0092/PRES/PM/MINEFID dated February 14, 2018 setting out the general regulations for development projects and programs to be implemented in Burkina Faso.



**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The Project Development Objective is to strengthen higher education institutions to increase access and deliver quality education in priority subject areas. With the targeted components, it aims to fund a wide range of activities among which there are the rehabilitation of existing infrastructures and the construction of new ones. To date, the site of the Virtual University of Burkina Faso (UV-BF) at Ouagadougou, and two additional sites in Karpala and Tampouy have been identified. An Environmental and Social Impact Assessment (ESIA) has been developed for the identified sites, and an Environmental and Social Management Framework (ESMF) has been developed, reviewed, approved, consulted upon, and publicly disclosed incountry on May 15, 2018, and on the World Bank Website on May 18, 2018, prior to appraisal of the Project. A fourth site will be identified with certainty during the project implementation phase. The ESIA for Tampouy and Karpala sites were received, consulted upon, reviewed by the Bank and cleared, published incountry on May 21, 2018 and on the World Bank website on May 21, 2018. Based on this, an ESIA will be developed, and an ESMF will be prepared. Both documents will be reviewed, approved, consulted upon, and publicly disclosed incountry and at the World Bank Web site.</p>
Performance Standards for Private Sector Activities OP/BP 4.03	No	
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 forests.
Pest Management OP 4.09	No	The project does not involve pest management.
Physical Cultural Resources OP/BP 4.11	Yes	<p>The constructions will involve excavations. Taking into account that factor, the policy on Physical Cultural Resources is triggered because vestige discoveries. However, the triggering of this policy does not require the preparation of a specific safeguard instrument. A chapter will be developed and included in the ESMF to provide guidance in case physical cultural resources are discovered.</p>



Indigenous Peoples OP/BP 4.10	No	The project does not involve indigenous people.
		The project triggers this policy because some activities such as creating the technological infrastructure and platform, constructions, rehabilitations, etc., could induce potential adverse social impacts, and could lead to land acquisition and/or restrictions on access to resources and sources of income or livelihoods. As the exact locations of future investments are not yet identified, the appropriate safeguard instrument, a Resettlement Policy Framework (RPF) has been prepared. The document has been reviewed by the Bank, consulted upon, approved and disclosed incountry on May 15, 2018, and thereafter on the World bank’s website on May 18, 2018. During the implementation phase, an assessment will be carried out for each sub-project to determine whether land needs to be acquired, and whether a sub-project-specific Resettlement Action Plan (RAP) is required. If necessary, the RAPs will be prepared following the identification of the sites, submitted to the Bank for review and approval, and disclosed incountry and at the World Bank website prior to the commencement of the civil works, as per the RPFs.
Involuntary Resettlement OP/BP 4.12	Yes	
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 disputed area

**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:

**Environmental Safeguards.**

The proposed Project (Category B, Partial Assessment), is not expected to have large-scale, significant, and/or irreversible impacts. With two environmental policies triggered (OP/BP 4.01: Environmental Assessment, OP/BP 4.11: Physical Cultural Resources), the proposed Project aims to finance a wide range of activities among which there are some rehabilitation of existing infrastructure, and construction of new ones. These types of investments are most of the time associated with environmental adverse impacts such as dust, noise, solid waste management, etc. However, this means no major adverse impacts are expected due to the proposed Project. With the aim of taking into account those adverse impacts, appropriate instruments such as an Environmental and Social Management Framework (ESMF)



and an Environmental and Social Impact Assessment (ESIA) for the Virtual University of Ouagadougou have been prepared, reviewed, approved, consulted upon, and publicly disclosed in the country (on May 15, 2018) and on the World Bank's Web site (on May 18, 2018), as the physical footprints of project activities are more clearly known during project implementation. The ESMF includes a section on the ways to safeguard Cultural Physical Resources in a proper manner in case of such discoveries. In addition, two sites have been identified, one in Tampouy, and the other in Karpala. The ESIA's for the two sites have been prepared, consulted upon, reviewed and cleared by the Bank, disclosed incountry on May 21, 2018 and on the World Bank website on May 21, 2018.

#### Social Safeguards.

Activities under the project are expected to have limited negative impact on the social side. Sites have not been identified yet. Construction could induce potential social adverse impacts due to land acquisition for investments, restriction of access to assets or sources of livelihood. These negative impacts are estimated to be moderate, site specific and manageable. In anticipation of the negative social impacts, a Resettlement Policy Framework (RPF) was prepared by the Client. The document was reviewed, consulted upon, and publicly disclosed within Burkina Faso on May 15, 2018, and on the World Bank website on May 18, 2018. During implementation, an assessment will be carried out for each sub-project to determine whether land is acquired, and whether a sub-project-specific Resettlement Action Plan (RAP) is required. The RAPs will be prepared following the identification of the sites, submitted to the Bank for review and disclosure in country and at the World Bank website prior to the commencement of the Civil Works. No RAP has been prepared at this stage, as the exact location of the civil works is not exactly known. It is expected that only a limited number of temporary displacement may occur during project implementation which shall be managed through the RPF. Environmental and social assessment will address relevant gender issues.

#### 2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

The activities of the project to be financed will have minimal or negligible impact on the long term. Constructions and rehabilitation have a limited footprint. That means no potential indirect or long term or cumulative impacts are foreseen during project implementation and operational phases. Specifics RAP will address resettlement issues and will be adequately implemented before the start of civil works.

#### 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 project was rated as a category "B" and triggers three (03) safeguards policies. In order to prepare for addressing the potential negative impact, the Government has prepared two appropriate safeguards instruments: an Environmental and Social Management Framework (ESMF) and a Resettlement Policy Framework (RPF). The ESMF outlines an environmental and social screening process for component's activities. It also includes: Guidelines for an Environmental and Social Impact Assessment (ESIA); Environmental Guidelines for Contractors as well as sub-contractors; and a summary of the World Bank's safeguard policies). It also contains a chapter taking into account Physical Cultural Resources matters. That means guidance and guidelines have been included in the ESMF to this end. The RPF has been developed to address potential land acquisition or loss of economic activity on the part of individuals or groups of individuals in project intervention zones. These two documents have been prepared, in full compliance with national legal and regulatory framework and World Bank safeguard policies, including a broad consultation framework involving all relevant stakeholder groups, both public and private, as well as civil society. After



consultations, these two safeguard instruments have been disclosed within the country on May 15, 2018 and at the World Bank website on May 18, 2018. A Grievance Redress Mechanism (GRM) was set up to allow stakeholders and interested parties to bring up any concern regarding the project to the PIU with the aim of finding a solution. Safeguards documents include guidelines on Occupational, Health and Safety(EHS/OHS), and clearly mentions that the company Environmental and Social Management Plan (Works-ESMP) must be approved by the Permanent Secretariat of the PNADES and its partners prior to the commencement of the works.

In addition, the bidding documents and the contracts for main contractors as well as the sub-contractors must also include sections related to EHS/OHS. With respect to potential labor influx, the project will establish guidance and rules for (i) contractors to enhance the ESMPs and workers contracts to include measures for managing the potential impacts of such an outside workforce on the local community. Specific details will be prepared during the investment activities for contractors who will bring in workers and operators from outside the area, and these are likely to be housed in work camps during construction To ensure that the safeguard instruments prepared in line with policies triggered by the project are implemented properly, the Project Implementing Entity will hire an environmental safeguard specialist and a social safeguards specialist. The environmental safeguards specialist must have additional experience in EHS/OHS, and the social safeguards specialist in GBV, Social inclusion and any labor related risk. Both specialists will be fully in charge of all aspects of environmental and social safeguards aspects and will regularly monitor all safeguard requirements. More specifically, the two specialists, the implementing entity, other implementing agencies as well as the other stakeholders will ensure that children are not employed in civil works as labor force. World Bank implementation support missions will also include environmental and social safeguards specialists to ensure that all safeguard issues are addressed properly, in a timely manner.

The country has an acceptable legal and regulatory environmental and social framework. The Ministry of Environment, Green Economy, and Climate Change (MEEVCC) oversees environmental issues. Among this ministry's entities there is the BUNEE (Bureau National des Evaluations Environnementales) that oversees the approvals of 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 BUNEE works closely with the decentralized services, namely the Regional and Provincial Directions of the MEEVCC. Since 2008, it has established Environmental cells in each ministry. It has also recently updated its central environmental safeguards law along with the decree pertaining to environmental and social assessments (Decree 2015 - 1187).

Finally, the Government of Burkina Faso has several years of experience with applying and implementing World Bank funded projects. It is very familiar with the World bank's environmental and social safeguard policies requirements. The Project Coordinating Unit (PCU) of the ongoing IDA Education Access and Quality Improvement Project (P148062) is also familiar with World Bank Safeguard Policies. The Permanent Secretariat of the PNADES will 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 would include environmental and social safeguards specialists. They would ensure that activities are implemented in accordance with triggered safeguards policies and lead capacity building sessions.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies,



with an emphasis on potentially affected people.

The key stakeholders for the proposed Project are higher education students (female and male), faculty, public and private higher education institutions, relevant government ministries, private sector industries, the participating municipalities and communes, NGOs and other relevant institutions and the communities around the higher education institutional catchment areas including contractors—firms and consultants.

Mechanisms for consultation upstream and with potentially affected people include consultation during the project sites identification, the RAP preparation and implementation, etc. One of the key principles of this project from the outset was to foster participation of all relevant stakeholders. This approach will be sustained throughout project implementation. The environmental and social assessment studies, namely the ESMF and RPF, were also carried out according to the same principle, using a broad-based public consultation approach, involving the above stakeholder groups. The objective was to raise awareness of project activities and impacts and foster ownership on their part. All the relevant bodies have been adequately informed of the Project. Concerns of the communities and some details of consultations have been taken into account in the body of the report and other results provided as Annexes in the ESMF, the ESIA and the RPF. The key concerns raised during the consultation process included: (i) permanent information and sensitization of the population; (ii) a compensation process for those impacted by the project; (iii) participation of local populations as employees on works they qualify for; (iv) development of access to homes, businesses and social infrastructure during the execution of works. All these concerns have been addressed in the alternatives proposed through the ESMF, the ESIA and the RPF. During the implementation phase, the same process will be followed for the preparation of ESIA's and RAPs once sites are identified.

**B. Disclosure Requirements**

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

Date of receipt by the Bank  20-Apr-2018	Date of submission for disclosure  15-May-2018	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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**"In country" Disclosure**

Burkina Faso  
15-May-2018

Comments  
ESMF.

**Resettlement Action Plan/Framework/Policy Process**

Date of receipt by the Bank  10-Apr-2018	Date of submission for disclosure  15-May-2018
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**"In country" Disclosure**



Burkina Faso  
15-May-2018

Comments

RFP.

**C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)**

**OP/BP/GP 4.01 - Environment Assessment**

Does the project require a stand-alone EA (including EMP) report?

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

**OP/BP 4.11 - Physical Cultural Resources**

Does the EA include adequate measures related to cultural property?

NA

Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?

**OP/BP 4.12 - Involuntary Resettlement**

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

**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

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**APPROVAL**

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**Approved By**

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