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

Appraisal Stage | Date Prepared/Updated: 19-Dec-2018 | Report No: PIDISDSA23996
### BASIC INFORMATION

#### A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Project Name</th>
<th>Parent Project ID (if any)</th>
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<tbody>
<tr>
<td>Western Africa</td>
<td>P164546</td>
<td>First Africa Higher Education Centers of Excellence for Development Impact</td>
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<thead>
<tr>
<th>Region</th>
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<th>Estimated Board Date</th>
<th>Practice Area (Lead)</th>
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<td>28-Feb-2019</td>
<td>Education</td>
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<table>
<thead>
<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
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#### Proposed Development Objective(s)

To improve quality, quantity and development impact of postgraduate education in selected universities through regional specialization and collaboration.

#### Components

- Establishing New and Scaling up Well-performing existing Africa Centers of Excellence for Development Impact
- Fostering Regional Partnerships and Scholarships
- Enhancing Regional Project Facilitation, and Monitoring and Evaluation
- Unallocated

### PROJECT FINANCING DATA (US$, Millions)
### SUMMARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Total Financing</td>
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<td>of which IBRD/IDA</td>
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<td>Financing Gap</td>
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### DETAILS

**World Bank Group Financing**

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<tr>
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<td>IDA Grant</td>
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**Non-World Bank Group Financing**

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<td>FRANCE: French Agency for Development</td>
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Environmental Assessment Category

**B-Partial Assessment**

Decision

*The review did authorize the team to appraise and negotiate*
B. Introduction and Context

Regional Context

1. **Sub-Saharan Africa (SSA) is home to the largest share of the global poor and demonstrates the widest poverty gap.** Of the 767 million people living below the extreme poverty line, 389 million (51 percent) are in SSA. Three of the predominant attributes of the profile of the poor are that they are poorly educated, young, and employed in the agricultural sector. The common drivers of inequality which need to be addressed to reduce the poverty gap are: slow human capital accumulation; disparities in access to jobs and income-generating opportunities; and unsuccessful government interventions that attempt to address market-based inequalities (such as taxes and transfers).

2. **SSA has experienced remarkable economic growth with an average annual real gross domestic product (GDP) growth rate of 5.3 percent between 2003 and 2013, driven largely by a commodity price boom.** This growth, however, did not translate into significant poverty reduction, in part due to high population growth, limited creation of jobs and unequal distribution of the benefits of such economic growth. The pace of economic growth in SSA has increased recently—rising from 1.5 percent in 2016 to 2.6 percent in 2017, although this remains the lowest level of economic growth observed in the sub-region in more than two decades. While SSA has tremendous potential for growth, recent trends and a modest outlook moving forward reflect, in part, insufficient progress on structural reforms.

3. **To achieve strong economic growth and reduce poverty, increased productivity across key economic priority sectors, economic diversification, and implementation of structural reforms are needed.** Human capital development is essential for increasing productivity and promoting economic diversification. Currently, SSA economies are highly dependent on unskilled labor and natural resources, preventing the region from moving up the value chain and becoming more specialized in knowledge-intensive, high value-added activities. In addition, of importance is the low institutional capacity in the region to train enough professionals with the required technical and critical thinking skills (such as high-order cognitive skills) to incorporate new knowledge and technologies into products and services.

4. **A range of priority economic sectors face shortages in workers with high-level (postgraduate level) skills as well as limitations in applied research which is needed to increase productivity.** Some of these priority sectors which are critical for the region’s economic development include: energy (generation, transmission, and mini-grids for solar energy); extractives (mining, oil, gas); sustainable urban planning; transport; sustainable agriculture; health; environment (coastal resilience, climate change, and assessments related to infrastructure and mining); education (teacher training in science and math); and information and communication technology (ICT) (both in the ICT sector and cross-cutting into other sectors). Other important areas where high-level skills are needed are those fields focusing on more policy-relevant research on Africa’s development challenges that can inform policymakers and public debate, for example the fields of statistics and quantitative economics. The region also faces technical skills shortages in the areas of procurement, financial management (FM), and safeguards (environmental and social), affecting the design and implementation of development projects financed by governments and development partners. In development projects, this results in an overreliance on expatriates and international consultants for the design and implementation of projects.

5. **Human resource capacity in SSA remains particularly low in the science and technology (S&T) fields.** A survey of executives shows that for the indicator “Availability of scientists and engineers” Nigeria and Mauritania rank globally 79th and 137th, respectively, out of 137 countries. The share of researchers engaged in engineering and technology-related research in 2010 for Senegal and Ghana was 2 and 13 percent, respectively, compared to 62 percent (2013) in Singapore, for example. In 2014, the number of researchers per one million inhabitants in South Korea was 6,899 and only 88 in SSA. Although home to 14 percent of the world’s population, SSA’s share of the global expenditure on research and
development (R&D) in 2014 was only 0.8 percent, a figure which had remained static for the prior 5 years.

6. Improved productivity can be achieved by equipping the workforce with the S&T skills required for the jobs of today and the future as well as ensuring they have the competencies necessary to develop, adapt and apply solutions to the specific sectoral challenges in Africa (e.g., in supporting industries in producing higher value-added products and services). If African higher education institutions were transformed to deliver international-quality training and applied research, becoming more dynamic and internationally connected, such training and research could be undertaken in Africa. Thus, African talent would be more likely to stay in the region and in turn increase institutional capacity in the region to adopt more technology, deliver innovative services and support evidence-based policy making.

Sectoral and Institutional Context

7. The education systems in SSA face important challenges at all levels. While significant gains have been observed in increasing access to primary education in the region, major efforts are still needed to ensure all children have access to quality basic education – as this provides the foundation for an individual’s success in post-basic education. Continued and increased efforts are also needed to increase access to and improve the quality and relevance of secondary, technical and vocational education and training (TVET) and higher education, in an effort to combat youth unemployment and underemployment and to build overall capacity in the region.

8. Higher education in SSA, especially at the postgraduate level, is not generally responsive to the region’s needs for skills, training and knowledge. This is a result of limited high quality and market-relevant academic programs and the small number of graduates with skills critical for the priority sectors. Consequently, many students from the region seeking postgraduate degrees make the decision to obtain them outside of SSA. Available data indicate that in 2016, out of the almost 200,000 higher education students from West and Central Africa studying outside their countries, fewer than 20 percent were studying in SSA. For example, out of the 23,000 Cameroonians pursuing their studies abroad, only 8 percent are doing so in SSA. Similarly, in 2016, 50,000 of Nigeria’s 65,000 outbound students were pursuing their studies outside of SSA.

9. While the tuition and living costs of these outbound students is expensive for the region, the loss of talent has even more significant implications. It costs the region an estimated US$3.6 billion per year to cover the costs of these students. As a result of these students not returning to the region but choosing to work abroad upon graduating, the region is driven further into a talent pool deficit. Further, without timely expansion of quality postgraduate programs, the region will undermine the future quality and employability outcomes of higher education due to lack of qualified faculty. The student population in higher education institutions in West and Central Africa is expected to double every ten years over the next 30 years.

10. Each of the limitations mentioned above in this section are discussed in further detail below:

(i) **Low quality of higher education programs.** Global higher education rankings provide some indication of the quality of universities and the programs they offer. The most widely used rankings show that, in SSA, only a few South African universities feature in the top 500.\(^1\) International accreditation assessments of education programs in engineering undertaken in the context of the World Bank-financed Africa Higher Education Centers of Excellence Project (ACE I) highlight the following as key drivers of poor quality programs: (a) the educational objectives of programs and student learning outcomes are not clearly stated nor are they assessed; (b) there are no periodic reviews of the competencies of graduates that are in demand by

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1\(^{\text{An exception is Makerere University, from Uganda, which placed 401-500 in the Times Higher Education Ranking.}}\)
employers; (c) programs provide few hands-on practical projects/opportunities, placing an emphasis on
theoretical knowledge; (d) student admissions processes do not adequately capture the preparedness of
students for highly technical fields such as engineering; (e) weak processes exist for selecting and
determining the basic coursework for various fields of study; and (f) no mechanisms exist to ensure that
teaching and assessment procedures are followed. These shortcomings are found to be more important than
the other identified shortcomings, which include the limited qualifications of the faculty as well as limitations
in the teaching and learning environment (for example, limited internet connectivity, insufficient and
inadequate equipment and laboratories for teaching and research).

(ii) **Limited impact on economic development of postgraduate education and applied research (including linkages with labor-market needs of the priority sectors).** Companies, line ministries and other key sector
players in the region who stand to benefit significantly from the availability of skilled graduates and relevant
research outputs, are usually not active participants in the education or research activities of most SSA
universities. In most universities in SSA, industry representatives and other key sector players are not
involved in education or research activities. Their absence contributes to a mismatch in the demand for and
supply of skills, and a misalignment of applied research with priority sector needs. As a result, graduates and
research outputs of these academic programs have only a limited impact on addressing challenges that the
priority sectors face. There is inadequate engagement in, for example, curricula development, advisory
boards at universities, identifying research topics and providing internships to students. Without steering
postgraduate programs and applied research towards development impact, the continent will not maximize
its benefits from its human resources.

(iii) **Limited quantity of higher education graduates (particularly from master’s and PhD programs),** especially
in priority sectors. The region has experienced a massive expansion in student enrollment in higher
education, with the majority of public universities in Africa experiencing increases in enrollment far beyond
what they were designed to accommodate. In the region as a whole, higher education enrollment increased
from 2.5 million in 2000 to 7.4 million in 2015. Despite this significant expansion in enrollment, the gross
higher education enrollment rate remains low at 9 percent (compared to 74 percent in the developed world).
Further, only six percent of total enrolment is in master’s degree programs and one percent in PhD programs.
In West Africa, the share of higher education students enrolled in Science, Technology, Engineering and Math
(STEM) programs, which are critical fields for economic growth and development, is as low as 9 percent in
some countries, according to available data. Female enrollment in STEM fields is also extremely low – for
example, reaching just 5 percent in Niger and 8 percent in Ghana. Such low higher education enrollment
rates, coupled with a shortage of skilled labor, points to the significant need for a strategic expansion of the
higher education sector. While there has also been a proliferation of private higher education institutions in
the region, complementing the offerings of public universities, programs offered by private institutions are,
in many cases, of poor quality and in the social sciences as they cost much less to offer than STEM programs.

11. **Other major challenges are observed that are critical for improving the quality and relevance of higher
education and for increasing the number of qualified graduates:**

   (i) **Limited regional higher education integration:** Regional higher education integration – which to date has
been limited – is advantageous as no one country can afford to fund quality higher education in all the
areas required for the development of their economies and challenges they face. As such, it is inefficient
and a missed opportunity if knowledge and skills acquisition are not generated as a public good to solve
common regional problems. Further, the limited demand for higher education at a national level results in
little competition among higher education institutions, and hence there is lower value-for-money (whether public or private). To date, there has only been limited regional coordination in higher education, leading to the unnecessary replication of efforts and inefficient public investments. Governments and most institutions are yet to develop a regional vision, strategy and capacity that will lead to a competitive regional market for higher education. A practical issue stemming from the lack of regional integration is the cumbersome nature of mutual and international recognition of accreditation.

(ii) **Ineffective governance and inefficient management of higher education institutions:** Weak governance is often manifested in internal conflicts between faculties and departments, faculty and student strikes, and frequent non-merit-based appointments. Weak governance stems from: a lack of pro-active, transparent, and professional leadership; political interference; and decisions motivated by other non-academic (including personal and political) objectives. The lack of a consistently maintained academic calendar with timely admission and exams – combined with limited management information systems (MIS), weak FM and procurement at the institutional level – often lead to low quality programs and, hence, graduates with low level of competences. Specifically, the lack of reliable and timely data results in poor planning, lack of accountability of institutional leadership, an inefficient use of resources, and difficulties in assessing institutional performance.

(iii) **Inadequate financing for higher education:** The provision of quality higher education cannot be sustained without additional contributions from affluent households and the private sector. Public funding for higher education is scarce across the region – and, by itself, is insufficient to finance the expansion of and improvements in higher education. Except for Senegal, Sierra Leone, Ghana, Cote d’Ivoire, and Gabon, government investments in higher education in West and Central Africa is less than 1 percent of GDP, on average. Most students enrolled in higher education in SSA come from relatively affluent households that can contribute more towards covering the costs of higher education particularly at the postgraduate level. Currently, public funding in SSA targeting low-income students is insufficient. Further, public funding is not specifically channeled to strategic areas of higher education where private investments are not forthcoming (such as STEM). Also, institutions do not give adequate attention to supplementing public funding through non-budgetary services (e.g. student fees, consultancies, private donations, and international R&D competitions).

12. **Addressing the above-mentioned challenges in the higher education sector would require interventions at the national and regional levels.** A number of such efforts have been undertaken or are currently underway. At the national level, the World Bank is supporting national higher education programs in several SSA countries. For example, in West Africa, there are currently International Development Association (IDA)-funded higher education projects in Senegal, Mali, Burkina Faso, and Cote d’Ivoire. These projects aim to address key challenges faced by the national higher education system - related to employability, access and equity, and the quality of higher education - with a focus on the undergraduate level and government capacity for accreditation and financing. At the regional level, the World Bank launched its first regional higher education intervention in SSA through a series of ACE Projects. The ACE I project (first phase), was launched in 2014 in West and Central Africa and supports 22 centers and the ACE II project (second phase) was launched in 2016 in East and Southern Africa and supports 24 centers.

13. **The proposed new Africa Higher Education Centers of Excellence for Development Impact (ACE Impact) operations target West and Central African countries (including Djibouti) and consist of two phases - which are under preparation concurrently – across 12 countries.** The proposed ACE Impact I project will support an estimated 33 ACE centers and 2 Emerging centers in Burkina Faso, Djibouti, Ghana, Guinea, Nigeria and Senegal. The Phase II project will
support about 11 ACE centers and 3 Emerging centers in Benin, Cameroon, Cote d’Ivoire, Niger, The Gambia and Togo. The technical design of both phases are the same, but they are being prepared and delivered in a phased approach based on the readiness of participating countries (see the Project Description section below for the rationale for the phased approach). Figure 1 below provides an illustration of the key differences between the three ACE projects (ACE I, ACE II and ACE Impact – Phases I and II).

14. The ACE projects aim to build regional capacity to deliver high quality postgraduate courses and to conduct and disseminate international caliber applied research focused on addressing development challenges in SSA. Given the limited resources available to support postgraduate training and applied research in SSA, the ACE projects are designed to increase specialization and excellence of higher education. Students are increasingly crossing borders for their studies in West and Central Africa and thus remain in region. Further, universities will enhance regional collaboration through university networks. This will build regional capacity essential to Africa’s development. Through regional, the ACE projects leverage institutional and national strengths to serve regional needs. To achieve results, the ACE projects use a regional model with the following elements: transparent and competitive selection of centers; a strong focus on regional collaboration and student recruitment; strong government and institutional ownership; results-based financing (RBF) with independent verification of results; a robust monitoring and evaluation.

Figure 1: Diagram showing the three ACE Projects (ACE I, ACE II and ACE Impact) and the key differing features (where blue arrows show the duration between start and expected end dates of project implementation)

15. Each Africa Center of Excellence (ACE center) contributes to the broader regional project goal of strengthening and regionalizing higher education in SSA. An ACE center consists of a group of faculty members from multiple academic departments led by a recognized center leader and with a network of external sector and academic partners. The education and applied research activities of the Center focus on a single thematic area that is critical for development, for instance climate change. ACE centers aim to recruit a high-quality regional student body and work towards: producing
a highly trained workforce with skills tailored to the needs of the sector(s) they serve; partnering with industry and sector stakeholders to identify regional needs; and disseminating research results both in international publications and through appropriate regional channels.

16. The proposed ACE Impact I project builds on lessons learned from the ACE I and II projects and emphasizes the largest remaining challenge of increasing impact on development. The ACE I and II projects showed that the selection and support model stimulated the African universities to achieve and, in many cases, exceed the targets for expansion in postgraduate student enrolment, including for regional students, and research, as well as, for the first time, achieve a certified international quality of education, raise financial sustainability of the results and substantially increase engagement with the targeted economic sector. With the success of the established model, the proposed project will scale up the impact on production of quality, employable graduates and applied research in well-performing existing centers, and support new centers, including in countries that did not participate in ACE I. Further, the proposed project represents a further evolution by targeting a larger impact on development through: (a) specific targeting of pre-identified specific skills and knowledge gaps for the region (power engineering, ICT, environmental sciences etc.); (b) ensuring mandatory upfront and continuous engagement with the targeted economic sector/industry players; (c) increasing focus on institutional change in the university beyond one center of a university, including a specific focus on strengthening engineering and technology schools; (d) allowing less competitive (Emerging) institutions to benefit from regional networking with the ACEs; (e) directly linking with a series of other World Bank and government supported regional initiatives; and (f) building the project into a multi-partner platform for enhancing Africa’s higher education.

17. By adding the ACE Impact, I and II projects, the World Bank will be supporting a total of 72 centers of excellence across SSA. This support will serve as a needed catalyst in building the highly skilled workforce and generating the applied research knowledge required to drive SSA’s economic transformation. In the developed and Emerging economies, universities continue to be pivotal in driving change through similar centers of excellence concepts, although often in larger quantities. For example, the Government of India supported 135 engineering colleges to improve the quality of their programs/training offered under the World Bank-financed Technical Education Quality Improvement Program. Further, it is common to find many specialized centers in a single world-class university. For example, KTH Royal Institute of Technology, a top-ranked Swedish university, currently has more than 50 such centers.

18. The proposed ACE Impact I project is aligned with the Partnership for Skills in Applied Sciences, Engineering and Technology (PASET), which seeks to build – from the technical/vocational level to higher education and research – a technical and scientifically skilled labor force to support priority sectors in SSA. Two of the higher education related initiatives under PASET are the Regional Scholarship and Innovation Fund (RSIF) and the Regional Benchmarking of SSA Universities. The ACE I and II projects have provided the framework within which PASET’s regional scholarship fund has been nurtured and will now be supported as a World Bank-financed project - Africa Regional Scholarship and Innovation Fund for Applied Sciences, Engineering and Technology. RSIF is supported by many stakeholders in and outside SSA. Under the proposed ACE Impact I project, participating countries may allocate up to US$2 million of the ACE Impact I envelope to the RSIF. Most higher education systems in the region lack accountability in the performance of their higher education institutions. However, under PASET’s Benchmarking initiative, there has been a strong momentum from several governments and universities in the region to strengthen the availability of data which can be used for performance assessment. About 31 universities (most of which host ACE centers) across 12 countries participated in the PASET Benchmarking exercise in 2016. The benchmarking compared the universities on 60 indicators including access, gender, quality of faculty, governance, financing, research, graduate outcomes and technology transfer. Benchmarking exercises, coupled with student engagement surveys and graduate tracer study tools which are currently being developed could help to establish a foundation for greater accountability and performance in higher education.
institutions in the region.

C. Proposed Development Objective(s)

19. The PDO is to improve the quality, quantity and development impact of postgraduate education in selected universities through regional specialization and collaboration.

Key Results

20. The PDO-level indicators are:

- Number of students (national and regional) enrolled in postgraduate programs in the selected ACEs (Quantity of Education & Regional Specialization)
- Number of ACE programs and ACE host institutions that obtain international accreditation (Quality of Education)
- Number of ACEs that have substantial development impact (as measured by an independent evaluation of each center’s impact on development at mid-term and end of project)
- Share of ACE hosting institutions with a comprehensive strategic plan for regionalization (regional specialization and collaboration)
- Number of students and faculty participating in internships and/or apprenticeships in relevant industry/sector institutions (Development Impact of Education)

D. Project Description

21. The proposed ACE Impact I project – is the first of the two phases currently under preparation. The phased approach allows prioritizing of countries and institutions that are ready to move forward. The two phases – the ACE Impact I and II projects will remain as one program, with a common evaluation and selection schedule and processes, project operational manual (POM), as well as implementation arrangements structures.

22. The regional facilitation unit (RFU), will be hosted at the Association of African Universities (AAU), and will be responsible for regional coordination and monitoring and evaluation activities for both phases, will be financed under ACE Impact I through a regional grant (US$10 million). The ACE Impact I countries, Burkina Faso, Djibouti, Ghana, Guinea, Nigeria and Senegal, were selected based on the following criteria: (i) country readiness- determined by the availability of a government team that can assist in the fiduciary assessments; countries with pre-identified pool of participating institutions; or countries with no co-financing; (ii) expressed interest – countries that expressed interest in participating in the project first are prioritized and (ii) planned elections – those countries with planned elections in February – March 2019 were also prioritized. The ACE Impact II project which will support Benin, Cameroon, Cote d’Ivoire, Niger, The Gambia and Togo.

23. The proposed project consists of three components: Component 1: Establishing new and scaling-up well-performing existing ACEs (from ACE I) for development impact; Component 2: Fostering regional partnerships and scholarships; and Component 3: Enhancing regional project facilitation, and monitoring and evaluation (M&E). Component 1 will aim to strengthen capacity in the ACEs and their host institutions (supply-side), while Component 2 will aim to strengthen non-ACE institutions in the region and allow students to benefit from the capacity in the ACEs

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2 In this project, postgraduate is defined to include master’s and Ph.D. degrees, and short-term professional courses.
(demand-side). Component 3 will aim to support national and regional facilitation of the project and M&E related activities. Financing for Component 1 and 2 will be result-based, while financing for Component 3 will be cost-based.

**Table 1: Overview of ACE Impact | Project Components and Sub-Components**

<table>
<thead>
<tr>
<th>Component 1</th>
<th>Component 2</th>
<th>Component 3</th>
</tr>
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<tbody>
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<td>Establishing new and scaling-up well-performing existing ACEs for development impact</td>
<td>Fostering regional partnerships and scholarships</td>
<td>Enhancing national and regional level project facilitation, and monitoring and evaluation (M&amp;E)</td>
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**Sub-component 1.1**
Support to establish new centers of excellence.

**Sub-component 1.2**
Support to scale-up well performing ACE I centers

Additional support to the best engineering and technology ACE institutions (costs already incorporated into costs for Component 1)

**Sub-component 2.1**
Support to Emerging centers (non-ACEs) for networking, regional technical assistance and improving learning environment.

*Additional support to engineering and technology schools hosting Emerging centers*

**Sub-component 2.2**
Support for PhD scholarships through the PASET Scholarship & Innovation Fund

**Sub-component 3.1**
Support for project facilitation and M&E at the Regional level;

**Sub-component 3.2**
Support for national level coordination (Ghana and Nigeria) by the government-designated national higher education agencies

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Component 1: Establishing new and scaling up well-performing existing Africa Centers of Excellence (from ACE I) for development impact (Total: US$356 million of which the IDA contribution is US$158 million and AFD contribution is US$40 million)

24. **Component 1 aims to build and strengthen the capacity of 33 competitively selected centers based in higher education institutions across West and Central Africa.** Component 1 has two sub-components: Sub-component 1.1 will establish new ACEs for skills development and knowledge generation (through applied research) to address development challenges, which are not addressed under the ACE I project. Sub-component 1.2 will provide additional support to well-performing ACEs participating in the ACE I project (these ACEs will be referred to as *renewals*) to scale-up impact on development challenges, to strengthen regional collaboration, and ensure that these ACEs are fully fiscally sustainable). Additional funding will be available to support the best engineering and technology institutions hosting ACEs from Sub-components 1.1 and 1.2, to strengthen institutional impact.

25. **Each ACE Impact center (new and renewals) supported through Component 1 will focus its activities on a specific regional development challenge.** Each of these centers is targeted in its scope and will deliver postgraduate education and applied research programs developed in coordination with relevant stakeholders. While the center workplans are focused, a multidisciplinary approach will be essential to achieve the goals of each center.

26. The following sub-sections provide details on key aspects of establishing the new ACEs and scaling up a select group of existing ACE I centers: (i) strategic objectives and activities; (ii) strategic and competitive selection process; (iii) pre-identified (targeted) regional development challenges; and (iv) funding of the ACE Impact centers and the institutions.
in which they are hosted:

(i) **ACE’s strategic objectives and activities:** Each ACE Impact center under Component 1 will scale-up post-graduate education, applied collaborative research and outreach to address regional development challenges. This will be achieved through: higher quality postgraduate education addressing the skills gap and tackling priority applied research questions; leading regional education networks; and delivering short-term courses, for example, a two-week course for mid-career professionals. In consultation with stakeholders, the centers will update and/or launch new postgraduate (master’s and Ph.D.) degree programs that are accredited to meet international high-quality standards. The centers will offer curricula that ensure that their students have the demanded competences upon graduating from their degree programs, including analytical, digital skills, and entrepreneurial competencies. Partnerships with national, regional, and global sectoral actors will ensure that the ACEs focus their activities on education and research to solve specific problems associated with the development challenges. Centers will disseminate their research findings to policymakers and companies, as well as through international peer reviewed journals. Further, each center will be required to have policies backed by specific interventions in place to: (a) increase the number of females within their student body, faculty and academic leadership; and (b) ensure the overall well-being of their student population. Under this project, greater emphasis will be placed on ensuring ACE host institutions are incentivized to undertake several activities, including those which promote: good governance; data collection and management; and regionalization of their institutions, that is, taking steps to make their institutions regionally (and globally) competitive.

(ii) **Strategic and competitive selection of ACEs:** The evaluation and selection process which covered proposals from all participating countries from ACE Impact I and II projects was rigorous, transparent, merit-based and consistent with international standards for higher education and research funding organizations. The evaluation process consisted of a two-stage desk evaluation (individual expert evaluations and a panel evaluation) and site visits that were performed by several independent evaluation experts from SSA, the diaspora and across the globe. The selection process was designed to ensure that the selected ACE Impact centers will together address many of the region’s specific development challenges and leading to a balanced portfolio of ACEs in terms of new and renewal (selected existing ACE I) centers and their focus areas, countries and language groups participating in the project (see figure 2 for the steps for the evaluation and selection process). Out of the 105 eligible proposals submitted, the PSC (Ministerial level) selected 44 ACEs under ACE Impact I (33 centers) and II (11 centers) projects based on recommendations from the evaluation experts, using objective rules.
(iii) **The Pre-Identified (Targeted) Regional Development Challenges:** Although all centers will address a regional development challenge, about 15 of the centers were selected to address pre-identified shortages of skills and knowledge necessary in solving regional development challenges. In consultation with regional governments, the private sector, and other regional stakeholders, a set of Terms of Reference (TORs) with expected educational and applied research outcomes were prepared for each of the following 11 pre-identified thematic areas: water, digital development (ICT), power and renewable energy (energy), urban design, coastal degradation, social risk management (includes environmental science and applied Impact assessment), education, transport-logistics, quantitative economics, procurement and nursing/health professionals. At least one proposal was selected within each area except for procurement (lone proposal was of low quality) and social risk management (no proposals submitted). However, one of the selected centers will receive add-on funding to offer programs in social risk management.

(iv) **Center Funding:** The governments, selected universities and the World Bank will discuss the allocation of funds to the selected centers based on funding needs of each center (taking into consideration the thematic area) and the ACE host country’s priorities. Each center’s funds will be distributed across a set of disbursement-linked indicators/results (DLIs/DLRs). These DLIs are pre-identified indicators that once achieved by an ACE and the results (disbursement-linked results – DLRs) independently verified, the ACE will receive a set amount of funds which will be pre-determined for that specific DLI. Specifically, disbursements up to a capped amount will be made against specific line items (eligible expenditure programs -EEPs) in the annual budget of each center and its host institution, conditioned on the achievement of the specified DLRs. These EEPs will consist of salaries, scholarships and operating costs. Each university will sign a performance and funding agreement (PFA) with its government. These agreements will include the following stipulations:

- New centers may allocate up to 25 percent of funding for civil works;
- At least 15 percent of the funding must be invested in partnership activities with at least 10 percent (of the total funding) invested in partnerships outside of the ACE host country. Partnership agreements between ACEs and their partners will include a detailed workplan, budget and agreed results;
- Up to 10 percent of the funding must go towards the ACE host institution’s activities which will be included in the implementation plan and annual workplans of the ACE;
- Government and institutional contributions (in-kind, staffing and financing) for the center’s establishment and sustainability will be specified and required; and
• Based upon performance, the funding amount provided to each ACE and usage of the funding can be adjusted by the World Bank in consultation with the ACE host government. At mid-term of project implementation, there will be a thorough evaluation of performance and the grant amount to each ACE will be reviewed. In particular, it is expected that poor performing ACEs will see their grant reduced by 50% of the uncommitted amount that is above half of their grant. Three years after signing, it is planned that half (50%) of the remaining undisbursed institutional grant will be removed. The additional funding would be made available to the institutions performing well. These gradual and automatic reductions in grant amounts seek to reduce the risk of having large funds committed to institutions that are slower in achieving results and implementation.

**Sub-component 1.1: Support to establish new centers of excellence (Total: US$217 million of which the IDA contribution is US$96 million and AFD contribution is US$25 million)**

27. **Sub-component 1.1 aims to support the establishment 20 new ACEs (also referred to as ACE Impact centers under the project) and increase the number of top quality centers and relevant programs offered in the region and also broaden the scope by introducing new thematic areas that do not exist in ACE I.** All ACE Impact I countries, except Djibouti, will have a new ACE center. This sub-component will provide, on average, US$6 million to each center to fund its activities. The final funding allocation to each center will depend on the thematic area, the overall funding needs indicated in the center’s proposal, the funding envelope of the center’s government and the government’s priorities (see Component 1 above for the detailed description of the expected activities). For this sub-component, the release of IDA funds will be linked to the achievement of seven DLIs: (a) Institutional implementation readiness (DLI1); (b) development impact of the ACE Center (DLI2); (c) quantity of students with focus on gender and regionalization (DLI3); (d) quality of education and research (DLI4); (e) relevance of education and research (DLI5); (f) fiduciary enhancement- timeliness and transparency (DLI6); and (g) Institutional impact- to be accomplished by ACE host institution (DLI 7).

**Sub-component 1.2: Support to scale-up well performing ACE I centers (Total: US$139 million of which the IDA contribution is US$62 million and AFD contribution is US$15 million)**

28. **Sub-component 1.2 aims to provide additional funding and support to 13 existing ACEs (currently supported under ACE I, also under this project referred to as ACE Impact centers) to enable them to scale-up their activities and deepen their development impact.** The results of the ACE impact selection suggest that all participating ACE I countries in ACE Impact I will have at least one of their ACE I centers participating in this sub-component. This funding will help the centers to: strengthen productive partnerships with industry, sectoral stakeholders, ministries and policymakers; boost their regional leadership of regional networks; allow them to lead efforts in the training of quality postgraduate students and maintain their international accreditation; and act as drivers of applied research solutions to development challenges in the region. The average funding for each selected ACE will be US$4 million, which is equivalent to approximately half the amount of funding previously provided under ACE I, with the expectation that most of these centers will not require capital intensive civil works at the levels they needed in ACE I. Further, these ACEs will be supported to increase their fundraising efforts to become fully sustainable after this round of funding. The final funding allocation to each center will be decided following the selection of the ACEs and will depend on the thematic area, the overall funding needs indicated in the center’s proposal, the funding envelope of the center’s government and the government’s priorities. For this sub-component, the release of IDA funds will be linked to the achievement of the same seven DLIs listed under sub-component 1.1 above. The DLI amounts for each center will vary between ACEs to customize to the center-specific
objectives.

Additional support Social and Environmental Risk Management Training

29. Burkina Faso and Nigeria will each use a portion of their funding allocation (US$1 – 2 million) towards add-on funding to support an ACE Impact center to develop and offer training in Social and Environmental Risk Management. This add-on will be in addition to the ACE’s core set of training and research programs. This funding will support master’s and professional short courses. The anticipated focal areas are expected to strengthen capacity through: i) creating a regional network in social safeguards risk management; ii) conducting training for agencies of infrastructure and natural resources projects; and iii) facilitating regional sharing of experiences and learning in safeguards risk management, Grievance Redress Mechanism and benefit-sharing. Graduates will be equipped with comprehensive and interdisciplinary knowledge of social and environmental sustainability problems and will deepen their understanding of the role of social and environmental assessment and safeguards in project development and implementation.

Additional support to engineering and technology ACE hosting institutions

30. Three institutions that are selected to host an engineering and/or technology-focused ACE Impact center with capacity in other engineering and technology disciplines will have the opportunity to receive additional funding of up to US$8 million. Ghana, Burkina Faso and Djibouti each have an institution which fits the profile and adequate funding and so will allocate funding for this support. This funding would support an institution-wide strengthening of the engineering and technology programs within their College or School of Engineering (CoE). The CoE will be expected to meet the same seven DLIs as under Sub-components 1.1 and 1.2, to incentivize the scaling-up of enrolment of undergraduates (especially females); achieving international quality standards; introducing new academic programs; promoting project-based learning and innovative pedagogy; establishing new laboratories; enabling technology transfer and business/entrepreneurship; building linkages to business programs; enhancing teaching and research capacity; and promoting institutional transformation in terms of policies and operations.

Component 2: Fostering Regional Partnerships and Scholarships (Total: US$43 million of which the IDA contribution is US$25.5 million)

31. Component 2 seeks to expand the regional impact of the ACEs funded under Component 1 by providing demand-side funding for partnering institutions and regional students to purchase training and consulting services from the ACEs that are most relevant. Component 2 has two sub-components: Sub-component 2.1 will finance regional institutional partnerships, while Sub-component 2.2 will be optional and will finance governments’ contribution towards the PASET RSIF.

Sub-component 2.1: Support to Emerging centers (non-ACEs) for networking, regional technical assistance and improving learning environment (Total: US$35 million of which the IDA contribution is US$17.5 million)

32. Sub-component 2.1 will support two Emerging centers to develop regional institutional partnerships with ACEs (under Component 1) and other relevant international partners to strengthen the capacity of their higher education institutions. These Emerging centers will be in the form of a department/school or a multidisciplinary center within an institution. Participating countries eligible for support under this sub-component are those that have not yet received

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3 The term College/School of Engineering (CoE) is used generically here, and may refer to a Faculty, a Polytechnic within a university, or other similar organizational structure.
support to establish ACE I centers, notably Djibouti (transport-logistics, supply chain management and ICT) and Guinea (mining).

(i) **Strategic objectives and activities**: The supported institutions will be provided funding to strengthen, through partnerships, both undergraduate and postgraduate (focus is more on master’s level than PhD) education programs that will provide training to their students and develop in them the skills which will be useful in addressing national development needs of the country hosting the center. The Emerging centers to be established under this sub-component will receive support for activities including: regional technical assistance (TA) to strengthen academic programs and curriculum design; faculty scholarships and training; costs of visiting faculty; TA for institutional policies and practices; improving teaching and research resources; and other regional engagements.

(ii) **Strategic and non-competitive selection of Emerging centers**: The two Emerging centers, selected non-competitively, will receive funding based on their strategic importance for achieving national development objectives. Although non-competitive, these institutions, in conjunction with national higher education authorities, were required to submit strong proposals with specific strategic targets in order to receive financial support under this sub-component as Emerging centers (see Figure 3 for the timeline for vetting the proposals submitted under Sub-component 2.1). They received upfront proposal writing support. To strengthen the academic support base of these centers they will be mapped to the regional network of an ACE supported under Component 1 that is focusing on a similar thematic area.

![Figure 3: Timeline for non-competitive selection of sub-component 2.1 Emerging centers](image)

(iii) **Emerging center funding**: The government, selected Emerging center institutions and the World Bank will discuss the allocation of funding to the centers based on funding needs of the center and the priorities of the host country of the centers. Each center’s funds will be distributed across the relevant DLIs/DLRs. These centers will be expected to meet the same seven DLIs as is the case for the component 1 ACEs, with modifications to the DLRs to incentivize, to a greater extent, results of improved undergraduate and master’s programs and well-functioning regional networks with the ACEs. Similar to disbursements under Component 1, up to a capped amount will be disbursed against specific EEPs (salaries, scholarships and operating costs) in the annual budget of each center and its host institution, conditioned on the achievement of the specified DLRs. Each institution will sign a PFA with its government. These agreements will include requirements that:

- At least 30 percent of the funding for each center under this sub-component will be invested in regional
partnerships (with new or renewal ACEs that have been selected to receive support under Component 1) and international institutional partnerships (with other institutions outside the ACEs and the region - especially for sectors for which no Component 1 ACE exists). The funds can be used to cover regional TA to strengthen academic programs, curriculum design, institutional policies and practices; faculty scholarships and training; and costs of visiting faculty; and

- The remaining 60 percent of the funding will support investment in teaching, learning and research equipment and other hardware necessary for regional partnerships and supporting institutional transformation.

Sub-component 2.2: Support for PhD scholarships through the PASET Regional Scholarship & Innovation Fund (RSIF) (Total: US$ 8 million in IDA contribution)

33. Sub-component 2.2 will finance regional scholarships through the PASET RSIF to support primarily the training of the next generation of faculty for higher education institutions in the region. This sub-component will build institutional capacity, and will improve the quality and quantity of academic staff in the region’s higher education institutions, ultimately increasing academic capacity of these institutions.

34. The RSIF, a pan-African Scholarship program, through a regional competition, provides Ph.D. scholarships to top-performing master’s students with the aim of creating a strong pipeline of faculty and researchers in applied sciences, engineering and technology fields. Five countries (Cote d’Ivoire, Ethiopia, Kenya, Rwanda and Senegal) have taken the lead and made commitments of US$2 million each to the general Fund which was established by African governments in 2015. Several SSA countries have expressed strong interest in contributing to the RSIF. The RSIF, through the World Bank-financed Africa Regional Scholarship and Innovation Fund for Applied Sciences, Engineering and Technology (RSIF) Project, recently approved by the World Bank (in July 2018), is also receiving US$15 million and US$10 million from the World Bank (IDA grant) and South Korea (grant), respectively. The RSIF, in addition to the general Fund, seeks to serve as a pan-African platform which will establish an African-led permanent fund to finance the continent’s top students in S&T to pursue their studies in Africa, while providing them with opportunities through a sandwich program to carry out part of their research at top international partner institutions.

35. To be offered a seat on the PASET Governing Council and Executive Board, each country is required to contribute at least US$2 million. Countries can contribute from their own national resources and/or through World Bank-financed national and regional higher education projects. Under the proposed ACE Impact I project, participating countries may choose to finance up to US$2 million of their contribution to the RSIF through IDA credits. To date, five countries have expressed interest in this option (Nigeria, Ghana, Senegal and Burkina Faso). The final list of participating countries and funding amounts to be allocated to the RSIF will be confirmed during project appraisal. On approval of the ACE Impact I project, any funds allocated by participating countries to the RSIF will be disbursed directly to the Fund established and managed under the World Bank-financed RSIF project, pursuant to subsidiary agreements signed between each contributing country and the implementing entity of the Fund (the International Centre of Insect Physiology and Ecology - icipe). The RSIF project will be responsible for supervision (including technical, fiduciary and safeguards) of all funds transferred to the Fund from the ACE Impact I project. The RSIF team will provide information/data on key indicators to report on progress and outcomes in the ACE Impact I project reports (such as the Implementation Status and Results Report (ISR) and Implementation Completion and Results Report (ICR)).

Component 3: Enhancing National and Regional level Project Facilitation, and Monitoring and Evaluation (Total: US$15.5 million in IDA contribution)
36. **Component 3 will support regional and national project facilitation and monitoring and evaluation (M&E).**

*Sub-component 3.1: Regional-level project facilitation and monitoring and evaluation (M&E) (Total: US$10 million in IDA grant).*

37. Through a regional IDA grant of US$10 million, Component 3.1 will fund the Association of African Universities (AAU), which will continue as the Regional Facilitation Unit (RFU), to facilitate the ACE Impact I project’s regional activities and support the centers under the project. Activities will include: M&E activities such as development of an online M&E database platform, verification of results, benchmarking of ACE host universities, and graduate tracer studies; site supervision visits of ACEs by independent experts; communications, safeguards support, capacity-building; and knowledge sharing and networking among ACEs and governments. The RFU will also liaise with ongoing regional and national in order to strengthen the ACE regional networks, including through digital networking platforms.

*Sub-component 3.2: National-level project facilitation (Total: US$5.5 million in IDA credit).*

38. Under sub-component 3.2 activities in Burkina Faso, Ghana and Nigeria will be coordinated by a National Project Facilitation. Total allocation, including contingencies will be US$5.5 million. This sub-component will finance project implementation support and facilitation by the national agencies responsible for tertiary education in the countries where the national project investments exceeds US$25 million. These are the National Universities Commission for Nigeria, the National Council for Tertiary Education (NCTE) for Ghana and the Ministry of Higher Education, Research and Innovation (MESRI) for Burkina Faso. The MESRI of Burkina Faso currently hosts the Project Implementation Unit (PIU) of its IDA-Funded national higher education project (mentioned earlier in the document). This same MESRI-PIU will play the national facilitator role for ACEs in Burkina Faso. The objective is to support national facilitation of the project within their respective countries. The results will be measured by the degree to which the ACEs in the respective countries achieve the project objectives including compliance with fiduciary, safeguard and anti-corruption guidelines. The activities will include supervision and training related to educational, research, implementation, fiduciary and safeguards aspects; as well as national monitoring and evaluation and minor technical assistance.

**Unallocated (Total: US$18 million in IDA contribution)**

39. **An amount of US$18 million (IDA credit) will be unallocated.** Each country’s portion of the unallocated funds will remain within each respective country. These unallocated funds will be allocated during project implementation to either: (i) centers and host universities that are producing strong results to further improve overall impact; or (ii) unforeseen but necessary activities critical for the achievement of the PDO. Following an evaluation of the performance of ACEs at mid-term, the World Bank in discussion with governments will decide which ACE(s) will receive the unallocated funding within each country’s funding envelope.
E. Implementation

40. Project implementation will draw on the experience of the ACE I and II projects, where an established implementation and supervision structures have been developed over the last four years. Key elements of this working model are: (i) direct responsibility for implementation of the selected ACE center proposals led by the ACEs; (ii) strong regional coordination and TA at the regional level through the AAU; and (iii) consistent accountability and implementation support through the national and regional project steering committees. The implementation arrangements for the ACE Impact projects will build upon these working structures and further strengthen the implementation arrangements for the additional three new countries to ensure that the project is not adversely affected by the increase in number of centers and participating countries.

41. The project’s organogram is presented below:

*Figure 4: Organogram of the proposed ACE Impact Project*

Note: Solid lines represent reporting lines; country 1 and 2 refer to other participating countries excluding Nigeria, Burkina Faso and Ghana. Country 2 is an example of a country that does not have an ACE I center and so is eligible for a new ACE and an Emerging center. For Ghana, Burkina Faso and Nigeria, NCTE, MESRI-PIU and NUC will coordinate at the national level.

42. Each selected higher education institution – whether benefitting from Component 1 or Sub-component 2.1 – will implement its own ACE Impact sub-project. At each ACE host university, an ACE Impact implementation team will be established to manage the project on a day-to-day basis. The team will be led by the center director, who will be a recognized educator/researcher with expertise in the academic focus area of the center. The center director will be supported by a deputy director and faculty from all departments contributing to the center. Each team, also consisting of procurement, FM, M&E, and communications specialists; an industry liaison; etc., will support the
center’s day-to-day operations and assist with fiduciary tasks. The center team will be advised by a SAB; composed of high-level representatives from the center’s industry/sector partners) and an International Academic Advisory Board (IAAB; composed of leading academics from around the world). Both the SAB and the IAAB will contribute to the development of the education programs of the center, and will also provide advice, insight and oversight for the applied research program. Each center as part of its proposal will include its envisioned organizational structure. ACE Impact centers supported under Component 1 will also lead regional networks in their areas of specialization (i.e., serve as research hubs). Each center will sign a partnership agreement with each of its partners with a detailed workplan, budget and expected outcomes. Annually, and based on a consultative basis, each center will develop a workplan that describes the education, research and operational activities that will be accomplished.

43. A typical example of ACE implementation arrangements is the arrangements for the Africa Center of Excellence in Oil Fields Chemical Research (CEFOR), University of Port Harcourt in Nigeria. The ACE will be headed by the center director, who will oversee the day-to-day running of the center and will be assisted by the deputy center director. The center director is based in the Center’s Management Office (CMO), also home to three leaders representing the three research units working on CEFOR and the capacity building unit. They will be responsible for the management of the technical, scientific, and reporting aspects of their specific units. The ACE center will operate semi-autonomously within the general structure of University of Port Harcourt in terms of day-to-day administration and FM. Several departments and faculty of the university will contribute with complementary expertise in petrochemical research within the oil field industry and training programs of the ACE: oil and gas technology, geosciences, occupational health and safety, gas refining and offshore technology. The research, training and other academic activities of the Center will be planned and guided by a committee comprising representatives from industry, key partner institutions and an international scientific advisory board comprised of high level international experts.

44. Each national government participating in the ACE Impact I project will establish a National Steering Committee (NSC) facilitated by the Ministry or agency responsible for higher education. The Committee will be tasked with undertaking a semi-annual review of implementation performance, withdrawal applications, and implementation planning and support. The NSC will not be tasked with day-to-day implementation of the centers’ sub-projects at each institution. While the composition of the NSC will be at the discretion of each participating country, it is anticipated that the Minister or head of agency in charge of higher education will designate a chair who will convene the committee, which will include members from the Ministry of Finance as well as the relevant line ministries for the focus areas of each ACE Impact center in that specific country (e.g. health, water, transport, energy etc.)

45. The ACE Impact Project Steering Committee (PSC) which will cover both ACE Impact projects will provide overall guidance and oversight for the project. The PSC will comprise of two levels: Ministerial and government representative. The Ministerial-level PSC will be comprised of the Ministers in charge of higher education in the participating countries, whereas the representative-level PSC will be comprised of representatives (senior advisors) appointed by these Ministers. A representative from the ECOWAS Commission, relevant regional bodies, recognized African and international academicians, sector representatives, and acknowledged private sector stakeholders will be selected to participate in the PSC meetings. The Ministerial-level will be the highest decision-making body within the project organogram. The representative level will oversee the implementation of the decisions of the Ministerial level. The Chair of the PSC will rotate to the government hosting the meeting.

46. Under Component 3, a regional grant will be given to the AAU, the RFU, which will be responsible for facilitating support to Components 1 and 2 and the overall regional facilitation of the ACE Impact projects. This funding builds upon the AAU’s experience in a similar role for ACE I. The workplan for AAU will be determined annually between the World Bank and the PSC. AAU will: (1) provide implementation support to the centers; (2) facilitate semi-
annual project meetings; (3) coordinate TA and support to centers from subject-matter experts and capacity-building activities; (4) coordinate project M&E and related activities; (5) verify achievements of DLRs; and (6) serve as the secretariat of the PSC and facilitate its meetings.

47. **Small project teams in place at the NCTE (Ghana), the NUC (Nigeria) and MESRI-PIU (Burkina Faso)** will facilitate the implementation of the Ghanaian, Nigerian and Burkinabe elements of the ACE Impact I project, respectively. This is necessary due to the larger number of centers that Burkina Faso, Ghana and Nigeria will host which will require a consolidated facilitation at the national level. The NUC team is coordinating the implementation of the ten Nigerian ACE I centers and previously also facilitated the Nigeria Federal Science & Technical Education at Post-Basic Levels (STEPB). The NUC has established practices for effectively working with the participating universities. It will be strengthened further in terms of its fiduciary capacity. Similarly, NCTE has played a coordinating role for the three ACE I Ghanaian centers. The MESRI-PIU is already playing a similar role under the IDA-funded national higher education project. The NCTE, NUC and the MESRI serve on the ACE I PSC and will do the same for the proposed ACE Impact I project.

48. **Africans in the diaspora will be heavily integrated into project implementation.** A significant number of the proposal evaluators for the ACE Impact projects are academic researchers and administrators from the diaspora who currently work in reputable institutions outside Africa. A number of international subject matter experts recruited to work alongside their local counterparts in providing implementation support are drawn from the diaspora. Under the ACE I project, several center directors and other members of the center leadership teams have extensive and successful career experience in Europe and North America, and many of the academic partnerships that the ACEs have secured involve members of the diaspora. The ACE Impact projects will continue to reap the benefits of the diaspora through partnerships, visiting professorships, consultancies, and advisory bodies such as the SABs and IAABs.

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

The Project will be in select centers in higher education institutions across 6 countries, namely, Burkina Faso, Djibouti, Ghana, Guinea, Nigeria and Senegal. The project has selected these centers from existing institutions. The project aims to focus on quality enhancements of these institutions, where majority of the funding will be on "softer items" such as faculty development, curriculum update, scholarships, and learning resources. A fraction of the project funding will involve construction, rehabilitation and extensions of facilities of the selected institutions, as well as equipping of these facilities. There will be no new land acquisition for these centers because the extension, rehabilitation and construction will be on existing sites.

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

Alexandra C. Bezeredi, Social Specialist  
Joseph Ese Akpokodje, Environmental Specialist  
Fabienne Anne Claire Prost, Environmental Specialist
## SAFEGUARD POLICIES THAT MIGHT APPLY

<table>
<thead>
<tr>
<th>Safeguard Policies</th>
<th>Triggered?</th>
<th>Explanation (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Assessment OP/BP 4.01</td>
<td>Yes</td>
<td>The Environmental Assessment category is B (Partial Assessment) and Environmental Assessment (OP/BP4.01), Natural Habitat (OP/BP 4.04) and Physical Cultural Resources (OP/BP4.11) are triggered. Environmental and social impacts of construction, rehabilitation and extensions of academic institutions as well as the purchasing of equipment for installation in facilities on existing sites in the 6 participating countries are expected to be limited, small-scale, site specific and mitigation measures can be easily designed or implemented. Although the academic institutions are now known, the specific sites within these institutions and also the proposed reconstruction and rehabilitation activities are not known, therefore, standalone Environmental and Social Management Framework (ESMF) have been prepared, reviewed, consulted upon, approved and disclosed. Following the indication of the specific locations within the selected institutions for project activities at implementation, an Environmental and Social Impact Assessment (ESIA) or an Environmental and Social Management Plan (ESMP) will be prepared for each candidate institution to manage environmental and social impacts. The ESIAs/ESMPs will be prepared, reviewed and disclosed before commencement of project activities for each eligible investment.</td>
</tr>
<tr>
<td>Performance Standards for Private Sector Activities OP/BP 4.03</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Natural Habitats OP/BP 4.04</td>
<td>No</td>
<td>Natural habitats will not be affected by project activities.</td>
</tr>
<tr>
<td>Forests OP/BP 4.36</td>
<td>No</td>
<td>The project will not involve forestry activities.</td>
</tr>
<tr>
<td>Pest Management OP 4.09</td>
<td>No</td>
<td>The project will not involve the use or purchase of pesticides.</td>
</tr>
<tr>
<td>Physical Cultural Resources OP/BP 4.11</td>
<td>Yes</td>
<td>The project may carry out activities in areas of cultural significance and heritage that could impact and/or lead to the discovery of ancient antiques and other physical resources. As part of the ACE Impact</td>
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project, this will also concern buildings of historical value and which would be the subject of rehabilitation works. To mitigate these risks, contracts for civil works involving excavations should incorporate procedures for dealing with situations in which buried physical cultural resources (PCR) are unexpectedly encountered. Specific procedures (such as chance finds procedures) have been included in the ESMFs and will be included in subsequent ESIs/ESMPs as required.

Indigenous Peoples OP/BP 4.10 No The project might not involve Indigenous Peoples.

Involuntary Resettlement OP/BP 4.12 No The project will not finance activities that involve land acquisition leading to physical and economic displacement.

Safety of Dams OP/BP 4.37 No The project will not involve dams.

Projects on International Waterways OP/BP 7.50 No The project is not on International Waterways.

Projects in Disputed Areas OP/BP 7.60 No The project is not in 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 project is categorized as Environmental Assessment category B (Partial Assessment). Environmental and social impacts of construction, rehabilitation and extensions of academic institutions as well as the purchasing of equipment for installation in facilities on existing sites in the 6 participating countries are expected to be limited, small-scale, and site specific and mitigation measures can be easily designed or implemented. Since the specific locations for potential rehabilitation or reconstruction activities within the selected universities are not yet known, standalone environmental and social management framework (ESMF) documents have been prepared, reviewed, consulted upon and disclosed. Participating institutions will prepare, review and disclose an ESIA or an ESMP before commencement of project activities for each eligible investment.

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

There are no potential indirect and/or long-term environmental and social impacts envisaged in the project area.

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

None

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 Environmental and Social Management Frameworks (ESMFs) prepared and consulted on for the 6 countries were
disclosed in-country as follows: Burkina Faso (November 28, 2018), Djibouti (November 26, 2018), Ghana (November 30, 2018), Guinea (October 26, 2018), Nigeria (November 15, 2018), and Senegal (November 27, 2018). The following policies were triggered:

(a) Environmental Assessment (OP 4.01) is triggered because the proposed project will finance the construction, rehabilitation and extensions of academic institutions as well as the purchasing of equipment for installation in facilities on existing sites in the 6 participating countries. Since the specific locations for potential rehabilitation or reconstruction activities within the selected institutions are not yet known, standalone environmental and social management framework (ESMF) documents have been prepared, reviewed and consulted upon and disclosed in-country. Participating institutions will prepare, review and disclose an ESIA or an ESMP before commencement of project activities for each eligible investment.

(b) Physical Cultural Resources (OP 4.11) and particularly chance finds, the project may carry out activities in areas of cultural significance and heritage that could impact and/or lead to the discovery of ancient antiques and other physical resources. As part of the ACE Impact project, this will also concern buildings of historical value and which would be the subject of rehabilitation works. To mitigate these risks, contracts for civil works involving excavations should incorporate procedures for dealing with situations in which buried physical cultural resources (PCR) are unexpectedly encountered. As a precautionary measure, the chance finds procedures guidance note have been included as an annex to the ESMF and will be included as an annex to the subsequent ESIA/ESMPS as required.

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

Key stakeholders include: Non-governmental organizations (working on environment and education); Businesses (national medium and/or small building companies); Neighborhood associations; Representative of professors of university departments and faculties; Associations of graduate and post-graduate students etc

Public consultation will be an on-going activity taking place throughout the entire project process. Public participation and consultation would take place through meetings, radio programs, requests for written proposals/comments, filling in of questionnaires, explanations of project to the locals, making public documents available at the National, State and Local levels.

Furthermore, a robust Citizen Engagement plan and GRM would be prepared as part of engagement tool as the project progresses. Finally, a Sexual harassment framework will be developed and enforced as part of due diligence for the project.

B. Disclosure Requirements

<table>
<thead>
<tr>
<th>Environmental Assessment/Audit/Management Plan/Other</th>
<th>Date of receipt by the Bank</th>
<th>Date of submission for disclosure</th>
<th>For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors</th>
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<td></td>
<td>26-Oct-2018</td>
<td>03-Dec-2018</td>
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"In country" Disclosure

Burkina Faso
28-Nov-2018
Comments

Djibouti
26-Nov-2018
Comments

Ghana
30-Nov-2018
Comments

Guinea
26-Oct-2018
Comments

Nigeria
15-Nov-2018
Comments

Senegal
27-Nov-2018
Comments

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?
Yes
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?
Yes
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?
Yes

OP/BP 4.11 - Physical Cultural Resources
Does the EA include adequate measures related to cultural property?
Yes

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

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| Task Team Leader(s): | Andreas Blom
|                     | Ekua Nuama Bentil |

Approved By

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<th>Safeguards Advisor:</th>
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