

**REGIONAL OPERATIONS MANUAL
OF THE
AFRICA HIGHER EDUCATION CENTRES OF
EXCELLENCE FOR DEVELOPMENT IMPACT
(ACE IMPACT)**

FOR 11AFRICAN COUNTRIES

**(BENIN, BURKINA FASO, COTE D'IVOIRE, DJIBOUTI, GAMBIA, GHANA, GUINEA, NIGER,
NIGERIA, SENEGAL, TOGO)**

APRIL 9, 2019

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I. THE PURPOSE AND SCOPE OF THE OPERATIONS MANUAL

1. The “Project Regional Operations Manual” (OM) for the First and Second Africa Higher Education Centers of Excellence for Development Impact (1st and 2nd ACE Impact) projects is defined in the Financing Agreements between the Receiving Countries and the World Bank, as the manual to be adopted by the projects’ Regional Facilitation Unit (RFU) and communicated to the participating countries for the implementation of the projects, including, *inter alia*: (i) the terms of reference, functions and responsibilities for the members or the personnel of the Regional Project Steering Committee (PSC) and RFU; (ii) the procedures for procurement of goods, non-consulting services, consultants’ services, Operating Costs, and training, financial management and audits; (iii) the indicators for monitoring and evaluation; (iv) the terms of reference for the Independent Verifiers; (v) the detailed content of the EEP Spending Reports; (vi) the Disbursement-Linked-Indicators (DLIs) and -results (DLRs); and (vii) the grievance mechanisms..
2. The OM may be amended from time to time by the projects’ RFU (AAU) with prior written approval from the World Bank.

II. PROPOSED DEVELOPMENT OBJECTIVES

a) The Project Development Objectives:

3. The Project Development Objective (PDO) is to improve the quality, quantity and development impact of postgraduate¹ education in selected universities through regional specialization and collaboration. In this respect, the Project will support the 12 Recipient Countries to promote regional specialization among participating universities in thematic areas that address regional challenges and strengthen the capacities of these universities to deliver quality training and applied research.
4. The overarching objective is to meet the demands of the labour market for skills and applied research in specific priority sectors, where there are shortages affecting development outcomes and economic growth.

b) Project Beneficiaries

5. The beneficiaries of the Projects are:
 - i. Students in the selected centers and those enrolled in the host institutions of the centers, as well as students in partner institutions across West and Central Africa and Djibouti. Further, current and future students will have an expanded choice of quality and development-related education programs within West and Central Africa;

¹ In this project, postgraduate is defined to include master’s and Ph.D. degrees, and short-term professional courses.

- ii. Faculty and staff from the centers, host institutions and partner institutions who improve their qualifications and teaching and research conditions;
- iii. Employers and other knowledge partners, including Ministries and public entities, who will have easier access to highly skilled professionals and to applied research for solutions to pressing development challenges; and
- iv. The general population in West and Central Africa and Djibouti who will benefit from a network of dynamic university centers focused on the generation of skills and applied research to drive development.

c) Key Indicators:

6. The following indicators will measure progress towards achieving the PDO:
- Number of students (national and regional) enrolled in postgraduate programmes in the selected ACEs (Quantity of Education & Regional Specialization).
 - Number of ACE programmes 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 centre's impact on development at mid-term and end of project).
 - Percentage of ACE host 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).

III. DETAILED DESCRIPTION OF COMPONENTS

7. The two projects covered under this OM are the 1st ACE Impact and 2nd ACE Impact Projects. Both projects have the same technical design, including common evaluation and selection schedule and processes, this project operational manual (OM), as well as implementation arrangement structures. The regional facilitation unit (RFU), which will be hosted at the Association of African Universities (AAU), will be responsible for regional coordination and monitoring and evaluation (M&E) activities for both projects (it will be financed under the 1st ACE Impact project through a regional grant).

8. The primary differences between the two projects are: the list of participating countries; and the preparation schedule. The 1st ACE Impact project countries were selected based on the following criteria: (i) country readiness, (ii) expressed interest – countries that expressed interest in participating in the project first are prioritized; and (iii) planned elections – those countries with planned elections in February – March 2019 were also prioritized. The 1st ACE Impact countries and entities include: Burkina Faso, Djibouti, Ghana, Guinea, Senegal and AAU. Specifically, under the 1st ACE Impact, there are 16 (6 renewals) ACEs; 2 Emerging Centers and 3 Colleges of Engineering. Additionally, there are 2 National Facilitation Agencies (National Council for Tertiary Education (NCTE) in Ghana and an implementation unit under the Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation, MERSRI-PIU in Burkina Faso), and 1 Regional Facilitation Unit (AAU). The 2nd ACE Impact countries and

entities include: Benin, Cote d'Ivoire, Niger, Nigeria, The Gambia, and Togo. Specifically, under the 2nd ACE Impact, there are 28 ACEs; 3 Emerging Centers and 1 College of Engineering, 3 National Facilitation Agency (project implementation unit at the National Universities Commission (PIU-NUC) in Nigeria; an implementation unit under the Ministère de l'Enseignement Supérieur et de la Recherche Scientifique in Cote d'Ivoire; and the project coordination unit within the Ministry of Basic and Secondary Education which manages several donor-funded education sector projects in the Gambia (PCU-Gambia)).

9. The 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 national and regional project facilitation and, monitoring and evaluation (M&E).
10. Component 1 will aim to strengthen capacity in the ACEs and their host institutions (supply-side); Component 2 will aim to strengthen non-ACE institutions in the region and allow students to benefit from the capacity in the ACEs (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.

a) Component 1: Establishing new and scaling-up well-performing existing ACEs (from ACE I) for development impact

11. Component 1 aims to build and strengthen the capacity of 44 competitively selected centers and 7 Schools of Engineering located in higher education institutions across West and Central Africa. Component 1 has two sub-components: Sub-component 1.1 will support new ACE Impact centers and Sub-component 1.2 will provide additional support to well performing ACE I centers.

Sub-component 1.1: Support to establish new centers of excellence

12. Sub-component 1.1 will establish twenty-six (26) new ACE Impact centers and increase the number of quality centers and relevant programs offered in the region and to introduce new thematic areas that do not exist in ACE I. All ACE Impact I countries, except Djibouti, will have an ACE Impact center. This sub-component will fund new centers between US\$4 million and US\$8 million (average US\$5.3 million) to each center to fund its activities. The funding allocation to each center depends 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. The release of funds will be linked to the achievement of seven DLIs: (a) Institutional readiness results (DLI1); (b) development impact of the ACE Impact Center (DLI2); (c) quantity of students with focus on gender and regionalization (DLI3); (d) quality of education and research through international accreditation, research publication and improved teaching and research infrastructure (DLI4); (e) relevance of education and research through externally generated revenue internships and entrepreneurship (DLI5); (f) timeliness and quality of fiduciary management (DLI6); and (g) Institutional impact- to be accomplished by the ACE host institution (DLI 7). The disbursement amount by result is uniform across centers and countries for DLI3, DLI4, DLI5, and DLI 7, because a unit cost can reasonably be established

for these results, for instance unit cost for a student or a research publication. Disbursement amounts for DLI1, DLI2, and DLI6 differ by center because they are relative to the center's funding envelope, because the results are related to the overall performance of the center, notably implementation readiness, impact of center and fiduciary management.

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

13. Sub-component 1.2 aims to provide additional funding and support to eighteen (18) existing ACEs (currently supported under the ACE I project) to enable them to scale-up their activities and deepen their development impact. Funding under this sub-component will help these centers to: strengthen productive partnerships with industry, sectoral stakeholders, ministries and policymakers; boost their regional leadership of regional networks; allow centers 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 funding to renewed centers are from US\$2 million – US\$ 4.5 million, with an average funding of US\$3.6 million. This 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 allocation to each center depended upon the thematic area, overall funding needs indicated in the center's proposal, the funding envelope of the center's government, and the government's priorities. While the release of 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 under this Sub-component 1.2 will vary between ACEs to customize to the center-specific objectives.

Additional support for Social and Environmental Risk Management Training

14. Burkina Faso will give add-on funding of US\$2.5 million to an ACE Impact center under Component 1 to develop and offer training in Social and Environmental Risk Management. The center will achieve its objectives through: (i) creating a regional network of academics and practitioners in social and environment 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 mechanisms (GRMs) and benefit-sharing. Graduates will be equipped with comprehensive and interdisciplinary knowledge in environmental and social sustainability and will deepen their understanding of the role of environmental and social risk assessment and management in project development and implementation.

Additional support to engineering and technology ACE host institutions

15. Seven institutions that are selected to host an engineering or technology-focused centers with capacity in other engineering disciplines will receive additional funding in Ghana, Benin, Burkina Faso, Djibouti and Nigeria. This funding will support an institution-wide strengthening of the engineering and technology programs within their College or School of Engineering (CoEngg). The CoEngg are expected to achieve DLIs just as its ACE/Emerging center to incentivize the scaling-up of enrollment of undergraduates (including enrollment of 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; and enhancing teaching and research capacity; and promoting institutional transformation in terms of policies and operations. This type of support did not exist under ACE I or ACE II.

16. The renewal and new beneficiary institutions were selected through an open, rigorous, transparent and merit-based selection process. The selection process entailed the following main steps: (i) call for proposals to institutions; (ii) submission of Center of Excellence proposals through their respective governments to the Association of African Universities, the regional facilitation unit (105 proposals were submitted); and (iii) a systematic and detailed evaluation of proposals by 49 independent African and international experts according to pre-defined criteria. The evaluation consisted of three different and discrete sets of assessments including (a) desk reviews in which each proposal was reviewed by two experts in Accra, Ghana; (b) external evaluation in which each proposal was remotely assessed by a subject matter specialist, and (c) a site & leadership evaluation in which a team of experts visited shortlisted proposal sites to ascertain the readiness of the institutions in terms of governance, leadership, and infrastructure.

17. The final selection of the centres was contingent upon: (i) the approval of the financing from the external financiers (World Bank and the French Development Agency (AFD)) and availability of sufficient financing for all the proposals; (ii) the selected universities incorporated the recommendations of the evaluators into their implementation plans, and (iii) the universities demonstrated sufficient capacity to manage the funds for their intended purpose. The selected centres depicted below (Table 3b) met all these conditions and subsequently got the approval from World Bank.

18. The selected institutions under component 1 will implement their own ACE Impact project aiming to help address a specific regional development challenge through preparation of professionals (education), applied research and associated outreach activities to partners. Each ACE Impact centre will have an implementation team established to manage the project on a day-to-day basis. Each centre will be responsible for its own strategic and implementation plans, fiduciary and M&E activities. The team will be led by the centre director, who will be a recognized educator/researcher with expertise in the academic focus area of the centre. The centre director will be supported by a deputy director and faculty from all departments contributing to the centre. Each centre team will also consist of key staff members specializing in procurement, FM, M&E, communications and an industry engagement who will support the centre's day-to day operations and assist with fiduciary tasks. The host university will provide to the centres administrative support and assistance on the safeguards tools to be developed by the centres.

19. The institutions will have the responsibility to implement their own institutional specific ACE Impact projects which encompass the following five broad elements:

- (i) *Enhance capacity to deliver regional high quality training to address the development challenge.*

- (ii) *Enhance capacity to deliver applied research to address the regional development challenge.*
- (iii) *Build and use industry/sector partnerships to enhance impact of the Centre on development and increase relevance of the Centres education and research.*
- (iv) *Build and strengthen regional and international academic partnerships to raise quality of education in other institutions in the region.*
- (v) *Enhance governance and management to improve monitoring and evaluation, administration, fiduciary management, transparency, ability to generate resources, and project implementation.*

20. These five sets of project activities are closely intertwined. For instance, industry partnership and academic partnership are necessary inputs into enhanced capacity to deliver high quality training. On the other hand, high quality training is a key factor in successful industry and academic partnerships. The following discusses activities related to each of the five set of priorities in greater detail:

(i) Enhance capacity to deliver regional high-quality training

21. These activities aim to raise the capacity of the ACE Impact centres to form a cadre of professionals with cutting-edge conceptual and hands-on competences to address the development challenge of the centres. The three key indicators for measuring progress towards achieving the goal of delivering regional high quality training will be: (a) Number of regional and national students enrolled in short-term specialized courses and in bachelor, master and PhD degree programmes; and (b) Number of education programmes under the centre of excellence that meet international quality benchmarks; and (c) externally generated revenue.

22. This will be achieved by implementation of the institutional plan, designed by the institution and reviewed by external experts, to develop and strengthen academic programmes in the ACEs. The plan consists of an institutional specific mix of the following activities: (i) developing and offering specialized short-term education programmes aimed at industry professionals for further development; (ii) developing and offering of specialized Master and PhD level programmes; increasing quality and relevance of existing teaching through revision of curricula and teaching-methods based upon industry professional standards; incentivize faculty for good performance, including incentives for research and awards for top teaching. Only non-monetary incentives to faculty to achieve the objective of the proposal can be funded by the ACE grant. The project does not restrict the use of other generated revenue; (iii) improvement of laboratories, classrooms, computers, and other teaching facilities through equipment purchases and limited civil works. Civil works will be limited to 25 percent of the expected costs of the ACE, and should only finance construction of rehabilitation of buildings and minor extensions of buildings; (iv) establishing international benchmarking and accreditation of education programs; (v) teaching-learning improvement programmes to upgrade teaching capacity and provide cutting-edge student-centred teaching; and (vi) upgrade faculty qualifications. Institutions are not constrained by the above list of suggestive activities. Other activities could be permissible for funding as laid out within the Project Regional Operations Manual. Lastly, activities under research, industry/sector partnerships, academic

partnerships, and governance and administrative strengthening, will equally contribute to strengthening of the Centres' educational capacity.

(ii) Enhance Capacity to produce and communicate applied research at the regional level

23. These activities aim to raise the capacity of the ACEs to conduct industry-relevant applied research. The key indicator for measuring progress towards achieving the related result will be Number of published research outputs and generation of revenue. This will be achieved by carrying out an institutional specific mix of the following activities: (a) Purchase and improvement of research facilities and research material; (b) Incentivize research and publications (non-monetary incentives as discussed above); (c) increase in Master and PhD students, including potential scholarship awards, if necessary, to attract young talent. The project strongly encourages ACEs to prioritize any scholarships for degree courses to young graduates over mid-career faculty members; (d) assistance in relevant trainings for staff and students, including grant proposal writing and publication preparations, such as in translation and editorial support; (e) participating in, and organizing of, conferences and seminars for presentation of research; (f) faculty exchanges with other research institutions, (g) access to resource material, include library material and access to e-journals; (h) costs associated with research collaboration; and (i) minor civil works to improve research facilities.

(iii) Regional and international academic partnerships

24. Academic Partnerships serve to make the Centre of Excellence a nodal point that connects globally and disseminates regionally in West and Central Africa, and beyond. The ACE Impact projects have identified a record number of academic partners at the regional and international levels. The focus on strengthening such partnerships under this component will serve three main objectives: (i) increasing the capacity of partner institutions in the region to deliver quality education and conduct research; (ii) raising the Centres' educational and research capacity through drawing upon partnership with international leading institutions within the same domain, and (iii) build upon the strengths of national and regional institutions –sharing of unique physical and faculty resources- to create synergies and thereby raise quality of education and research.

25. The key indicators for measuring progress towards achieving the related result increased national and regional impact through institutional collaboration at the regional level will be as follows: (i) share of regional (non-national) students enrolled in ACEs and regional faculty, and (ii) regional research publications. Further, intermediate indicators will measure different aspects of the partnership agreements.

26. The ACEs have partnered with institutions that have or need capacity to produce skills to address a particular development challenge. This includes similar international academic centres globally, universities in the region, and national and regional research institutions. In particular, collaboration with regional research institutions is critical within agriculture and health where substantial academic capacity is located outside universities in sector-specific

research institution. The partnerships can be continuation of on-going partnerships and/or new partnerships.

27. The academic partnership activities include: Collaboration in delivery of education programmes, faculty development programmes for regional faculty, joint conferences, joint research, sharing access to specialized research, learning equipment and library resources (giving students and faculty exposure to different learning environment and equipment), student and faculty exchange, joint organization of specific courses for example at the post-graduate level. Selected institutions will continue to revise and update the academic partnership action plan following the evaluation comments, including consideration of new partners.

28. Academic partnership agreements should be developed by the ACEs in close collaboration with their partners. In the case of consortiums that form the ACE, a partnership agreement should be co-developed and co-signed by all major partners. These consortium type ACEs will include these agreements as part of the performance and funding contract to be signed with the Government. Funds for capacity building in partner institutions will be held and managed by the ACE Impact centre/institution leading the network/consortium. All fiduciary and M&E matters related to the use of these funds will fall under the purview of the ACE Impact centres. The academic partnership action plan will be reviewed and revised at mid-term.

(iv) Build and use regional and national industry/sector partnerships

29. The key objective of these activities will be twofold: (a) provide skills and knowledge to address the development challenge (putting higher education to work), and (b) benefit the Centre of Excellence through improved relevance of the Centre's teaching-learning and applied research. The key indicators for measuring progress towards achieving the related result are: Number of Students and Faculty with at least 1 month collaboration/internship in a company or a sector institution; and externally generated revenue.

30. These objectives will be reached through partnering with industry/sectoral institutions, including companies and service delivery institutions that work to address the development challenge that the Centre is focused on. In this context, industry then should be interpreted broadly to include institutions that work in the economic sector of the development challenge, including for example public teaching hospitals for health and farmer associations for agriculture, and not just private companies, such as manufacturing or mining companies. Also, these partnerships are both national and/or regional in nature. Partnerships with key national and regional industry associations or other important players are a strong indication of the potential relevance and impact of the ACE. In some ACEs, industry partnerships are also with lower-level industry/sector-specific training institutions, such as institutions that provide technicians education, midwifery education, or farmers' extension service training.

31. Each institution will implement its action plan for industry/sectoral partnerships (as designed in its proposal and subsequent revisions), one that is tailored to its specific development challenge, its existing industry partnerships, and new opportunities for partnerships. These activities could be a combination of: (a) industry-lectures; (b) master and PhD thesis based upon industrial research with companies; (c) advisory boards, (d) placement of students and fairs; industry-outreach cell to promote industry partnerships and liaise with industry. These industry partnership activities are closely linked with the education and

research activities, in the sense that the partnership activities could include training of industry professionals, for example training-the-trainers programmes, and joint research. The main industry/sectoral partnerships will be defined in MoUs at the onset, and the plans will be updated at mid-term review.

(v) Improving governance and administration of the institution and the ACEs

32. The key indicator for measuring progress towards achieving the related result on Improved Governance of ACEs are: Improved institutional monitoring of fiduciary responsibility, notably, a functioning internal audit unit and a functioning audit committee in the Board of the Institution, timely unqualified audits, and procurement verification and progress reporting. Further, regularity and transparency of decision making and planning are two intermediate indicators.

33. Activities to achieve strengthening governance and administrative capacity of the institution may include the following elements: (a) implementation of new and/or improved grants management, procurement, and monitoring procedures; (b) hiring or training of existing personnel for identifying grants opportunities, management, procurement, and monitoring; (c) hiring and training for fund raising; (d) improving board procedures – having regular meetings, strengthening the audit committee of the board, review board membership to include external members such as private sector representatives, and openly disclose board meeting minutes for greater transparency; (e) establishing internal evaluation procedures towards quality control; (f) supporting reporting on lessons-learned in implementing the programs and making these available to regional bodies aggregating this information and partners.

(vi) Performance and Funding Contract and related financing parameters

34. Each selected institution will sign a performance and funding contract with the government which states the grant is subject to the following few financial parameters: (i) At least 15 percent of the funding must be invested in the partnerships under a related partnership agreement(s), (ii) Up to 10 percent of the amount of funding will go towards the ACE host institution's activities which will be included in the implementation plan and annual workplans of the ACE; (iii) civil works will be limited to 25 percent of the grant; (iv) the project cannot finance monetary incentives of faculty, administrative personnel or public employees; and (v) purchases of vehicles must be explicitly included in the approved annual workplan in order to be eligible and must not exceed one bus and one car per ACE Impact centre. The funding and performance agreement will also include the government's indicative planned funding of institutional staff during the project.

35. At mid-term, expected to be two years after signing the performance contract, there will be a thorough evaluation of performance. The grant amount to each ACE Impact centre and its usage will be reviewed, and can be adjusted. In particular, it is expected that ACEs that are behind in implementation will see their grant be reduced by 50% of the uncommitted amount that is above half of their grant. The additional funding would be made available to the

institutions performing well. These reductions in grant amounts seek to reduce the risk of large committed funds to institutions that are slow in achieving implementation results.

b) Component 2: Fostering Regional Partnerships and Scholarships

36. This component will focus on the Support to Emerging Centres of Excellence for networking, regional technical assistance and improving learning environment (Sub-component 2.1); and Support for PhD scholarships through the PASET Regional Scholarship & Innovation Fund (Sub-component 2.2). The aim is 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.

Sub-component 2.1: Support to Emerging Centres of Excellence for networking, regional technical assistance and improving learning environment

37. Sub-component 2.1 will support five Emerging Centres of Excellence 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 Centres of Excellence will be in the form of a department/school or a multidisciplinary centre within an institution. Participating countries eligible for support under this sub-component are those that have not yet received support to establish ACE I centres, notably Djibouti (transport-logistics, supply chain management and ICT), Gambia (engineering), Guinea (mining), and Niger (mining, science education).

38. The institutions being supported under this component will receive funding to strengthen, through partnerships, both undergraduate and postgraduate (focus is more on master's level than PhD) education programmes that will provide training to their students and develop in them the skills which will be useful in addressing national development needs of the countries hosting the centres. Emerging centers to be established under this sub-component will receive support for activities including: regional technical assistance (TA) to strengthen academic programmes 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. The funding to these centers will also be based on DLIs (within similar broad seven DLI categories as is the case for the Component 1 ACEs).

39. Although the Emerging Centres of Excellence were not selected competitively, 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. They were provided technical support to write quality and strong proposals. To strengthen the academic support base of these five centres they will each be mapped to the regional network of an ACE Impact center supported under Component 1, that is focusing on a similar thematic area.

Performance and Funding Contract and related financing parameters

40. Each center's available funds will be distributed across the relevant DLIs/DLRs. These centers will be expected to meet the same seven DLIs as ACE Impact centers, with a large share of the DLIs to incentivize results for improved undergraduate and master's programs. 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 DLIs. Each institution will sign a PFA with its government. These agreements will include requirements stipulating that: (i) At least 30 percent of 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 ACE Impact center exists). 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 (ii) the remaining 70 percent of the funding will support investment in teaching, learning and research equipment and other hardware necessary for regional partnerships and supporting institutional transformation; (iii) Centers may allocate up to 25 percent of funding for civil works; (iv) the project cannot finance monetary incentives of faculty, administrative personnel or public employees; (v) Up to 10 percent of the amount of funding will go towards the ACE host institution's activities which will be included in the implementation plan and annual workplans of the ACE; and (vi) purchases of vehicles must be explicitly included in the approved annual workplan in order to be eligible and must not exceed one bus and one car per ACE Impact centre. The funding and performance agreement will also include the government's indicative planned funding of institutional staff during the project.

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

41. Sub-component 2.2 will finance regional scholarships through the World Bank-financed Partnership for Applied Sciences, Engineering and Technology - Regional Scholarship and Innovation Fund (PASET-RSIF) to support primarily the training of the next generation of faculty for higher education institutions in the region. The Fund aims to create, through PhD training, a critical mass of highly skilled African scientists and innovators in Applied Sciences, Engineering and Technology (ASET) fields in priority economic sectors. This Sub-component 2.2 will build institutional capacity, to support improvements in the quality and quantity of academic staff in the region's higher education institutions, ultimately increasing academic capacity of these institutions. Five countries (Cote d'Ivoire, Ethiopia, Kenya, Rwanda and Senegal) have taken the lead in committing US\$2 million each to a general Fund established by African governments in 2015. Several sub-Saharan African countries have expressed strong interest in contributing to the PASET-RSIF. Through ACE Impact, Burkina Faso, Ghana, Senegal, Nigeria and Benin plan to contribute to the PASET-RSIF.

42. General Scholarship Management of the RSIF is the responsibility of the implementing entity of the Fund (the International Center of Insect Physiology and Ecology- icipe). This arrangement will include preparing scholarship application documents and managing the scholarship application process; developing and regularly update the RSIF operational manual; leading the selection process for host universities; preparing monthly progress reports and financial statements; and preparing, facilitating signing, and monitoring of the progress of agreements and MoUs with selected host and partner universities.

c) Component 3: Enhancing National and Regional Level Project Facilitation and Monitoring and Evaluation (M&E)

Sub-component 3.1: Support for Project Facilitation and M&E at the Regional Level

43. This component will focus on overall regional coordination and facilitation at the regional and national levels, including ensuring coordination between the ACEs, peer-learning, and ensuring measurement of, and reporting of, aggregated results. This component will also focus on supporting the participating governments' higher education institutions to increase talent mobility, foster thematic networking and partnerships both among the ACEs, and between them and other relevant professional bodies.

44. This sub-component will be financed through a Regional IDA Grant to the Association of African Universities (AAU) as the Regional Facilitation Unit (RFU) of the ACE Impact Projects. The AAU will support: 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 initiatives in order to strengthen the ACE regional networks, including through digital networking platforms. The AAU will further provide technical assistance to regional bodies, including ECOWAS and UEMOA, to support regional policy making on regional higher education science and technology agenda, as well as activities required for regional project facilitation and steering.

45. This sub-component aims to provide timely, sufficient, precise and reliable information for the measuring and reporting of aggregated results to improve and assess the performance of the selected institutions and the ACE Impact centres. The project activities will be:

- Capacity Building activities for the ACEs. This could include training and capacity building within: education and project management, fiduciary training, and specific topics as per needs identified by ACE, for example grant proposal preparation, project sustainability, university board functioning, etc.
- M&E: (i) Enhancing the M&E structures of ACEs and the RFU to facilitate regular and timely reporting on progress of ACE Impact activities; (ii) Workshops and Trainings for ACEs' relevant staff to jointly develop and report on their results framework; (iii) third party evaluation and technical evaluations for the DLI and results reporting; (iv) other M&E activities including international evaluation groups, and baseline studies, graduate tracer studies, assessments and surveys as per need.
- Support regional policy making through working with ECOWAS, and potentially other regional bodies, to prepare policy studies on regional student and labor mobility and other relevant higher education issues; and to build capacity for regional policy making within higher education, including training of staff.
- The Facilitation activities that include organizing ACE Impact Bootcamp, biannual workshops and PSC Meetings to be held at various locations within the 11 participating countries, and supporting the national review committee meetings, including activities related to project management, staff, operating costs, per diem, communication, supervision and implementation visits to individual ACEs. The Facilitation activities also

include organizing regular supervision/implementation review, workshops to discuss project implementation progress, lessons learnt and future ACE Impact activities.

Sub-component 3.2: National-level project facilitation

46. Under Sub-component 3.2 activities in Burkina Faso, Cote d'Ivoire, Ghana and Nigeria will be coordinated by the national agencies responsible for tertiary education. The total allocation, including contingencies, will be US\$5.5 million. This sub-component will finance project implementation support at the national level in the countries where the ACE Impact investments exceed US\$20 million. These are the National Universities Commission (PIU-NUC) of Nigeria; National Council for Tertiary Education (NCTE) of Ghana; project coordinating unit within the Ministry of Basic and Secondary Education (PCU-Gambia); the Ministry of Higher Education and Scientific Research in Cote d'Ivoire; and the Ministry of Higher Education, Research and Innovation (MESRSI) of Burkina Faso.

47. The NUC will setup a Project Implementation Unit (PIU-NUC) which will be responsible for the day-to-day operations in facilitating the ACE Impact project in Nigeria. The PIU-NUC will submit monthly reports to the Executive Secretary of NUC (as part of his overall oversight functions) and additional briefing during the bi-annual National Project Performance and Review meetings. The PIU-NUC will consist of a National Project Coordinator, Procurement Specialists, Financial Specialists, M&E Specialists, Internal Auditor, Communication Officers, Safeguards Specialists and other supporting staff. The PIU operational activities will be managed on a day-to-day basis by the PIU team

48. The MESRSI of Burkina Faso currently hosts the Project Implementation Unit (PIU) of its IDA-Funded national higher education project. This same MESRSI-PIU will play the national facilitator role for ACEs in Burkina Faso.

49. The national facilitation units will provide national level support to the ACE Impact centres, within their respective countries. Performance of these national level facilitation agencies will be measured by the degree to which the ACE Impact centres 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 M&E and minor TA.

Table 3a: Selected ACE Impact I Centres (Renewals, New and Emerging) by Country, Field and Development Challenge

Sub-Component 1.1: EXISTING AFRICA CENTERS OF EXCELLENCE (Renewal centers)					
1.	ACE: Training and Research in Water Science and Technology, Energy and the Environment in West and Central Africa (CEA-2iE)	Institut International d'Ingénierie de l'Eau et de l'Environnement (2iE)	Burkina Faso	Water, Energy and Environment	STEM
2.	ACE: Regional Water and Environmental Sanitation Center, Kumasi (RWESCK)	Kwame Nkrumah University of Science and Technology (KNUST)	Ghana	Water & Environ. Sanitation	STEM
3.	ACE: West African Center for Cell Biology of Infectious Pathogens and Non-Communicable Diseases (WACCBIP-NCDS)	University of Ghana (UG)	Ghana	Cell Biology of Infectious & Non-Communi. Diseases	Health
4.	ACE: West African Center for Crop Improvement (WACCI)	University of Ghana (UG)	Ghana	Crop Improvement	Agric
5	ACE: Mathematics, Computer Science and ICT (MITIC)	University of Gaston Berger (UGB)	Senegal	Digital Development	STEM
6	ACE: Maternal and Infant Health (SAMEF)	Université Cheikh Anta Diop (UCAD)	Senegal	Maternal & infant health	Health
Sub-Component 1.2: NEW AFRICA CENTERS OF EXCELLENCE (New centers)					
7	ACE: Training, Research and Expertise in Drug Sciences (CFOREM)	Université de Ouagadougou I (Ouaga I)	Burkina Faso	Pharmaceutical Science	Health
8	ACE: Bio-technological Innovation for the Elimination of Vector- Borne Diseases (CEA-ITECH-MTV)	Université Nazi Boni (UNB)	Burkina Faso	Biotech and Vector Transmitted Diseases	Health
9	ACE: Regional Transport Research and Education Center, Kumasi (TRECK)	Kwame Nkrumah University of Science and Technology (KNUST)	Ghana	Transport	STEM
10	ACE: Regional Center for Energy and Environmental Sustainability (RCEES)	University of Energy & Natural Resources (UENR)	Ghana	Power	STEM
11	ACE: West African Center for Water, Irrigation and Sustainable Agriculture (WACWISA)	University of Development Studies (UDS)	Ghana	Water & Irrigation	STEM
12	ACE: Coastal Resilience (ACECoR)	University of Cape Coast (UCC)	Ghana	Coastal Resilience	STEM
13	ACE: West African Genetic Medicine Centre (WAGMC)	University of Ghana (UG)	Ghana	Genetic Medicine	Health
14	ACE: Prevention and Control of Communicable Diseases (CEA-PCMT)	Université Gamal Abdel Nasser de Conakry (UGANC)	Guinea	Communicable Diseases	Health
15	ACE: Environment and Health (CEA-AGIR)	Université Cheikh Anta Diop (UCAD)	Senegal	Environment & Health	STEM

16	ACE: Agriculture for Food and Nutrition Security (CEA-AGRISAN)	Université Cheikh Anta Diop (UCAD)	Senegal	Food Security & Nutrition	Agric
Sub-component 2.1: EMERGING CENTERS OF EXCELLENCE (Emerging centers)					
1	Emerging Center: Logistics and Transport (CELT)	Université de Djibouti (UD)	Djibouti	Transport – Logistics/ICT	STEM
2	Emerging Center: Mines and Societies (CEMS)	L'Institut Supérieur des Mines et Géologie de Boké (ISMGB)	Guinea	Mining	STEM
Add-on Support to Colleges of Engineering					
1	College of Engineering	Institut International d'Ingénierie de l'Eau et de l'Environnement (2iE)	Burkina Faso	Energy, Civil Engineering	STEM
2	College of Engineering	Kwame Nkrumah University of Science and Technology, KNUST	Ghana		STEM
3	College of Engineering	University of Djibouti	Djibouti		STEM

Table 3b: Selected ACE Impact II Centres (Renewals, New and Emerging) by Country, Field and Development Challenge

Sub-component 1.1: EXISTING AFRICA CENTERS OF EXCELLENCE THAT HAVE BEEN RENEWED (Renewal centers)					
1.	ACE: Mathematical Sciences, Computer Science and Applications	University of Abomey Calavi	Benin	Applied math & statistics	STEM
2.	ACE: Mines and Mining Environment (CEA-MEM)	l'Institut National Polytechnique Félix Houphouët-Boigny (INP-HB)	Cote d'Ivoire	Mining	STEM
3.	ACE: Climate Change, Biodiversity and Sustainable Agriculture (CCBAD)	Université Félix Houphouët-Boigny	Cote d'Ivoire	Climate change/ biodiversity	Agric.
4.	ACE: Statistics and Quantitative Economics (ENSEA)	École Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan	Cote d'Ivoire	Stats & quantitative economics	Socio/science
5.	ACE: Genomics of Infectious Diseases (ACEGID)	Redeemer's University	Nigeria	Genomics of infectious diseases	Health
6.	ACE: Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB)	Ahmadu Bello University	Nigeria	Neglected tropical diseases	Health
7.	ACE: Reproductive Health Innovation (CERHI)	University of Benin	Nigeria	Reproductive Health	Health
8.	ACE: Dry Land Agriculture (CDA)	Bayero University, Kano	Nigeria	Dryland Agriculture	Agric
9.	ACE: Food Technology and Research (CEFTER)	Benue State University	Nigeria	Food tech and research	Agric
10.	ACE: OAU ICT-DRIVEN KNOWLEDGE PARK (OAU-OAK)	Obafemi Awolowo University	Nigeria	Digital Development	STEM
11.	ACE: Oilfield Chemicals Research (CEFOR)	University of Port Harcourt	Nigeria	Oil and gas	STEM
12.	ACE: Poultry Science (CERSA)	University of Lomé	Togo	Poultry science	Agric
Sub-component 1.2: NEW AFRICA CENTERS OF EXCELLENCE (New centers)					
13.	ACE: Water and Sanitation (C2EA)	University of Abomey Calavi	Benin	Water & sanitation	STEM
14.	ACE: Valorization of Waste Products with High Value Added (VALOPRO)	l'Institut National Polytechnique Félix	Cote d'Ivoire	Valorisation of waste	STEM

		Houphouët-Boigny (INP-HB)			
15.	ACE: Pastoral Productions – Meat, Milk, Leather and Skins (CERPP)	Université Abdou Moumouni	Niger	Livestock	Agric
16.	ACE: Public Health and Toxicological Research	University of Port Harcourt	Nigeria	Nursing	Health
17.	ACE: Centre for Population Health and Policy	Bayero University, Kano	Nigeria	Nursing	Health
18.	ACE: Covenant Applied Informatics and Communication	Covenant University	Nigeria	Digital Development	STEM
19.	ACE: Technology Enhanced Learning (ACETEL)	National Open University of Nigeria	Nigeria	Digital Development	STEM
20.	ACE: Innovative and Transformations Stem Education (CITSE)	Lagos State University	Nigeria	STEM Education	Education
21.	ACE: Mycotoxin and Food Safety	Federal University of Technology, Minna, Nigeria	Nigeria	Mycotoxin and food safety	Health
22.	ACE: Drug Research, Herbal Medicine Development and Regulatory Science	University of Lagos	Nigeria	Herbal medicine development and regulation	Health
23.	ACE: New Pedagogy in Engineering Education (ACENPEE)	Ahmadu Belo University	Nigeria	Engineering education	STEM
24.	ACE: Sustainable Power and Energy Development (ACE_SPED)	University of Nigeria Nsukka	Nigeria	Power	STEM
25.	ACE: Future Energies and Electrochemical Systems	Federal University of Technology, Owerri, Nigeria	Nigeria	Renewable energy	STEM
26.	ACE: Power Management (CERME)	University of Lomé	Togo	Power	STEM
27.	ACE: Sustainable Cities in Africa (DOUNEDON)	University of Lomé	Togo	Urban Design	Soc./ Econ Sci.
Sub-component 2.1: EMERGING CENTERS OF EXCELLENCE (Emerging centers)					
1.	Emerging Center: Innovative Teaching/Learning of Mathematics and the Sciences for SSA (CE-IEA-MS4SSA)	Université Abdou Moumouni	Niger	Math & Science Education	Education
2.	Emerging Center: Mining Environment	EMIG	Niger	Mining	STEM
3.	Emerging Center: Science, Technology and Engineering for Entrepreneurship	Gambia Technical Training Institute	The Gambia	Engineering/ Math & Science Education	STEM
Add-on: College of Engineering (CoEngg)					
1.	Collège of Engineering: Energy, Transport Infrastructures and Environment (CoE-EIE)	University of Abomey Calavi	Benin	Engineering	STEM

Note: The Côte d'Ivoire Renewal and New centers to be funded solely by AFD under a separate project are:

- ACE: Mining and Mining Environment (CEA-MEM) at the National Polytechnic Institute, - Houphouët-Boigny Côte d'Ivoire, (INP-HB)
- ACE: Climate Change, Biodiversity and Sustainable Agriculture (CCBAD) at the Félix Houphouët-Boigny University (UFHB)
- ACE: Statistics and Quantitative Economics at the National School of Statistics and Applied Economics (ENSEA)
- New Center: ACE: Valorization of Waste Products with High Value Added (VALOPRO) at the INP-HB.

IV. INSTITUTIONAL FRAMEWORK FOR THE OPERATION OF THE ACE IMPACT PROJECT

a) Key Roles and Responsibilities at the National Level

47. The implementation of the ACE Impact Project at the national level rests essentially with the selected institutional centres of excellence. In this respect, each selected institution will implement its own Africa Centres of Excellence for Development Impact proposal. Further, administrative capacity, most often from the institutions' central administration will assist with the fiduciary tasks. An ACE Impact team will be established, led by a Centre Leader (or Centre Director) who is a recognized educator/researcher within the primary discipline of the ACE Impact and supported by faculty from the relevant engaged departments. The Centre Leader is the key person responsible for project implementation at the university level. The Centre Leader is also firmly expected to be the budget responsible at the ACE Impact level. The Centre Leader has been assessed through an academic and governance assessment undertaken at the initial stages of proposal selection, which was an important element in the selection of the Centre of Excellence. As such, the Centre Leader can only be replaced through a request for approval by the National Agency in charge of higher education and processed through the representative of the government in the project steering committee or the government's focal point for the project and with information to the World Bank² and AAU teams. The request must be accompanied by a substantial justification for replacing the Centre Leader. Lastly the proposed new Centre Leader must be adequately competent academically and managerially for assuming the critical role of being an ACE Impact Centre Leader.

48. Each government will constitute a National Project Performance and Review Committee through the ministry or agency responsible for higher education. It is tasked with a semi-annual review of performance and implementation support, including approvals of withdrawal applications and implementation planning (but with no day-to-day implementation or approvals). This committee will include members from Ministry of Finance, as well as relevant line ministries based on the focus area of the ACEs (e.g agriculture, environment, health, oil and gas, etc.). In particular, relevant government agencies such as the Ministry of Finance, Ministry of Higher Education, Ministry of Science and Technology, Ministry of Youth and Sports, and Ministry of Health, as well as national agencies responsible for higher education, will be represented in the National Project Performance and Review Committee, which will be headed by a national PSC Member or focal point appointed by the government of each participating country. Annex 1a provides the Terms of Reference for the ACE Impact Project National Steering Committee.

49. Fiduciary project implementation support and supervision at the national level will lie with an existing implementation unit responsible for the implementation of a related World Bank project in education, health, agriculture or the extractive industries. This avoids setting-up a new implementation unit, builds upon existing fiduciary capacity, and increases integration of the project within the Bank's existing portfolio. Further, the regional facilitation unit (AAU) will fund training within fiduciary and safeguard issues as per needs.

² AFD should also be informed in countries where ACE Centers are financed or co-financed by AFD.

b) Key Roles and Responsibilities at the Regional Level

1. Regional ACE Impact Project Steering Committee

50. The ACE Impact Project Steering Committee will provide overall guidance and oversight for the project. During project preparation the ACE Impact Project Ministerial Steering Committee will make the final recommendation and selection of the ACEs following a technical evaluation by the Independent Evaluation Committee. During project implementation its main task will be to provide oversight and guidance on the project and direct ACEs to ensure the achievement of the project objectives. The Project Steering Committee includes representatives from each of the participating countries, recognized African and international academicians, sector representatives, and acknowledged civil society/private sector stakeholders. Annex 1b presents the Terms of Reference for the ACE Impact Project Steering Committee.

2. Regional Facilitation Unit

51. A Regional Facilitation Unit (RFU) hosted by the Association of African Universities (AAU) will be responsible for sub-component 3.1. The AAU will be responsible for implementing sub-component 3.1 of the project, which entails supporting the aggregation of the M&E reports for the ACEs as well as capacity building on project management for the ACEs and capacity building within higher education. This includes managing the evaluation proposal, support to develop baselines, and as required consultancies for independent verification of results achieved. The RFU will provide these services to the new centres, renewal centres, emerging centres, and colleges/schools of engineering. The RFU will employ existing staff and resources in AAU and add specific required staffing, including an ACE Impact project manager that will be responsible for day-to-day project implementation. Annex 2 provides the Terms of Reference for the RFU.
52. ECOWAS would provide the overall political backing and advice on promoting the regional specialization of the project. The project would also support policy studies and capacity building within ECOWAS to review policies for regional mobility of skilled labor and policy coordination within higher education.

3. Regional Coordination and Facilitation

53. The ACE Impact Project will be implemented by the selected ACEs, with project facilitation and coordination support from the Regional Facilitation Unit (RFU) and technical assistance from selected consultants as necessary. The individual ACE is responsible for strategic planning and implementation of their institutional proposals, monitoring, evaluation and reporting. The ACEs will also be responsible for all fiduciary aspects required under World Bank guidelines for financial management, procurement³ and, environment and social safeguards. The Regional Facilitation Unit is a regional body with at least 4 professional staff established in the secretariat that deal with Project coordination and facilitation, support to ACEs for monitoring and evaluation and various technical assistance as necessary. The project will operate under the overall guidance and oversight of a Project Steering Committee (PSC) whose main task is to set implementation guidelines, review results and progress, oversee the RFU and assist ACEs to ensure the achievement of the project objectives.

³ In Cote d'Ivoire, Centers must adhere to the AFD Covenant on procurement.

54. Project implementation support and supervision at the national level would be undertaken by the National Project Performance and Review Committee. The fiduciary capacity available within higher education or related project would provide implementation support and possibly oversight for the ACE Impact Project. Further, the ACE Impact project would to the extent feasible, use the same fiduciary procedures as in the closely related project.

4. The Goal of the RFU

55. Given the regional nature of the project, the project requires the RFU to coordinate and facilitate regional activities to the ACEs, partner institutions and be responsible for implementing regional activities for all countries participating in the project. The RFU will not implement or compete with the ACEs in implementation of the project, rather it will work in close collaboration with the ACEs to ensure smooth operation of the project and will support the implementation of project through:
- i. facilitating the selection of the ACEs and other project preparation activities.
 - ii. ensuring effective and efficient coordination and facilitation of regional project activities.
 - iii. supporting the monitoring and evaluation needs of the selected ACEs as well as aggregated M&E needs of the overall project.
 - iv. supporting the Project Steering Committee in delivering its tasks.
 - v. providing capacity building support and facilitating provision of technical support and thematic networking and partnerships on demand by the ACEs.

5. The Role of the RFU

56. Specifically the role of the RFU will be to support the ACE project through:

1. Preparation Phase: The RFU will
 - (i) Coordinate and facilitate the selection and evaluation process of the ACEs
 - (ii) Support preparation of MoUs for ACEs with partner institutions
 - (iii) Undertake baseline study for project results framework
 - (iv) Support the set-up of the project steering committee
2. Implement sub-component 3.1 of the project, that is regional project coordination, monitoring and evaluation and provision of technical support and thematic networking and partnerships to ACE Impact countries. Tasks include:
 - (i) Support the capacity building, knowledge sharing and coordination between the ACEs and partner institutions through joint lessons learning and capacity building events.
 - (ii) Serve as the facilitation secretariat between the different project stakeholders including supporting the coordination between the ACEs with concerned Ministries/ Departments of national Governments, the AFD and the World Bank.
 - (iii) Facilitate networking and partnerships among the ACEs in requested thematic areas.
 - (iv) Oversee the implementation of cross-cutting intervention tasks such as policy studies for regional mobility and other relevant tertiary education issues.
 - (v) Organize two annual supervision missions.
 - (vi) Organize periodic meetings between ACEs and relevant stakeholders.
 - (vii) Produce ACE Impact Project Updates to stakeholders.

- (viii) Coordinate and fund the activities of the PSC, including facilitating the bi-annual PSC meetings.
 - (ix) Support the provision of technical assistance to ACEs in thematic and other tertiary education areas as requested.
3. Provide Monitoring and Evaluation support to the ACEs including:
- (i) Overall data collection for monitoring and evaluation.
 - (ii) Support in M&E activities including report updating.
 - (iii) Aggregating reports from all the ACEs into one.
 - (iv) Guide the operations of Monitoring and Evaluation Specialists in ACEs and Partner institutions through providing advice and operating as a support role for issues (problems and solutions) raised by ACEs and partner institutions.
 - (v) Support the development of procedures for regular monitoring of performance of Project Institutions.
 - (vi) Conduct/ commission impact evaluation of training programmes and various types of other studies and disseminate the findings.
 - (vii) Publish on its website results of all national level selections, findings from monitoring and evaluation studies and such other information as required under the Disclosure Management Framework.

6. The Role of the ACEs

57. As has been stated previously, the ACE Impact project consists of three components. Component 1 will aim to strengthen the capacity of selected institutions to establish Africa Centres of Excellence (ACE) and scale-up well-performing ACE I centres. Component 2 will support to Emerging centers of excellence for networking, regional technical assistance and improving learning environment, as well as support PhD scholarships through the PASET Regional Scholarship & Innovation Fund. These ACEs will deliver regional, demanded, quality training and applied research in partnerships with regional and international academic institutions and in partnership with industry. Component 3 consists of regional activities for the ACEs and their governments to build capacity, support project implementation, monitor and evaluate, and develop regional policies. Further, Component 3 will provide support for national level coordination (Nigeria, Ghana, Cote d'Ivoire and Burkina Faso) by the government-designated national higher education agencies.
58. Funding and performance contract between the government and the University: This agreement will be signed on behalf of the government by the Ministry of Finance and the Ministry/Agency in charge of Higher Education and on the university side by the Head of Institution (Rector/Vice-Chancellor/President) and the ACE Impact Centre Leader. A template of this agreement will be provided for each country to consider and customize if found appropriate. This Funding and Performance contract has the following elements:
- Upon project effectiveness – after signing of the above two agreements and any needed national approval.
 - The ACE will submit information to the National Performance and Review Committee regarding the achievement of the preparation and qualification results (DLI1 – Year 0). Further, the ACE will certify that it has the required background information in its archives to document the achievements of the results.
 - The Government through the National Performance and Review Committee will review and submit information to the World Bank with copy to the RFU (AAU) regarding the

achievement of the preparation and qualification results (DLI 1 – Year 0). This information will be supplemented with expenditures in the Eligible Expenditure Programme (primarily salaries). This first disbursement is planned to amount to 10% of the agreed ACE Impact support.

- The World Bank, and/or AFD, will disburse funds for Year 0 results (to a project account in MoF).
- Ministry of Finance will transfer the funds using the regular budget process to the ACE account at the university level.
- If additional funds are necessary for implementation, the government can request an advance from the second disbursement of up to an additional 10% of the support to each ACE. This will be an advance, and if results and eligible expenditures are not subsequently submitted to the World Bank, this advance will have to be refunded to the World Bank and/or AFD.

59. For each subsequent yearly disbursement (2019 – 2023)

- a) The ACE will compile the achieved results and certify that it has the required background information in its archives to document the achievements of the results.
- b) The ACE, ACE Impact country PSC Member/focal point and the relevant Ministry of the Government through the National Performance and Review Committee will review the results and submit information regarding the achievement of the project results for that year (Year 1-4). The information to submit consists of two parts: (i) ACE results in the form of the DLIs, and (ii) Expenditures in the eligible expenditure program (EEP).
- c) The Regional Facilitation Unit (AAU) will together with the World Bank verify achievements, sometimes on a sample basis, and The World Bank and/or AFD will disburse the agreed funds for that year's results to the project account in MoF.
- d) Ministry of Finance will transfer the funds using the regular budget process to the ACE account at the university level.

7. Overall Communication Structure for the ACE Impact Project

60. Given the regional nature of the project and the many stakeholders involved, the section below describes the proposed lines of communication for the ACE Impact project. Given the evolving nature of task teams, team members and positions may change during the lifetime of the project.

61. The ACE Impact project involves:

- 11 countries, each with the ACE Centre Leader, Focal Point and Steering Committee member.
- Regional Facilitation Unit based at the Association of African Universities.
- World Bank Task Team Leader (TTL) and Co Task Team Leaders (Co-TTLs) who are based in Washington DC and country offices.
- AFD Task Team Leader (TTL) and Co Task Team Leaders (Co-TTLs) who are based in Paris and country offices
- Financial Management Specialist and Procurement Specialist.

62. As such the project communications channels include the following:
1. For all no-objections on the project, requests should be sent to the Co-TTL based in the country office with copy to the Regional TTL.
 2. For all communication to the Centre Leaders, the co-TTL, Regional TTL and focal point should be copied.
 3. For all communication to Financial Management or Procurement Specialist, the copy should be made to the co-TTL and focal point.
 4. For all regional no-objections from the RFU they should be sent directly to Regional TTL.
 5. For all sector specific questions on improvement and work related to the sector, they should be sent to subject matter specialists responsible for those sectors with copy to the Regional TTL, Co-TTLs and AAU.

Table 4: ACE Impact World Bank team contacts and structure

	Education	Financial Management	Procurement	Safeguards
Nigeria	Aisha Garba Mohammed agmohammed@worldbank.org	Akinrinmola Oyenuga Akinyele aakinyele@worldbank.org	Oyewole Oluyemi Afuye oafuye@worldbank.org	Joseph Ese Akpokodje jakpokodje@worldbank.org (Taiwo)
Cote d'Ivoire	Patrick Philippe Ramanantoanina pramanantoanina@worldbank.org	Jean Charles Amon Kra jkra@worldbank.org	Maurice Adoni madoni@worldbank.org	Abdoulay
Ghana	Eunice Yaa Brimfah Ackwerh edapaah@worldbank.org	Robert Degraft-Hanson rdegrafthanson@worldbank.org	Charles Achong	Anita Takura atakura@worldbank.org
Burkina Faso	Boubakar Lompo blompo@worldbank.org	Sandrine Egoue Ngasseu segouengasseu@worldbank.org	Bourama Diaite bdiaite@worldbank.org Mohamed E. Hendah mhendah@worldbank.org	Leandre Yameogo lyameogo@worldbank.org
Benin	Hyacinthe Gbaye hgbaye@worldbank.org	Angelo Donou adonou@worldbank.org	Mathias Gogohounga mgogohounga@worldbank.org	Joselyn Godonou jgodonou@worldbank.org
Senegal	Hamoud Abdel Wedoud Kamil hkamil@worldbank.org Mouhamadou Moustapha Lo mlo@worldbank.org	Fatou Fall Samba fsamba@worldbank.org	Mamadou M. Mbaye mmbaye1@worldbank.org	Medou Lo mlo1@worldbank.org
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Gambia	Ryoko Tomita Wilcox rtomita@worldbank.org	Fatou Mbacke Dieng fdieng1@worldbank.org	Mouhamadou K.Ndoye mndoye2@worldbank.org	Ahmed Fall afall2@worldbank.org
Guinea	Assane Dieng adieng1@worldbank.org	Murielle Babatounde mbabatounde@worldbank.org	Alpha Mamoudou Bah abab2@worldbank.org	Emeran Serge Evouna emenangevouna@worldbank.org (Mahamadou Maiga)
Niger	Pamela Mulet pmulet@worldbank.org	Josue Akre jakre@worldbank.org	Mahamadou B. Sissoko msissoko1@worldbank.org	Bougadare Kone bkone@worldbank.org
Djibouti	Harisoa Rasolonjatovo hrasolonjatovoan@worldbank.org Simon Thacker sthacker@worldbank.org	Rock Jabbour rjabbour@worldbank.org	Melance Ndikumasabo mndikumasabo@worldbank.org	Mohamed Adnene Bezzaouia mbezzaouia@worldbank.org
Regional Focal Point	Ekua Nuama Bentil ebentil@worldbank.org Himdat Iqbal Bayusuf hbayusuf@worldbank.org Graham Mark Harrison ggharrison@worldbank.org Maud Kouadio IV mkouadio@worldbank.org	Robert Degraft-Hanson rdegrafthanson@worldbank.org	Charles Achong (1st ACE Impact) cashong@worldbank.org Oyewole Oluyemi Afuye (2 nd ACE Impact) oafuye@worldbank.org	Joseph Ese Akpokodje jakpokodje@worldbank.org Olukayode O. Taiwo otaiwo@worldbank.org Fabienne Prost fprost@worldbank.org

V. MONITORING AND EVALUATION ARRANGEMENTS

a) Purpose and Objective

59. This section describes the monitoring and evaluation arrangements for the ACE Impact Project and explains its objective. The roles and responsibilities of the Regional Facilitating Unit (AAU), the ACEs, the ACE Impact Partner Institutions, and other key stakeholders, are also outlined.

60. As a World Bank funded intervention, the ACE Impact Project emphasizes results-based management which focuses on tracking results and monitoring how these feed into achievement of project goals. Additionally, financing of the project is also linked to performance on agreed indicators. Monitoring and evaluation is therefore critical and will focus on assessing the extent to which implementation at all levels (the AAU, ACEs and their partner institutions) is consistent with agreed timelines and outcomes as set out in the project appraisal document (PAD). The data gathered will serve as a tool both for results-based planning of results, indicators, related activities and budgets, and tracking progress and achievements made under the project. In addition, it will support decisions on project implementation and improvement; demonstrate compliance with agreed procedures and plans; contribute to organizational learning and knowledge sharing through reporting and subsequent discussion and consideration of achievements and challenges; and provide information for stakeholders.

b) Scope of M&E Arrangements

61. In line with the objectives above, the ACE Impact Project monitoring will cover Performance, Compliance; and Impact. Performance monitoring will determine whether activities and processes are being executed as per agreed schedules and help identify implementation challenges and improve project management. Compliance will be assessed based on whether grant conditions and project implementation guidelines including procurement and fiduciary conditions, are being followed. Impact will be measured based on the extent to which the ACE Impact Project is contributing to the achievement of the project development goals.

62. Monitoring and evaluation will be carried out at all three levels of the ACE Impact Project implementation, which cascade one into the other. The levels which will be relevant for planning, managing and measuring the ACE Impact Project's progress include: (i) The overarching project level which will involve on the one hand compiling and aggregating all data provided by each ACE and, planning, managing and reporting of global ACE Impact results – which is under the responsibility of the Regional Facilitation Unit (AAU); (ii) The project level for each of the separate ACEs – which is under the responsibility of each ACE (which will also report to the AAU), including the data provided to them by their Partner Institutions; (iii) the ACEs' Partner Institution Level, which is planning, managing and measuring relevant data for the ACE level results frameworks (RFs) – which is under the responsibility of each partner institution, providing the data to their ACE.

c) Preparations for Monitoring and Evaluation

Developing the Results Framework

63. To facilitate the M&E process, an overall Results Framework (RF) has been developed by the Bank in collaboration with the AAU and other key stakeholders, and with input from government and university representatives in the region. The RF details results indicators, unit of measure, baselines and cumulative targets for each of the 4 years of the project, the frequency of indicator measurement, data source/methodology, responsibility for the data collection and

tracking for each indicator, and guidelines on M&E systems to set up. The RF will serve as the main reference for planning, managing and tracking progress, for assessing the effectiveness of the Project during implementation and measuring final outcomes at project completion.

64. In addition to the three levels mentioned above, there is one more cascading level mainly serving for each ACE to plan, manage and measure Project implementation. Individual ACEs and the Regional Facilitating Unit (AAU) will be expected to develop their own specific results frameworks detailing the expected results, indicators and targets specifically tailored to their needs, based on the details of their individual projects in the project appraisal document.

65. As the Regional Facilitating Unit (RFU), AAU will be responsible for coordinating and supporting the ACEs in implementing and monitoring their projects. Where necessary, local and international experts may be engaged. However, it must be emphasized that per the project documentation, primary responsibility for monitoring and evaluation lies with the ACEs.

Determining Scope of Monitoring and Evaluation

66. Based on the Results Framework, individual ACEs and the RFU are expected to determine what monitoring and evaluation activities will be necessary and assess their institutional capacities for undertaking them. The ACEs are then expected to put in place the necessary tracking systems⁴ (both automated and manual) and to designate persons to oversee and implement the M&E function⁵. Where necessary, ACEs may have to arrange additional training for their monitoring and evaluation staff or recruit staff with the requisite expertise. To facilitate the M&E process, ACEs will be expected to draw up in addition to the results frameworks, M&E plans to help plan and manage Monitoring and Evaluation activities over the four years of the project. The M&E Plan should detail what is being monitored (the type of information or data to be collected), how (the data collection methods to be employed), when (the frequency of data collection and reporting), by whom (the persons responsible for monitoring and evaluation, their specific capacities and assigned tasks) and for what reason (how the information gathered will support monitoring and project management).

d) Key Performance Indicators and Targets

67. Based on the objectives of the ACE Impact Project, a number of indicators have been established to keep track of the performance of the Project as a whole. The indicators relate to regionality, training and research quality, research quantity, outreach, and administrative/governance quality.

68. Each indicator is linked to a project development objective (PDO) and related base lines and target values. A baseline value represents the value of the indicator at the outset of, or, prior to implementation of the ACE Project. Target values provide a basis for monitoring, evaluating and reporting performance over time through the collection of trend data. Targets should be reviewed periodically and revised where necessary to ensure they are realistic, given current project conditions. The revised targets should be agreed with subject-matter experts, approved by the World Bank and/or AFD, and communicated to the RFU.

⁴ Some guidelines have been provided in the Results Framework on what tracking systems are needed. Essentially, the guidelines point out what information would need to be collected, what strategies or systems (such as databases) would need to be put in place and other related issues.

⁵ While the Project Centre Leaders will have general oversight of the monitoring and evaluation at each centre, it is important that the Centre Leader will, with regard to each of the indicators, designate particular project staff to track and collect data. These persons should be able to provide the RFU and the WB (where necessary), with all information pertaining to the specific indicator they are in charge of. The full names, positions and contact details (email and telephone) should be provided in the appropriate column of the results framework.

69. The RFU (AAU) will collect, analyze and submit status reports to the World Bank and AFD on the performance of the indicators. Individual ACEs are therefore expected to collect and submit accurate data on the performance of each indicator in the agreed Results Framework to facilitate the RFU's task. On a regular basis, data submitted will be subjected to a strict verification process by the RFU and independent consultants to confirm their validity.

e) Roles and Responsibilities

70. The roles and responsibilities for the various levels and reporting requirements are outlined in the table below.

Table 5.1 : Roles and Responsibilities

Level	Roles & Responsibilities	Reporting Requirements
ACE Partner Institutions (PIs)	<ul style="list-style-type: none"> Responsible for M&E Required to submit reports per schedules agreed with their respective ACEs Project Leader to assign particular staff to track and collect specific data 	<ul style="list-style-type: none"> PIs collect and submit data to the ACEs/Emerging Centres/ CoEngg per agreed schedules
ACEs/ Emerging Centre/ College of Engineering	<ul style="list-style-type: none"> Project Leader is responsible for overall M&E Project Leader to assign staff to support tracking and collection of data; supervision and management of the project; liaison with the RFU and other parties; and quality control Note that Institutional Impact results should be included in the designated Centers' results College of Engineering results should be submitted together with their designated Center's results 	<ul style="list-style-type: none"> ACEs will compile data from their PIs and their centres in the "status as of" column of the RF ACEs will explain variances between expected and actual performance in the "comments" column. Unexpected outcomes will also be reported in the "comments" column ACEs will also provide details on each indicator in designated templates. The details would be critical for verifying the results and determining payments for achievement of results <u>Results would be submitted bi-annually in October and April respectively.</u>
RFU (AAU)	<ul style="list-style-type: none"> Project Manager will have primary responsibility for compiling and reporting M&E reports to the World Bank and AFD The Project Manager will be supported by the M&E Officer and other RFU Staff designated to track specific indicators 	<ul style="list-style-type: none"> The RFU collects, compiles and analyses data received from the ACEs and forwards this to the World Bank and AFD to inform grant management and disbursement decisions.

Table 5.2: Results Framework
Africa Higher Education Centres of Excellence Project

ACE Level Results Indicators	Core	Unit of Measure	Specifics	Baseline (Nov. 2018’)	Annual Target Values				Frequency	Data Source/Methodology	Responsible for Data Collection	2019 Results
					YR 1	YR 2	YR 3	YR 4				
Improve the quality, quantity and development impact of postgraduate education in selected univs.												
Indicator 1: Number of students (National and Regional) enrolled in specialized Master’s, PhD and short-term professional courses/ programs in the ACEs		Number (Indicator Definition: Count of national and non –national students in new ACE Courses)	Total number of enrolled students						Bi-annually	ACE enrolment records with information such as names, contact information, program of study, year in program, nationality, etc. Aggregation of number of students obtained from program/course registrations and submitted to the RFU through the ACE Impact project online data submission portal	ACEs and RFU	
			Regional (Total)									
			Regional (Female)									
			National (Total)									
			National (Female)									
Indicator 1b: Number of Regional students enrolled in specialized programs at ACEs		Number (Indicator Definition: Count of regional students in specialised courses)	Total Regional students enrolled						Bi-annually	ACE enrolment records Aggregation of number of students obtained from program/course registrations and submitted to the RFU through the ACE Impact project online data submission portal	ACEs and RFU	
			PhD Total									
			PhD Female									
			Masters Total									
			Masters Female									
			Bachelors/ Prof. (Total)									
			Bachelors/ Prof. (Female)									
Indicator 2: Number of ACE programs and ACE hosting institutions that		Number (Indicator Definition: Count of	Total Int'l Accreditation s						Bi-annually			
			Programs									

ACE Level Results Indicators	Core	Unit of Measure	Specifics	Baseline (Nov. 2018')	Annual Target Values				Frequency	Data Source/Methodology	Responsible for Data Collection	2019 Results
					YR 1	YR 2	YR 3	YR 4				
obtain international accreditation		relevant programs and institutions)	Institutions							ACEs' and their host institutions' records of certificates and reports issued by the accreditation agencies	ACEs and RFU	
Indicator 3: Share of ACE hosting institutions with a comprehensive strategic plan for regionalization (→ Outreach)		Percentage (Share of relevant ACE host institutions)							Bi-annually			
Indicator 4: Number of ACEs that have had substantial development impact		Number (Indicator Definition: Count of relevant ACEs)										
Indicator 5: Number of students and faculty participating in internships/apprenticeships in relevant industry/ institution		Number (Indicator Definition: Count of students or faculty with participating in internship in relevant industry or institution)										
INTERMEDIATE RESULTS												
Establishing New and Scaling up Well-performing Africa Centers of Excellence for Development Impact												
Indicator 6: Number of revamped or newly designed programs (Master's, PhD and Professional Short Courses)		Number (Indicator Definition: Count of revamped/newly designed programs)							Annually	Programme Records		

ACE Level Results Indicators	Core	Unit of Measure	Specifics	Baseline (Nov. 2018')	Annual Target Values				Frequency	Data Source/Methodology	Responsible for Data Collection	2019 Results
					YR 1	YR 2	YR 3	YR 4				
Indicator 7: Number of ACEs with female centre leaders		Number (Indicator Definition: Count of ACEs with female centre leaders)										
Indicator 8: Number of ACE related research publications in internationally recognized peer reviewed journals		Number (Indicator Definition: # of ACE related research publications in internationally recognised peer reviewed journals)							Bi-annually	International bibliometric databases, as compiled by Elsevier		
Indicator 9: Number of new nationally or regionally accredited programs		Number (Indicator Definition: Count of relevant programs)	Total national/ regional programs accreditation									
			National									
			Regional									
Indicator 10: Amount in externally generated revenue by the ACEs		US Dollars (Indicator Definition: Amount of US Dollars generated from outside ACE)							Bi-annually	ACE Financial Statement		

ACE Level Results Indicators	Core	Unit of Measure	Specifics	Baseline (Nov. 2018')	Annual Target Values				Frequency	Data Source/Methodology	Responsible for Data Collection	2019 Results
					YR 1	YR 2	YR 3	YR 4				
Indicator 11: Number of faculty and students participating in academic exchanges		Number (Indicator Definition: Count of faculty and students on academic exchange)	Total number of academic exchanges						Bi-annually	Record of staff trained Report on relevant training sessions		
			Faculty									
			Students									
Indicator 12: Number of graduates employed within 6 months of graduation		Number (Indicator Definition: Count of students employed within 6 months of graduation)	Total number of students employed within 6 months of graduation						Bi-annually	Analysis of project records on students per semester		
			Regional (Total)									
			Regional (Female)									
			National (Total)									
			National (Female)									
Indicator 13: Share of well-functioning regional networks led by ACEs		Percentage (Indicator Definition: Share of well-functioning networks led by ACEs)										

ACE Level Results Indicators	Core	Unit of Measure	Specifics	Baseline (Nov. 2018')	Annual Target Values				Frequency	Data Source/Methodology	Responsible for Data Collection	2019 Results
					YR 1	YR 2	YR 3	YR 4				
Indicator 14: Number of ACE hosting universities participating in the regional benchmarking initiative that submit complete data on at least 85% of the indicators		Number (Indicator Definition: Count of ACE host universities under benchmarking initiative that submit data on 85% of DLIs)										
Enhancing Regional Policymaking, Monitoring, and Facilitation												
Indicator 15: Level of satisfaction of the ACEs and the Steering Committee on the support given by the RFU												
Indicator 16: Number of regional higher education policies developed and discussed with participating governments		Number (Indicator Definition: Count of Regional higher education policies developed and discussed with ACE governments)										

ACE Level Results Indicators	Core	Unit of Measure	Specifics	Baseline (Nov. 2018')	Annual Target Values				Frequency	Data Source/Methodology	Responsible for Data Collection	2019 Results
					YR 1	YR 2	YR 3	YR 4				
Indicator 17: Number of ACEs and emerging centers reporting to the RFU on at least 85% of the ACE Impact project indicators on time		Number (Indicator Definition: Count of Regional higher education policies developed and dicussed with ACE governments)										

VI. VERIFICATION OF DISBURSEMENT LINKED RESULTS

71. This chapter is an addendum to the preceding chapter on monitoring and evaluation, and clearly outlines the procedures for verifying the individual disbursement linked results (DLRs). Verification is carried out annually and requires the ACEs to submit their results framework that includes progress and achievement of the DLIs for the time-period being verified. The results should be accompanied by supporting data captured in the verification data sheets for the disbursement linked indicators 1 through to 7 (see Annex for detailed templates). The reports will be reviewed in the first instance by the RFU and comments for fine-tuning, including requests to provide missing data and ensure the details provided correspond with the results reported, will be shared with the ACEs. Once the reports are finalized, the verification process for various DLRs is initiated.

72. Generally, when verification is completed, the RFU will issue verification letters to the World Bank and/or aFD with copies to the centres concerned. The letters will detail the results achieved and the corresponding amounts earned in *Special Drawing Rights* (SDR) or Euros (EUR). Based on the letters, the World Bank and/or AFD authorizes disbursement.

- i. For World Bank disbursements, the centres make payment requests via the World Bank's *Client Connection* platform; and the Bank disburses the funds earned in US Dollars (USD). Each disbursement from the World Bank will reimburse the country for EEPs in the amount determined by the DLRs. Centres are therefore required to submit their EEPs as part of their Interim Financial Reports (IFRs) to the RFU.
- ii. For AFD disbursements, the centres make payment requests via XXXX

Verification Schedule

73. The schedule for verification differs for the different categories of results. The RFU would usually prompt centres on the submission of reports for verification and the initiation of verification exercises. For some results, the Centres are responsible for notifying the RFU on achievement and requesting for their verification. Refer to the verification Protocol below for specifics on the individual DLRs.

Table 6: DLI Verification Protocol

Disbursement Linked Results (DLR)	Actions to be completed /Documents to be submitted	Additional Information to have readily available for potential verification
DLI 1 Institutional readiness		
DLR# 1.1: Basic Readiness	<ul style="list-style-type: none"> Financing Agreement is effective The RFU has approved of the center's Implementation Plan and the Procurement and Financial Management Manuals. Official designation of the core team members (Center leader, Deputy Center leader, FM responsible, procurement responsible, M&E responsible and sectoral liaison). The Center has designated a non-staff student representative to the RFU. <p>The value of this DLR varies between countries from US\$300,000 equivalent to US\$450,000 equivalent per milestone. The country specific value is in the Financing Agreement.</p>	<ul style="list-style-type: none"> ACE implementation plan ACE annual work plan for the first year Financial Management and procurement procedures Details and contacts of core team members
DLR# 1.2: Full Readiness	<ul style="list-style-type: none"> Project Management certification for at least one leading team member; Functional center website (a link to the center's website); Student handbook on the website with policies for sexual harassment and scholarships; Sectoral Advisory Board (SAB) constituted and its endorsement of the Implementation Plan. <p>The value of this DLR varies between countries from US\$300,000 equivalent to US\$450,000 equivalent per milestone. The country specific value is in the Financing Agreement.</p>	<ul style="list-style-type: none"> Project Management certificate Website address/ link Minutes of the SAB meeting that endorsed Implementation Plan
DLI 2 Development Impact of ACE Center		
DLR#2: Independent, external evaluation of the development impact of the center	<ul style="list-style-type: none"> Independent, external evaluation of the development impact of the ACE center conducted during Year 3 (Year 2 for renewals) and end of Year 4 of project implementation. External evaluators assess and score development impact of the center. In Year 3, score is based upon progress towards development impact. In Year 4, score is based upon development impact. The criteria for evaluation will include <ul style="list-style-type: none"> (i) Relevance and impact of graduates on society, including the share of graduates hired in the target sector and feedback from key employers; (ii) relevance and impact of research on society; (iii) progress on DLIs; (iv) SAB annual reports; and (v) interviews with center graduates and sectoral stakeholders. 	<ul style="list-style-type: none"> Interview transcripts Evaluation report

	The value of this DLI varies between countries from US\$25,000 equivalent to US\$35,000 equivalent per point in the score (point scale 1 to 5). The country specific value is in the Financing Agreement.																													
DLI 3 Quantity of Students with Focus on Gender and Regionalization																														
DLR#3.1: New PhD students DLR#3.2: New Master students DLR#3.3: New Prof. short courses DLR#3.4: New 1 st Degree students	<ul style="list-style-type: none">Table with the new students in courses under the ACE, over and above those reported previously. Eligible new students in degree programs (PhD, Master and Bachelor) must have completed their first semester. Note that first degree/ bachelor students are eligible only for <i>Emerging Centres</i> and <i>Colleges of Engineering</i>. The number of new students should be reported by level of course (PhD, Master, Short course and Bachelors), by nationality (national, non-national African, and international), and by gender.For PhD students, a summary list of the enrollment status of the previous-reported students must be provided, along with a certification that the enrolled PhD students are all actively pursuing the degree. <p><i>The value of this DLR is as follows:</i></p> <table><tr><td></td><td>PhD</td><td>Masters</td><td>Short-course Professional</td><td>Bachelor/ 1st Degree</td></tr><tr><td>National Male</td><td>\$10,000</td><td>\$2,000</td><td>\$400</td><td>\$1,000</td></tr><tr><td>National Female</td><td>\$12,500</td><td>\$2,500</td><td>\$500</td><td>\$1,500</td></tr><tr><td>Regional Male</td><td>\$12,500</td><td>\$4,000</td><td>\$800</td><td>N/A</td></tr><tr><td>Regional Female</td><td>\$15,600</td><td>\$5,000</td><td>\$1,000</td><td>N/A</td></tr></table>					PhD	Masters	Short-course Professional	Bachelor/ 1 st Degree	National Male	\$10,000	\$2,000	\$400	\$1,000	National Female	\$12,500	\$2,500	\$500	\$1,500	Regional Male	\$12,500	\$4,000	\$800	N/A	Regional Female	\$15,600	\$5,000	\$1,000	N/A	<ul style="list-style-type: none">List of names and contact details (email & telephone) for each reported student.For DLR#3.3, group photographs, training curricula, reports, evaluation survey instrument and report must also be provided
	PhD	Masters	Short-course Professional	Bachelor/ 1 st Degree																										
National Male	\$10,000	\$2,000	\$400	\$1,000																										
National Female	\$12,500	\$2,500	\$500	\$1,500																										
Regional Male	\$12,500	\$4,000	\$800	N/A																										
Regional Female	\$15,600	\$5,000	\$1,000	N/A																										
DLI 4 Quality of Education and Research through Regionalization																														
DLR#4.1: No. of internationally (regionally/sub-regionally) accredited education programs	<ul style="list-style-type: none">ACE to report all programme accreditations achieved over the period under review with details on programme title; level (PhD, Masters, Bachelor's); type, date and expiry of accreditation; name and contacts of accrediting agency/ institution.Also, information must be provided on the type of accreditation undertaken (Gap assessment certified /undertaken by an external accreditation agency; Self-evaluation undertaken following satisfactory international standards (agreed as part of the performance agreement); Regional (WAHO/CAMES); Sub-regional or National Accreditation or ISO; Bologna Compliant programs (details to be specified)Center to show evidence (copy of certificate, accreditation letter and or report, email confirmation) of achievement of the specific accreditation or assessment <p>The value of this DLR is US\$500,000 per program internationally accredited; US\$100,000 per program nationally/regionally accredited; US\$100,000 per gap-assessment/self-evaluation undertaken; US\$50,000 for new/revamped courses meeting international standards</p>				<ul style="list-style-type: none">Accreditation letter/ certificate and link to same on project website																									

DLR#4.2: No. of internationally recognized centre relevant research publications	<ul style="list-style-type: none"> Centre submits a list of research publications produced over the period under review including details on references, abstract and ACE affiliated authors. The list should indicate which of the authors are affiliated to the ACE in question <p>The value of this DLR is US\$10,000 per article co-authored by ACE Impact student/faculty and national partners; US\$15,000 per article co-authored with regional partners.</p>	<ul style="list-style-type: none"> Contacts of students undertaking internships Contacts of companies/sector associations hosting students
DLR#4.3: Improved teaching and research environment as per approved proposal (institutional specific annual milestones specified in the performance and funding agreement)	<ul style="list-style-type: none"> The Implementation plan for each ACE will clearly describe between 3 to 5 annual main milestones for improving its teaching and research environment based upon the specific activities to be undertaken by the centre. Additional documentation required to prove the achievement of each milestone will be detailed. This could for example be: signed contract for rehabilitation, signed contract for delivery of specified lab or learning equipment; halfway or completed rehabilitation; delivered and installed labs, learning equipment or furniture and evidence of equipment usage by students and researchers. Each ACE will have differing milestones; however, they are a set of common milestones such as: <ol style="list-style-type: none"> <i>Signing of building, evidence includes (i) signed copy of contract with bill of qualities (ii) certificate that ESMP adhered to (iii) relevant procurement procedures from agreed PM has been followed (iii) description o. In addition, the x percent in milestone 2 is agreed in the initial contract. Building contract has to be on the ACE website</i> <i>X percent completion of building, evidence includes (i) certification of x percent completion of construction by an architect/engineer acceptable to The Bank. The engineer/architect will be independent and hired by AAU to verify the progress (ii) photos to certify completion of construction and uploaded on ACE website</i> <i>Laboratory equipment purchased or supplied contract signed/invoice with certification of procurement, relevant procurement documents are available for post-procurement audits. Equipment contract is shared on ACE website</i> <i>100 percent completion of building and 100% of equipment installed and in-use by faculty and students. Evidence includes photos and checklist of all equipment contracted with a status and location of purchased equipment. All equipment has to be entered into asset catalogue of the university.</i> <p>The value of this DLR is US\$300,000 per milestone</p>	<ul style="list-style-type: none"> Centre will share link to contracts, evidence of adherence to fiduciary requirements, pictorial evidence of completion of construction, rehabilitation and equipment usage, on their website

DLI 5 Relevance of Education and Research		
DLR#5.1: Amount of externally generated revenue by the ACEs as paid into the designated ACE-Programme account	<ul style="list-style-type: none"> • A designated account must be set up for the ACE Project. The financial statement should be in relation to the designated project account. • The ACE designated account must be audited • Externally generated funds from other donors/development partners is capped at 50% of the maximum to be disbursed • Eligible sources of revenue include tuition fees, other student fees, joint research, research consultancies, fund raising and competitive grants (from governments and development partners) or other external sources <p>The value of this DLR is US\$1 for each US\$1 generated from national, or international non-firm sources; US\$2 for each US\$ 1 generated from regional or from private/sectoral sources;</p>	<ul style="list-style-type: none"> • Evidence of revenue generated (bank transfers etc. of externally raised funds) with details on amount in the original currency, date of receipt, source name, contacts and type (national or international non-firm/ regional or private/ sectoral), details of account in which funds are lodged,
DLR#5.2: No. of Students /faculty with at least 1-month internship in relevant industry/ sector-relevant institutions (by country/region).	<ul style="list-style-type: none"> • Tables with students who have undertaken internships of at least 1 month during the period under review • Staff on sabbatical with a relevant stakeholder can count towards the internship DLR • Eligible host institutions include private companies, ministries and public utilities • Placements at research institutes and universities do not count towards the internship DLR. <p>The value of this DLR is US\$1,000 per period in country and US\$1,500 per period in region</p>	<ul style="list-style-type: none"> ▪ Centre to provide details on student names and type (PhD or masters), contact details, name, contacts and status (public/private) and type (regional/national) of the host-institution, qualifications or credits earned, etc.
DLR#5.3:	<ul style="list-style-type: none"> • The Implementation plan for each ACE will clearly describe the main milestones for promoting entrepreneurship, innovation, start-up companies, and/or technology transfer/commercialization support. In the Implementation Plan, the specific activities to be undertaken by the centre should be identified. Additional documentation required to prove the achievement of each milestone will be detailed. This could for example include: <ol style="list-style-type: none"> 1. Creation of a technology transfer office 2. Rent by 10 new startups in an incubation center 3. Patents earned by Center faculty and students 4. Establishing an entrepreneurship curriculum/certificate/center on campus <p>The value of this DLR is US\$100,000 for each milestone</p>	<ul style="list-style-type: none"> ▪ Centre will share links to documentary and pictorial evidence of achievement of the milestones on their website
DLI 6 Timeliness and Quality of Fiduciary Reporting		

<p>DLR#6.1: Timely financial reporting for the ACE account, including timely submissions of Interim Financial Reports (IFRs) and of audit reports for the period</p>	<ul style="list-style-type: none"> • Timely financial reporting and submissions means the requisite financial reports are submitted by the relevant deadline as indicated by the RFU • The financial reporting consists of the external financial audit due 6 months after the financial year (calendar year for all the countries participating) and the Interim Financial Report (IFR). The IFR is due every semester on February 15 (for the period July-December of the previous year) and August 15 (for the period January – June of the same year). <p>The value of this DLR varies between countries from US\$15,000 equivalent to US\$25,000 equivalent per year.</p>	
<p>DLR#6.2: Functioning internal audit unit and functioning audit committee (under the university's council) that would support the center and the ACE Impact host university</p>	<p>For the first withdrawal application requesting funding for this result:</p> <ul style="list-style-type: none"> • Guidelines/ ToRs for the audit committee constituted under the governing body of the university • Members of the audit committee • Evidence (report or minutes of meeting) that the Committee has met and discussed the audit for the ACE, the committee's role in the project, and risks associated with the project. <p>For subsequent withdrawal applications:</p> <ul style="list-style-type: none"> • Evidence (report or minutes of meeting) that the Committee has met and discussed the external audit for the ACE, any internal audit reports, and following up on issues raised to ensure management's attention and correction. • If changes to the Guidelines / ToRs have been made, the revised ToRs or Guidelines should be included. <p>Note, the Audit committee should in principle carry out an institutional review of the audits and follow-up. However, the term functioning will be interpreted only regarding review of the ACE part of the university.</p> <p>The value of this DLR varies between countries from US\$15,000 equivalent to US\$25,000 equivalent per year.</p>	
<p>DLR#6.3: Web Transparency on Fiduciary reports for the center and the ACE Impact host university</p>	<p>A link to the institutional website where the following project reports are publicly available:</p> <ul style="list-style-type: none"> ▪ All external audit reports for the project, all interim financial reports, the past year's and the current budget, as well as the current annual work-plan ▪ The trail of webpages (breadcrumb trail) from the institutional home page to the page with the above reports (institutional Home page > Section page > Subsection page > etc.) <p>The value of this DLR varies between countries from US\$15,000 equivalent to US\$25,000 equivalent per year.</p>	
<p>DLR#6.4: Quality of procurement planning. Share (%) of the</p>	<p>Timeliness of procurement progress (25% of all procurement contracted by year 1; 55% by year 2, and 100% by year 3, and verification of installation by year 4). Procurement progress report with evidence of contracts signed.</p>	<p>Link to documentary and other evidence of procurement progress on the centre website</p>

originally approved procurement plan that was executed	The value of this DLR varies between countries from US\$15,000 equivalent to US\$25,000 equivalent per year.	
DLI 7 Institutional Impact		
	<ul style="list-style-type: none"> For each ACE Impact Center, DLI 7 is focused on Institutional Impact. The development and implementation of the workplan for Institutional Impact for each university should be led by the institutional leadership (including, for example the Vice Chancellor or Rector). For those institutions that host more than one ACE Impact Center, no activities may result in more than one Center earning a DLR under DLR 7 for a single activity. The RFU is responsible for ensuring the coordination necessary in delineating specific activities and DLRs between the different Centers. In order to achieve DLRs, the institution must develop a plan for approval by the RFU. Because each institution is different, and has different goals for institutional impact, the specific workplan for achieving this DLI may be different. Institutions may pursue specific DLRs as described in DLR 7.1 – DLR 7.4. In addition, institutions may identify appropriate activities and milestones for institutional impact under DLR 7.5. For those institutions that host more than one ACE Impact Center, it is anticipated that several milestones for institutional impact will be identified under DLR 7.5. 	
• DLR#7.1: ACE Impact host institution develops and endorses a meaningful university- wide regional strategy (including student affairs).	<p>The strategy will include policies and interventions that would ensure that the institution becomes regionally competitive (if not globally), highlighting, for example, how to attract and retain more regional students and partners (both from industry and academia).</p> <p>The value of this DLR is US\$100,000</p>	<ul style="list-style-type: none"> Copy of Regional Strategy, and link to same on university website Documentary evidence indicating approval of strategy through appropriate university channels
DLR#7.2: ACE Impact host institution undertakes open, merit-based competitive selection of department heads related to the ACEs and university head.	<ul style="list-style-type: none"> Centre submits evidence that department heads/deans related to the ACEs and university head are recruited through open, merit-based competitive selection <p>The value of this DLR is US\$200,000 for university head recruitment and US\$50,000 for dean/department heads</p>	<ul style="list-style-type: none"> Links to online vacancy announcement Interview reports and scores
• DLR#7.3: ACE Impact host institution undertakes institutional wide international accreditation,	<ul style="list-style-type: none"> ACE to report all institutional accreditations achieved over the period under review with details on type, date and expiry of accreditation; name and contacts of accrediting agency/ institution. 	<ul style="list-style-type: none"> Accreditation certificates/report, including link to same on university website

gap assessments and self-evaluations	<ul style="list-style-type: none"> Also, information must be provided on the type of accreditation undertaken (Gap assessment certified /undertaken by an external accreditation agency; Self-evaluation undertaken following satisfactory international standards (agreed as part of the performance agreement); Regional (WAHO/CAMES); Center to show evidence (copy of certificate, accreditation letter and or report, email confirmation) of achievement of the specific accreditation or assessment <p>The value of this DLR is US\$ 200,000 for international accreditation; US\$75,000 each for gap assessment/self-evaluation</p>	<ul style="list-style-type: none"> Gap Assessment or Self-evaluation reports Other relevant assessment reports
DLR#7.4: ACE Impact host institution participates in the PASET Regional Benchmarking initiative and submits complete data on at least more than 85% of the required indicators and based on results, submits intervention plan to improve performance	<ul style="list-style-type: none"> Centre confirms the participation of the ACE Impact host institution in the benchmarking exercise and its submission of an acceptable intervention plan. <p>The value of this DLR is US\$ 50,000 for each year the university participates (up to 2 years).</p>	<ul style="list-style-type: none"> PASET Benchmarking Report
DLR#7.5: Milestones for Institutional Impact as per approved proposal (institutional specific annual milestones specified in the performance and funding agreement)	<ul style="list-style-type: none"> The Implementation plan for each ACE will clearly describe main milestones for Institutional Impact. Additional documentation required to prove the achievement of each milestone will be detailed. This could for include: Board approval for new policies and procedures; contracts for enhanced MIS systems; documentation on the establishment of new administrative units; launch of a Career Center; launch and achievement of fundraising goal in a capital campaign. Milestones for Institutional Impact must be approved by the RFU as part of the Implementation Plan. 	<ul style="list-style-type: none"> Minutes of Board meetings Signed contracts for enhanced systems
DLR# 7.6: Milestones for Enhanced Digital Infrastructure and Networking Capacity (<i>Unique to Nigeria</i>) <i>Only Applicable to Nigerian Centers</i>	<ul style="list-style-type: none"> ACE institutions meets prefomulated and approved milestones in their participation in the NREN services and results show clear evidence that students and faculty are receiving improved access to the services (as formulated by each institution). This could for include; atleast 0.5 gbps broadband connection, (2) access to electronic library/database content, (3) access to high performance computing, and (4) access to high – perfomance computer applications <p>The value of this DLR is US\$ 100,000 for year for a signle or bundle services</p>	<ul style="list-style-type: none"> Assesement Reports University reports

VII. PROJECT FINANCING

7.1 Overview of Chapter

74. **This chapter describes the financing of the project activities.** Financing of the ACEs is designed as a government programme to which the World Bank and/or AFD contributes funding. The ACE Impact project uses government and institutional budgets, agreed rules and emphasizes the strengthening of governmental and institutional oversight for its implementation. The programme consists of funding to the universities' academic, technical, and administrative staff, other operational costs, and investments into goods, training, services and limited civil works. The World Bank finances an agreed amount of this programme if the results are achieved and the agreed fiduciary and safeguards rules and standards are followed. The financing contribution of the governments and institutions will be the value of the estimated salaries and operational costs for the implementation of the ACEs. The amount of credit disbursements will be contingent on the satisfactory achievement of agreed, pre-specified programme implementation progress and performance results, referred to as disbursement linked indicators (DLIs). Each DLI has a unit disbursement price per unit of result achieved. The reporting and verification of the achievement of the DLIs and disbursements will be done either semi-annually or annually to be determined based upon country and ACE preferences as well as the transaction costs involved in each disbursement. An advance of around 10 percent of the credit amount will be made to countries with no overdue advances in the World Bank portfolio. The disbursements will reimburse the countries for selected expenditure of the ACE Impact project which are referred to as Eligible Expenditure Programmes (EEPs). The remaining of this chapter details the above project financing summary in the following sections:

- a. Financing per country and financing source.
- b. The financing modality of the ACEs.
- c. Disbursement and financing available to each ACE.
- d. The eligible expenditure programme for each ACE.

7.2 Financing per country and financing source

75. **IDA allocations will follow the standard practice for regional projects** with up to two-thirds of the IDA amount of the project from the regional pool of IDA and one third (1/3) from the national allocation. Table 5.1 presents the project costs by country with the regional and national IDA breakdown.

Table 7.1: ACE Impact Project Cost and Financing (in US\$ million equivalent)

Project Component	Total Project Cost	Government Funding*	IDA Credit	IDA Grant	AFD Credit
First ACE Impact Countries					
Burkina Faso (3 ACEs + 1 CoE)	59.5	26.5	22	11	-
Dijouti (1 Em. ACE + 1 CoE)	28	13	15	-	-
Ghana (8 ACEs + 1 CoE)	114	54	60	-	-
Guinea (1 ACE + 1 Em. ACE)	19	9	6.3	3.7	-
Senegal (4 ACEs)	28	13	15	-	-
Total Financing Required	248.5	115.5	118.3	24.7	-
Second ACE Impact Countries					
Benin (2 ACEs + 1 CoE)	31.2	14	2	4	11.2
Cote d'Ivoire (4 ACEs)	TBC	TBC	-	-	TBC
Gambia (1 Em. ACE)	21.0	9	-	12	0
Niger (1 ACE + 2 Em. ACE)	29	14	5	10	0
Nigeria (17 ACEs)	210	95	75	-	40
Togo (3 ACEs)	34	16	12	6	0
AAU (RFU)	5	-	-	5	-
Total Financing Required	330.2	146	94	37	51.2

Note: *The countries' contribution to the project cost is the estimated amount required for the salaries of the staff of the ACEs and other university personnel.

7.3 Financing Modality

76. Financing to the ACEs (components 1 and 2) will be results-based, while financing to the AAU, the Nigerian, Burkinabe, Ivorian and Ghanaian facilitation units (Component 3) will be based upon statement of expenditures. The remaining of this section will present the motivation and elements of the financing modality for Components 1 and 2.

77. The motivation for a results-based approach for the ACEs is:

- All focus and implementation efforts go towards generating the agreed results, not just disbursements. In many projects that are financed based upon costs, there is a highly unfortunate tendency to focus on increasing disbursements, because this is easily measurable and comparable across projects, while the true results of the project are not focused upon. A results-based financing explicitly links disbursements to results, and therefore disbursements will not take place without the agreed results.
- Results-based financing increases efficiency and value, because it is no longer possible to invest the funding without producing the results.
- For most participating countries, the funding modality would introduce a new funding tool that enhances accountability for results, increases administrative autonomy of the institution to generate the desired results, and aligns the goals of the institutions with that of the government.
- The funding modality strengthens the country's own fiduciary programme and procedures. Often efforts are lost in training, applying and monitoring adherences to project (WB) specific fiduciary procedures. These rules are different from those of the regular government and country funding. The new (WB) set of rules can therefore create confusion and, most importantly, the project does not necessarily foster improved fiduciary capacity

and monitoring, even though such capacity is critical for institutional development. Using the results-based funding modality, the project will adopt acceptable country fiduciary rules, and work to strengthen capacity and oversight in a sustainable manner.

- A results-based financing modality must provide adequate institutional autonomy to invest the financing as required to achieve the results. Institutions therefore gain autonomy and build administrative capacity to produce the results.

7.4 The Financing modality elements

78. The Africa Centres of Excellence for Development Impact (ACE Impact) is a government programme to which the World Bank and French Development Agency (AFD) contribute funding. The ACE Impact programme uses government and institutional budgets, government-agreed rules and oversight for its implication. The programme consists of funding to the ACE's teaching, researching, technical, and administrative staff, other operational costs for the ACE, and investments into goods, training, services and limited civil works. The World Bank and AFD finance an agreed amount of this programme if the results are achieved and the agreed fiduciary and safeguards rules are adequately followed. In order to ensure that actual and reasonable expenditures are financed, the World Bank and AFD will primarily or exclusively finance the salary or other non-procurable operational costs of the programme. The government or the institution will commit themselves, and prove during implementation, that it invests the agreed amounts in the ACE Impact programme, notably in the limited civil works, learning equipment, faculty training, etc. as per the agreed ACE Impact implementation plan for each ACE.

79. Using a financing modality exclusively based upon results, the World Bank and AFD would like to emphasise results and the number of projects that achieve their results, while reducing the number of procurement transactions that projects do. Therefore, it is moving towards purely results-based financing. However, the Bank has concerns about the possibility of corruption, leakages, and inefficient use of funds. Further, there has to be a gradual learning process of pricing and monitoring results correctly. Therefore, it plans to finance the ACE Impact project through investment project financing where the disbursements are linked to indicators. As explained below, the primary factor for disbursements is results, but the World Bank and AFD still ensure that they finance actual, necessary, and verifiable costs for the programme. The Bank and AFD will reimburse programme costs that are fiduciary low-transaction costs, such as staff salaries. The investment expenditures for goods, services and limited civil works, which occasionally entail many transactions and substantial fiduciary risks, are assumed by the government and the institution. However, the World Bank and AFD will still facilitate and monitor that (i) the agreed investment amounts are available on a timely basis to the government and the institution and (ii) acceptable government and institutional fiduciary and safeguards guidelines are followed. Further, the World Bank and AFD will support fiduciary capacity building (but it will not take part in the fiduciary transactions except in special cases where it has been agreed that the expenditure for the procurable item will be part of the Eligible Expenditure Programme).

7.5 Disbursements and Financing per ACE

80. The amount of credit disbursements will be contingent on achievement of results as measured by Disbursement Linked Indicators (DLIs). The DLIs are presented in Table 5.2 which is the generic model table in USD for all financed ACEs. This model has been adjusted to each ACE as a function of the amount allocated to each ACE and the applicable exchange rate on the date of negotiation of the Financing Agreement. There are seven DLIs broken down into DLRs. Each DLI is allocated an amount which is the ceiling for disbursement under that DLI. Both the DLIs and the DLRs are varies by country and by types of ACE.

81. **Exchange rate.** The currency of the IDA credits is SDRs. The above amounts in USD are the equivalent USD amount of the SDR amounts in the Financing Agreement using the exchange at the time of negotiation with each country. Expression of the credits in SDR reduces currency fluctuations and therefore provides more stable financing over the five year period.

82. **Exchange rate** The currency of the AFD credits is Euros. The above amounts in USD are the equivalent USD amount of the Euro amounts in the AFD Financing Agreement using the exchange at the time of negotiation with each country. Expression of the credits in Euros reduces currency fluctuations and therefore provides more stable financing over the five year period.

Table 7.1 Generic Model DLI Financing Table

Disbursement Linked Indicator	Formula and Unit cost	Disbursement Calculation (expressed in USD equivalent)
DLI #1 Institutional implementation readiness	<ul style="list-style-type: none"> • DLR# 1.1: Basic Readiness: USD 300,000 per milestone. Not scalable within each milestone • DLR# 1.2: Full Readiness: USD 300,000 per milestone. Not scalable within each milestone 	<u>DLI #1: 600,000</u> (disbursed when all results have been completed)
DLI #2 Development Impact of the ACE Centre	<ul style="list-style-type: none"> • DLR# 2.1 Progress to Impact: USD 25,000 per point in the score. Scalable based on the score of the center on the scale (1 to 5). • DLR# 2.2 Development Impact: USD 25,000 per point in the score. Scalable based on the score of the center on the scale (1 to 5). 	<u>DLI #2: 200,000</u>
DLI#3 Quantity of students with focus on gender and regionalization	<p>DLRs are scalable per student with at least 30% of regional students.</p> <ul style="list-style-type: none"> • DLR#3.1: New PhD students in ACE courses. Amounts: <ul style="list-style-type: none"> ▪ 10,000 per national student ▪ 12,500 per female student ▪ 12,500 per regional student ▪ 15,600 per female regional student • DLR#3.2: New Master students in ACE courses. Amounts: <ul style="list-style-type: none"> ▪ 2,000 per national student ▪ 2,500 per female student ▪ 4,000 per regional student ▪ 5,000 per regional female student • DLR#3.3: New short term students in ACE courses. Amounts: <ul style="list-style-type: none"> ▪ 400 per national student ▪ 500 per female national student ▪ 800 per regional student ▪ 1000 per female regional student • DLR#3.4: New Bachelor Students in ACE courses. Amounts: <ul style="list-style-type: none"> ▪ 1,000 per national male student ▪ 1,500 per national female student 	<u>DLI #3: 825,000</u>
DLI#4: Quality of education and research through regionalization	<ul style="list-style-type: none"> • DLR# 4.1: Accreditation Steps: Not scalable per accreditation step. Amount per step: <ul style="list-style-type: none"> ▪ US\$ 300,000 per program internationally accredited by a pre-approved accreditation agency ▪ US\$ 100,000 per program nationally/regionally accredited ▪ US\$ 100,000 per gap-assessment/self-evaluation undertaken ▪ US\$ 50,000 for new/revamped courses meeting international standards and approved by the Sector Advisory Board. • DLR#4.2: Research Publications: Scalable per article. Amounts: <ul style="list-style-type: none"> ▪ US\$ 10,000 per article co-authored by ACE Impact student/faculty and national partners ▪ US\$ 15,000 per article co-authored with regional partners 	<u>DLI #4: 1,700,000</u>

Disbursement Linked Indicator	Formula and Unit cost	Disbursement Calculation (expressed in USD equivalent)
	<ul style="list-style-type: none"> DLR#4.3: Improved learning and research infrastructure. Not scalable within each milestone. <ul style="list-style-type: none"> US\$ 300,000 per milestone 	
DLI#5 Relevance of education and research	<ul style="list-style-type: none"> DLR#5.1: Externally generated revenue. Amounts: <ul style="list-style-type: none"> US\$ 1 for each US\$ 1 generated from national non-firm sources or international sources US\$ 2 for each US\$ 1 generated from regional or private sources DLR#5.2: Number of students and faculty with at least 1-month period internship. Amounts: <ul style="list-style-type: none"> 1,000 per period within the country 1,500 per period within the region DLR#5.3: Milestone for developing entrepreneurship Not scalable within each milestone. <ul style="list-style-type: none"> US\$ 100,000 for the milestone. 	<u>DLI #5: 795,000</u>
DLI#6 Timeliness and quality of fiduciary reporting	<p>Scalable within each result.</p> <ul style="list-style-type: none"> DLR#6.1: Timely fiduciary reporting and submissions. Amounts: <ul style="list-style-type: none"> US\$15 000 per year DLR#6.2: Functional institutional oversight of fiduciary management. Amounts: <ul style="list-style-type: none"> US\$15 000 per year DLR#6.3: Web transparency of ACE expenses. Amounts: <ul style="list-style-type: none"> US\$15 000 per year DLR#6.4: Quality of Procurement. Amounts: <ul style="list-style-type: none"> US\$15 000 per year 	<u>DLI #6: 255,000</u>
DLI#7 Institutional impact (by ACE host institution)	<p>Not scalable within each result.</p> <ul style="list-style-type: none"> DLR#7.1: Meaningful University Regional Strategy. Amounts: <ul style="list-style-type: none"> US\$100 000 DLR#7.2 Open and merit-based selection university heads. Amounts: <ul style="list-style-type: none"> US\$ 200,000 for selection of the head of institution US\$ 50,000 for selection of a dean DLR#7.3 Institutional wide accreditation steps. Amounts: <ul style="list-style-type: none"> US\$ 200,000 for Institutional international accreditation US \$ 75,000 each for gap assessment/self-evaluation DLR#7.4 Participation in PASET Benchmarking. Amounts: <ul style="list-style-type: none"> US\$ 50,000 for each year the university participates (up to 2 years) DLR#7.5 Milestones for Institutional Impact. Amounts: <ul style="list-style-type: none"> US\$ 100,000 per institutional impact milestone DLR#7.6 Milestones for Participation in the NREM services. Amounts: <ul style="list-style-type: none"> US\$ 100,000 per year for single or bundle services <p><i>(Applicable for Nigeria Only)</i></p> 	<u>DLI #7: 625,000</u> <u>And</u> <u>DLI# 7: 725,000 (For Nigeria only)</u>

Note: Formulas and calculations in the table above are based on a total allocation of USD 5 million.

Table 7.2(a) Summary of Burkina Faso Financing

	<i>DLI Total Financing (EUR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			2019	2020	2021	2022	2023	
DLI 1: Institutional readiness results	1,998,000	0	6	0	0	0	0	SDR 333,000 per milestone. Not scalable within each milestone.
Allocated amount:	1,998,000		1,998,000	0	0	0	0	
DLI 2: Development Impact of ACE Impact Center	698,560	0	0	8	8	16	0	Scalable based on the score of the center on the scale (1 to 5). EUR 21,830 per point in the score.
Allocated amount:	698,560		0	174,640	174,640	349,280	0	
DLI 3: Quantity of students with focus on gender and regionalization	3,636,285	0	11 PhD students 40 Master students 130 Short course professional students 0 first degree students	35 PhD students 110 Master students 200 Short course professional students 0 first degree students	46 PhD students 125 Master students 210 Short course professional students 0 first degree students	52 PhD students 135 Master students 250 Short course professional students 0 first degree students	41 PhD students 130 Master students 250 Short course professional students 0 first degree students	Scalable per student. The number of students by type is indicative in this table for planning purpose. • <u>PhD students:</u> - EUR 8,730 per male national student - EUR 11,000 per female national student - EUR 11,000 per male regional student - EUR 13,600 per female regional student • <u>Master Students:</u> - EUR 1,750 per national student - EUR 2,200 per female student - EUR 3,750 per regional student - EUR 4,400 per regional female student • <u>Short-course professional:</u> - EUR 350 per national student - EUR 435 per female student - EUR 700 per regional student - EUR 870 per female regional student • <u>First degree Students:</u> - EUR 870 per national male student - EUR 1,305 per national female student
Allocated amount:	3,636,285	0	265,950	711,275	852,100	958,600	848,360	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	9,168,200	0	4 accreditation steps 40 published research articles 0 milestones for teaching and research infrastructure	7 accreditation steps 50 published research articles 3 milestones for teaching and research infrastructure	7 accreditation steps 65 published research articles 6 milestones for teaching and research infrastructure	4 accreditation steps 70 published research articles 3 milestones for teaching and research infrastructure	0 accreditation steps 65 published research articles 4 milestones for teaching and research infrastructure	• <u>Accreditation step (not scalable per step):</u> - EUR 262,000 per program intl. accredited - EUR 87,320 per program nat./reg. accredited - EUR 87,320 per gap/self-evaluation - EUR 43,660 for new/revamped courses • <u>Research publication (scalable per article):</u> - EUR 8,730 per article co-authored by ACE - EUR 13,095 per article co-authored with regional partners. • <u>Teaching and research infrastructure (not scalable within each milestone):</u> - EUR 262,000 per milestone
Allocated amount:	9,16,200		416,000	1,829,920	2,639,280	2,561,000	1,722,000	
DLI 5: Relevance of Education and Research through externally	4,426,255	0	88,000 in revenue 45 Internships	782,000 in revenue 100 Internships	1,067,000 in revenue 110 Internships	968,930 in revenue 160 Internships	857,885 in revenue 125 internships	• <u>External revenue:</u> - EUR 1 for each EUR 1 generated from non-company sources - EUR 2 for each EUR 1 generated from regional sources or companies

	<i>DLI Total Financing (EUR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
generated revenue, internships, and entrepreneurship			0 Entrepreneur milestones	0 Entrepreneur milestones	2 Entrepreneur milestones	0 Entrepreneur milestones	0 Entrepreneur milestones	<ul style="list-style-type: none"> <u>Internships:</u> - EUR 870 per period in country - EUR 1,305 per period in region <u>Entrepreneurship milestone (not scalable):</u> - EUR 87,320 for the milestone
<i>Allocated amount:</i>	<i>4,426,255</i>		<i>127,150</i>	<i>869,000</i>	<i>1,337,340</i>	<i>1,126,130</i>	<i>966,635</i>	
DLI 6: Timeliness and quality of fiduciary management	1,270,700	0	4 Timely Fiduciary reporting 5 Functional institutional oversight of fiduciary mngt 5 transparency of ACE expenses 4 quality of procurement planning	5 Timely Fiduciary reporting 5 Functional institutional oversight of fiduciary mngt 5 transparency of ACE expenses 5 quality of procurement planning	5 Timely Fiduciary reporting 5 Functional institutional oversight of fiduciary mngt 5 transparency of ACE expenses 5 quality of procurement planning	5 Timely Fiduciary reporting 5 Functional institutional oversight of fiduciary mngt 5 transparency of ACE expenses 4 quality of procurement planning	5 Timely Fiduciary reporting 5 Functional institutional oversight of fiduciary mngt 5 transparency of ACE expenses 5 quality of procurement planning	<ul style="list-style-type: none"> <u>Scalable within each result.</u> - EUR 13,100 for timely fiduciary reporting - EUR 13,100 for Functional institutional oversight of fiduciary management - EUR 13,100 for transparency of ACE expenses - EUR 13,100 for Quality of procurement planning
<i>Allocated amount:</i>	<i>1,270,700</i>		<i>235,800</i>	<i>262,000</i>	<i>262,000</i>	<i>248,900</i>	<i>262,000</i>	
DLI 7: Institutional Impact	1,202,000	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	2 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 3 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 3 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 1 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 3 Institutional accreditation steps 0 PASET Benchmarking 2 Milestones on institutional impact	Not scalable. <ul style="list-style-type: none"> <u>University-wide regional strategy:</u> - SDR 71,900. <u>Open, merit-based competitive selection:</u> - SDR 143,800 for the head of institution - SDR 35,950 for a dean <u>Accreditation step:</u> - SDR 143,800 for international accreditation - SDR 53,925 each for gap assessment/self-evaluation <u>PASET Benchmarking</u> - SDR 35,950 for each year the university participates (up to 2 years) <u>Institutional impact:</u> - SDR 143,800 per institutional impact milestone
<i>Allocated amount:</i>	<i>1,202,000</i>		<i>0</i>	<i>218,000</i>	<i>159,000</i>	<i>252,000</i>	<i>573,000</i>	
Total IDA Financing	19,200,000		1,044,900	3,846,835	5,265,360	5,243,910	3,798,995	

Table 7.2(b) Summary of Djibouti Financing

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
DLI 1: Institutional readiness results	1,294,240	0	4	0	0	0	0	SDR 323,560 per milestone. Not scalable within each milestone.
<i>Allocated amount:</i>	<i>1,294,240</i>		<i>1,294,240</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
DLI 2: Development Impact of ACE Center	201,320	0	0	0	4	4	0	Scalable based on the score of the center on the scale (1 to 5). SDR 25,165 per point in the score.
<i>Allocated amount:</i>	<i>201,320</i>		<i>0</i>	<i>0</i>	<i>100,660</i>	<i>100,660</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	1,353,330	0	0 PhD students 10 Master students 0 Short course professional students 0 first degree students	0 PhD students 30 Master students 25 Short course professional students 80 first degree students	5 PhD students 60 Master students 100 Short course professional students 160 first degree students	15 PhD students 70 Master students 100 Short course professional students 160 first degree students	15 PhD students 90 Master students 110 Short course professional students 300 first degree students	Scalable per student. The number of students by type is indicative in this table for planning purpose. • <u>PhD students:</u> - SDR 7,190 per male national student - SDR 8,990 per female national student - EUR SDR 8,990 per male regional student - EUR SDR 11,215 per female regional student • <u>Master Students:</u> - SDR 1,440 per national male student - SDR 1,800 per national female student - SDR 2,875 per regional male student - SDR 3,595 per regional female student. • <u>Short-course professional:</u> - SDR 290 per national male student - SDR 360 per national female student - SDR 575 per regional male student - SDR 720 per female regional student • <u>First degree students:</u> - SDR 720 per male student - SDR 1,080 per female student
<i>Allocated amount:</i>	<i>1,353,330</i>	<i>0</i>	<i>20,000</i>	<i>120,115</i>	<i>292,640</i>	<i>386,110</i>	<i>534,465</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	3,846,715	0	1 accreditation steps 5 published research articles 0 milestones for teaching and research infrastructure	5 accreditation steps 10 published research articles 0 milestones for teaching and research infrastructure	3 accreditation steps 15 published research articles 4 milestones for teaching and research infrastructure	3 accreditation steps 20 published research articles 5 milestones for teaching and research infrastructure	0 accreditation steps 20 published research articles 1 milestones for teaching and research infrastructure	• <u>Accreditation step (not scalable per step):</u> - EUR 215,705 per program intl. accredited - EUR 71,900 per program nat./reg. accredited - EUR 71,900 per gap/self-evaluation - EUR 35,950 for new/revamped courses • <u>Research publication (scalable per article):</u> - EUR 7,190 per article co-authored by ACE - EUR 10,785 per article co-authored with regional partners. • <u>Teaching and research infrastructure (not scalable within each milestone):</u> - EUR 215,705 per milestone
<i>Allocated amount:</i>	<i>3,846,715</i>		<i>71,900</i>	<i>323,550</i>	<i>1,157,610</i>	<i>1,919,770</i>	<i>373,885</i>	
DLI 5: Relevance of Education and Research through externally	1,679,820	0	35,000 in revenue 40 Internships	185,000 in revenue 90 Internships	320,000 in revenue 110 Internships	375,000 in revenue 120 Internships	325,720 in revenue 150 internships	• <u>External revenue:</u> - EUR 1 for each EUR 1 generated from non-company sources - EUR 2 for each EUR 1 generated from regional sources or companies • <u>Internships:</u>

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
generated revenue, internships, and entrepreneurship			<i>0 Entrepreneur milestones</i>	<i>0 Entrepreneur milestones</i>	<i>1 Entrepreneur milestones</i>	<i>0 Entrepreneur milestones</i>	<i>0 Entrepreneur milestones</i>	- EUR 720 per period in country - EUR 1,080 per period in region • <u>Entrepreneurship milestone (not scalable):</u> - EUR 71,900 for the milestone
<i>Allocated amount:</i>	<i>1,679,820</i>		<i>63,800</i>	<i>249,800</i>	<i>471,100</i>	<i>461,400</i>	<i>433,720</i>	
DLI 6: Timeliness and quality of fiduciary management	647,100	0	0 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 0 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	• <u>Scalable within each result.</u> - EUR 15,820 for timely fiduciary reporting - EUR 15,820 for Functional institutional oversight of fiduciary management - EUR 15,820 for transparency of ACE expenses - EUR 15,820 for Quality of procurement planning
<i>Allocated amount:</i>	<i>647,100</i>		<i>71,900</i>	<i>143,800</i>	<i>143,800</i>	<i>143,800</i>	<i>143,800</i>	
DLI 7: Institutional Impact	377,475	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	1 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 1 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 1 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 1 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 1 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 1 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	Not scalable. • <u>University-wide regional strategy:</u> - SDR 71,900. • <u>Open, merit-based competitive selection:</u> - SDR 143,800 for the head of institution - SDR 35,950 for a dean • <u>Accreditation step:</u> - SDR 143,800 for international accreditation - SDR 53,925 each for gap assessment/self-evaluation • <u>PASET Benchmarking</u> - SDR 35,950 for each year the university participates (up to 2 years) • <u>Institutional impact:</u> - SDR 143,800 per institutional impact milestone
<i>Allocated amount:</i>	<i>377,475</i>		<i>0</i>	<i>107,850</i>	<i>53,925</i>	<i>71,900</i>	<i>143,800</i>	
Total IDA Financing	9,400,000		1,521,840	945,115	2,219,735	3,083,640	1,629,670	

Table 7.2(c) Summary of Ghana Financing

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
DLI 1: Institutional readiness results	3,662,960	0	12	0	0	0	0	SDR 305,580 per milestone. Not scalable within each milestone.
<i>Allocated amount:</i>	<i>3,662,960</i>		<i>3,662,960</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
DLI 2: Development Impact of ACE Impact Center	1,380,480	0	0	12	20	32	0	Scalable based on the score of the center on the scale (1 to 5). SDR 21,570 per point in the score.
<i>Allocated amount:</i>	<i>1,380,480</i>		<i>0</i>	<i>258,840</i>	<i>431,400</i>	<i>690,240</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	6,576,705	0	21 PhD students 50 Master students 280 Short course professional students	94 PhD students 225 Master students 480 Short course professional students	114 PhD students 180 Master students 530 Short course professional students	127 PhD students 225 Master students 530 Short course professional students	116 PhD students 195 Master students 530 Short course professional students	Scalable per student. The number of students by type is indicative in this table for planning purpose. • <u>PhD students:</u> - SDR 7,190 per male national student - SDR 8,990 per female national student - SDR 8,990 per male regional student - SDR 11,215 per female regional student • <u>Master Students:</u> - SDR 1,440 per national male student - SDR 1,800 per national female student - SDR 2,875 per regional male student - SDR 3,595 per regional female student • <u>Short-course professional & first-degree students:</u> - SDR 290 per national male student - SDR 360 per national female student - SDR 575 per regional male student - SDR 720 per female regional student
<i>Allocated amount:</i>	<i>6,576,705</i>	<i>0</i>	<i>389,700</i>	<i>1,325,140</i>	<i>1,589,125</i>	<i>1,708,600</i>	<i>1,564,140</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	10,722,050	0	1 accreditation steps 34 published research articles 0 milestones for teaching and research infrastructure	15 accreditation steps 89 published research articles 1 milestones for teaching and research infrastructure	5 accreditation steps 110 published research articles 8 milestones for teaching and research infrastructure	6 accreditation steps 135 published research articles 10 milestones for teaching and research infrastructure	0 accreditation steps 95 published research articles 0 milestones for teaching and research infrastructure	• <u>Accreditation step (not scalable per step):</u> - SDR 215,705 per program intl. accredited - SDR 71,900 per program nat./reg. accredited - SDR 71,900 per gap/self-evaluation - SDR 35,950 for new/revamped courses • <u>Research publication (scalable per article):</u> - SDR 7,190 per article co-authored by ACE - SDR 10,785 per article co-authored with regional partners. • <u>Teaching and research infrastructure (not scalable within each milestone):</u> - EUR 215,705 per milestone
<i>Allocated amount:</i>	<i>10,722,050</i>		<i>331,500</i>	<i>1,920,605</i>	<i>3,034,140</i>	<i>4,616,030</i>	<i>819,775</i>	
DLI 5: Relevance of Education and Research through externally generated revenue, internships, and entrepreneurship	10,790,405	0	212,000 in revenue 100 Internships 0 Entrepreneur milestones	1,570,000 in revenue 290 Internships 0 Entrepreneur milestones	2,350,000 in revenue 335 Internships 8 Entrepreneur milestones	2,782,800 in revenue 435 Internships 0 Entrepreneur milestones	2,184,405 in revenue 370 internships 0 Entrepreneur milestones	• <u>External revenue:</u> - EUR 1 for each EUR 1 generated from non-company sources - EUR 2 for each EUR 1 generated from regional sources or companies • <u>Internships:</u> - EUR 720 per period in country - EUR 1,080 per period in region • <u>Entrepreneurship milestone (not scalable):</u>

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
								- EUR 71,900 for the milestone
<i>Allocated amount:</i>	10,790,405		284,000	1,778,800	3,180,800	3,096,000	2,450,805	
DLI 6: Timeliness and quality of fiduciary management	2,847,600	0	9 Timely Fiduciary reporting 9 Functional institutional oversight of fiduciary mngt 9 transparency of ACE expenses 9 quality of procurement planning	9 Timely Fiduciary reporting 9 Functional institutional oversight of fiduciary mngt 9 transparency of ACE expenses 9 quality of procurement planning	9 Timely Fiduciary reporting 9 Functional institutional oversight of fiduciary mngt 9 transparency of ACE expenses 9 quality of procurement planning	9 Timely Fiduciary reporting 9 Functional institutional oversight of fiduciary mngt 9 transparency of ACE expenses 9 quality of procurement planning	9 Timely Fiduciary reporting 9 Functional institutional oversight of fiduciary mngt 9 transparency of ACE expenses 9 quality of procurement planning	<ul style="list-style-type: none"> • Scalable within each result. - EUR 15,820 for timely fiduciary reporting - EUR 15,820 for Functional institutional oversight of fiduciary management - EUR 15,820 for transparency of ACE expenses - EUR 15,820 for Quality of procurement planning
<i>Allocated amount:</i>	2,847,600		569,520	569,520	569,520	569,520	569,520	
DLI 7: Institutional Impact	3,019,800	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	5 University regional strategy 0 Open and competitive selection of the head of university or dean 5 Institutional accreditation steps 5 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 4 Milestones on institutional impact	0 University regional strategy 5 Open and competitive selection of the head of university or dean 5 Institutional accreditation steps 5 PASET Benchmarking 3 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 4 Milestones on institutional impact	<p>Not scalable.</p> <ul style="list-style-type: none"> • <u>University-wide regional strategy:</u> - SDR 71,900. • <u>Open, merit-based competitive selection:</u> - SDR 143,800 for the head of institution - SDR 35,950 for a dean • <u>Accreditation step:</u> - SDR 143,800 for international accreditation - SDR 53,925 each for gap assessment/self-evaluation • <u>PASET Benchmarking</u> - SDR 35,950 for each year the university participates (up to 2 years) • <u>Institutional impact:</u> SDR 143,800 per institutional impact milestone
<i>Allocated amount:</i>	3,019,800		0	539,250	575,200	1,294,200	611,150	
Total IDA Financing	39,000,000		5,237,680	6,392,155	9,380,185	11,974,590	6,015,390	

Table 7.2(d) Summary of Guinea Financing

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
DLI 1: Institutional readiness results	862,820	0	4	0	0	0	0	SDR 215,705 per milestone. Not scalable within each milestone.
<i>Allocated amount:</i>	<i>862,820</i>		<i>862,820</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
DLI 2: Development Impact of ACE Impact Center	287,600	0	0	4	4	8	0	Scalable based on the score of the center on the scale (1 to 5). SDR 17,975 per point in the score.
<i>Allocated amount:</i>	<i>287,600</i>		<i>0</i>	<i>71,900</i>	<i>71,900</i>	<i>143,800</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	1,217,030	0	2 PhD students 20 Master students 10 Short course professional students 40 first degree students	5 PhD students 50 Master students 65 Short course professional students 40 first degree students	15 PhD students 70 Master students 65 Short course professional students 40 first degree students	15 PhD students 70 Master students 110 Short course professional students 50 first degree students	15 PhD students 70 Master students 110 Short course professional students 50 first degree students	Scalable per student. The number of students by type is indicative in this table for planning purpose. • <u>PhD students:</u> - SDR 7,190 per male national student - SDR 8,990 per female national student - SDR 8,990 per male regional student - SDR 11,215 per female regional student • <u>Master Students:</u> - SDR 1,440 per national male student - SDR 1,800 per national female student - SDR 2,875 per regional male student - SDR 3,595 per regional female student • <u>Short-course professional & first-degree students:</u> - SDR 290 per national male student - SDR 360 per national female student - SDR 575 per regional male student - SDR 720 per female regional student
<i>Allocated amount:</i>	<i>1,217,030</i>	<i>0</i>	<i>73,340</i>	<i>213,190</i>	<i>299,450</i>	<i>310,500</i>	<i>320,550</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	2,279,335	0	0 accreditation steps 8 published research articles 0 milestones for teaching and research infrastructure	6 accreditation steps 8 published research articles 0 milestones for teaching and research infrastructure	0 accreditation steps 14 published research articles 4 milestones for teaching and research infrastructure	1 accreditation steps 14 published research articles 2 milestones for teaching and research infrastructure	0 accreditation steps 15 published research articles 0 milestones for teaching and research infrastructure	• <u>Accreditation step (not scalable per step):</u> - SDR 215,705 per program intl. accredited - SDR 71,900 per program nat./reg. accredited - SDR 71,900 per gap/self-evaluation - SDR 35,950 for new/revamped courses • <u>Research publication (scalable per article):</u> - SDR 7,190 per article co-authored by ACE - SDR 10,785 per article co-authored with regional partners. • <u>Teaching and research infrastructure (not scalable within each milestone):</u> - EUR 215,705 per milestone
<i>Allocated amount:</i>	<i>2,279,335</i>		<i>64,710</i>	<i>352,315</i>	<i>977,890</i>	<i>762,190</i>	<i>122,230</i>	
DLI 5: Relevance of Education and Research through externally generated revenue,	1,004,795	0	38,000 in revenue 20 Internships	175,840 in revenue 70 Internships	188,000 in revenue 75 Internships	188,000 in revenue 75 Internships	184,555 in revenue 80 internships	• <u>External revenue:</u> - EUR 1 for each EUR 1 generated from non-company sources - EUR 2 for each EUR 1 generated from regional sources or companies • <u>Internships:</u> - EUR 720 per period in country

	DLI Total Financing (SDR)	DLI	DLRs and Indicative timeline for DLR achievement					Formula
		Baseline	2019	2020	2021	2022	2023	
internships, and entrepreneurship			0 Entrepreneur milestones	0 Entrepreneur milestones	0 Entrepreneur milestones	0 Entrepreneur milestones	0 Entrepreneur milestones	- EUR 1,080 per period in region • <u>Entrepreneurship milestone (not scalable)</u> : EUR 71,900 for the milestone
<i>Allocated amount:</i>	1,004,795		52,400	226,240	242,000	242,000	242,155	
DLI 6: Timeliness and quality of fiduciary management	345,120	0	0 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 0 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	2 Timely Fiduciary reporting 0 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 2 quality of procurement planning	2 Timely Fiduciary reporting 2 Functional institutional oversight of fiduciary mngt 2 transparency of ACE expenses 0 quality of procurement planning	• <u>Scalable within each result.</u> - SDR 10,785 for timely fiduciary reporting - SDR 10,785 for Functional institutional oversight of fiduciary management - SDR 10,785 for transparency of ACE expenses - SDR 10,785 for Quality of procurement planning
<i>Allocated amount:</i>	345,120		43,140	86,280	64,710	86,280	64,710	
DLI 7: Institutional Impact	503,300	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	1 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 2 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 1 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 1 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	Not scalable. • <u>University-wide regional strategy</u> : - SDR 71,900. • <u>Open, merit-based competitive selection</u> : - SDR 143,800 for the head of institution - SDR 35,950 for a dean • <u>Accreditation step</u> : - SDR 143,800 for international accreditation - SDR 53,925 each for gap assessment/self-evaluation • <u>PASET Benchmarking</u> - SDR 35,950 for each year the university participates (up to 2 years) • <u>Institutional impact</u> : SDR 143,800 per institutional impact milestone
<i>Allocated amount:</i>	503,300		0	143,800	107,850	107,850	143,800	
Total IDA Financing	6,500,000		1,096,410	1,093,725	1,763,800	1,652,620	893,445	

Table 7.2(e) Summary of Senegal Financing

	<i>DLI Total Financing (EUR)</i>	<i>DLI</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
		<i>Baseline</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	
DLI 1: Institutional readiness results	1 188 000	0	4	0	0	0	0	EUR 297,000 per milestone. Not scalable within each milestone.
<i>Allocated amount:</i>	<i>1,188,000</i>		<i>1,188,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
DLI 2: Development Impact of ACE Center	698,560	0	0	8	8	16	0	Scalable based on the score of the center on the scale (1 to 5). EUR 21,830 per point in the score.
<i>Allocated amount:</i>	<i>698,560</i>		<i>0</i>	<i>174,640</i>	<i>174,640</i>	<i>349,280</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	1,872,340	0	10 PhD students 40 Master students 80 Short course professional students 0 first degree students	20 PhD students 50 Master students 80 Short course professional students 0 first degree students	24 PhD students 50 Master students 80 Short course professional students 0 first degree students	24 PhD students 50 Master students 120 Short course professional students 0 first degree students	32 PhD students 60 Master students 200 Short course professional students 0 first degree students	Scalable per student. The number of students by type is indicative in this table for planning purpose. <ul style="list-style-type: none"> • <u>PhD students:</u> <ul style="list-style-type: none"> - EUR 8,730 per male national student - EUR 11,000 per female national student - EUR 11,000 per male regional student - EUR 13,600 per female regional student • <u>Master Students:</u> <ul style="list-style-type: none"> - EUR 1,750 per national student - EUR 2,200 per female student - EUR 3,750 per regional student - EUR 4,400 per regional female student • <u>Short-course professional:</u> <ul style="list-style-type: none"> - EUR 350 per national student - EUR 435 per female student - EUR 700 per regional student - EUR 870 per female regional student • <u>First degree Students:</u> <ul style="list-style-type: none"> - EUR 870 per national male student - EUR 1,305 per national female student
<i>Allocated amount:</i>	<i>1,872,340</i>	<i>0</i>	<i>227,100</i>	<i>347,530</i>	<i>385,950</i>	<i>405,160</i>	<i>506,600</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	3,995,920	0	0 accreditation steps 24 published research articles 0 milestones for teaching and research infrastructure	2 accreditation steps 24 published research articles 0 milestones for teaching and research infrastructure	2 accreditation steps 24 published research articles 2 milestones for teaching and research infrastructure	6 accreditation steps 24 published research articles 2 milestones for teaching and research infrastructure	0 accreditation steps 24 published research articles 0 milestones for teaching and research infrastructure	<ul style="list-style-type: none"> • <u>Accreditation step (not scalable per step):</u> <ul style="list-style-type: none"> - EUR 262,000 per program intl. accredited - EUR 87,320 per program nat./reg. accredited - EUR 87,320 per gap/self-evaluation - EUR 43,660 for new/revamped courses • <u>Research publication (scalable per article):</u> <ul style="list-style-type: none"> - EUR 8,730 per article co-authored by ACE - EUR 13,095 per article co-authored with regional partners. • <u>Teaching and research infrastructure (not scalable within each milestone):</u> <ul style="list-style-type: none"> - EUR 262,000 per milestone
	<i>3,995,920</i>		<i>260,000</i>	<i>347,320</i>	<i>871,320</i>	<i>1,657,280</i>	<i>260,000</i>	
DLI 5: Relevance of Education and Research through externally	1,756,400	0	66,000 in revenue	205,460 in revenue	292,000 in revenue	386,000 in revenue	380,000 in revenue 80	<ul style="list-style-type: none"> • <u>External revenue:</u> <ul style="list-style-type: none"> - EUR 1 for each EUR 1 generated from non-company sources

	DLI Total Financing (EUR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			2019	2020	2021	2022	2023	
generated revenue, internships, and entrepreneurship			30 Internships 0 Entrepreneur milestones	60 Internships 0 Entrepreneur milestones	60 Internships 2 Entrepreneur milestones	60 Internships 0 Entrepreneur milestones	internships 0 Entrepreneur milestones	- EUR 2 for each EUR 1 generated from regional sources or companies • <u>Internships:</u> - EUR 870 per period in country - EUR 1,305 per period in region • <u>Entrepreneurship milestone (not scalable):</u> EUR 87,320 for the milestone
	1,756,400		92,100	257,660	518,840	438,200	449,600	
DLI 6: Timeliness and quality of fiduciary management	1,048,000	0	4 Timely Fiduciary reporting 4 Functional institutional oversight of fiduciary mngt 4 transparency of ACE expenses 4 quality of procurement planning	4 Timely Fiduciary reporting 4 Functional institutional oversight of fiduciary mngt 4 transparency of ACE expenses 4 quality of procurement planning	4 Timely Fiduciary reporting 4 Functional institutional oversight of fiduciary mngt 4 transparency of ACE expenses 4 quality of procurement planning	4 Timely Fiduciary reporting 4 Functional institutional oversight of fiduciary mngt 4 transparency of ACE expenses 4 quality of procurement planning	4 Timely Fiduciary reporting 4 Functional institutional oversight of fiduciary mngt 4 transparency of ACE expenses 4 quality of procurement planning	• <u>Scalable within each result.</u> - EUR 13,100 for timely fiduciary reporting - EUR 13,100 for Functional institutional oversight of fiduciary management - EUR 13,100 for transparency of ACE expenses EUR 13,100 for Quality of procurement planning
	1,048,000		209,600	209,600	209,600	209,600	209,600	
DLI 7: Institutional Impact	1,440,780	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	2 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 2 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 3 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 4 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	Not scalable. • <u>University-wide regional strategy:</u> - SDR 71,900. • <u>Open, merit-based competitive selection:</u> - SDR 143,800 for the head of institution - SDR 35,950 for a dean • <u>Accreditation step:</u> - SDR 143,800 for international accreditation - SDR 53,925 each for gap assessment/self-evaluation • <u>PASET Benchmarking</u> - SDR 35,950 for each year the university participates (up to 2 years) • <u>Institutional impact:</u> SDR 143,800 per institutional impact milestone
	1,440,780		0	261,960	130,980	349,280	698,560	
Total IDA Financing	11,400,000		1,976,800	1,598,710	2,291,330	3,408,800	2,124,360	

Table 7.2(f) Summary of Benin Financing

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
DLI 1: Institutional readiness results	176,000		4	0	0	0	0	SDR 220 000 per milestone. Not scalable within each milestone.
<i>Allocated amount:</i>	<i>176,000</i>		<i>176,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
DLI 2: Development Impact of ACE Impact Center	58,640		0	4	4	8	0	Scalable based on the score of the center on the scale (1 to 5). SDR 18,325 per point in the score.
<i>Allocated amount:</i>	<i>58,640</i>		<i>0</i>	<i>14,660</i>	<i>14,660</i>	<i>29,320</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	385,470	0	3 PhD students 5 Master students 14 Short course professional students	5 PhD students 11 Master students 16 Short course professional students	6 PhD students 12 Master students 22 Short course professional students	6 PhD students 12 Master students 22 Short course professional students	6 PhD students 12 Master students 22 Short course professional students	Scalable per student. The number of students by type is indicative in this table for planning purpose. <ul style="list-style-type: none"> • PhD students: <ul style="list-style-type: none"> - SDR 7330 per male national student, - SDR 9160 per female national student, - SDR 9160 per male regional student, - (SDR 11450 per female regional student. • Master students: <ul style="list-style-type: none"> - SDR 1470 per national student, - SDR 1830 per female student, - SDR 1830 per regional student - SDR 3660 per regional female student. • Short-course professional students: <ul style="list-style-type: none"> - SDR 295 per national male student, - SDR 370 per female national student, - SDR 590 per regional male student, - SDR 730 per female regional student. • First degree students: <ul style="list-style-type: none"> - SDR 730 per national male student, - SDR 1100 per national female student
<i>Allocated amount:</i>	<i>385,470</i>	<i>0</i>	<i>43,000</i>	<i>76,070</i>	<i>88,000</i>	<i>88,000</i>	<i>88,000</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	682,130	0	0 accreditation steps 3 published research articles 0 milestones for teaching and research infrastructure	4 accreditation steps 5 published research articles 0 milestones for teaching and research infrastructure	3 accreditation steps 5 published research articles 3 milestones for teaching and research infrastructure	2 accreditation steps 5 published research articles 4 milestones for teaching and research infrastructure	1 accreditation steps 4 published research articles 0 milestones for teaching and research infrastructure	<ul style="list-style-type: none"> • Accreditation step (not scalable per step): <ul style="list-style-type: none"> - SDR 220,000 per program intl. accredited - SDR 73,300 per program nat./reg. accredited - SDR 73,300 per gap/self-evaluation - SDR 36,650 for new/revamped courses • Research publication (scalable per article): <ul style="list-style-type: none"> - SDR 7,330 per article co-authored by ACE Impact student/faculty and national partners; - SDR 11,000 per article co-authored with regional partners. • Teaching and research infrastructure (not scalable within each milestone): <ul style="list-style-type: none"> - SDR 220 000 per milestone
	<i>682,130</i>		<i>28,600</i>	<i>67,330</i>	<i>221,000</i>	<i>283,200</i>	<i>82,000</i>	
DLI 5: Relevance of Education and Research through externally generated revenue,	654,400	0	30,000 in revenue 9 Internships	112,000 in revenue 19 Internships	132,000 in revenue 20 Internships	152,000 in revenue 20 Internships	110,940 in revenue 20 internships	<ul style="list-style-type: none"> • External revenue: <ul style="list-style-type: none"> - EUR 1 for each EUR generated from national non-company sources - EUR 2 for each EUR 1 generated from regional sources or companies;

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
internships, and entrepreneurship			0 Entrepreneur milestones	0 Entrepreneur milestones	2 Entrepreneur milestones	0 Entrepreneur milestones	0 Entrepreneur milestones	<ul style="list-style-type: none"> • <u>Internship</u>: - EUR 915 per period in country - EUR 1375 per period in region • <u>Entrepreneurship milestone (not scalable)</u>: - EUR 91 500 for the milestone.
	654,400		38,235	129,385	186,900	170,300	129,580	
DLI 6: Timeliness and quality of fiduciary management	145,600	0	3 Timely Fiduciary reporting 0 Functional institutional oversight of fiduciary mngt 3 transparency of ACE expenses 0 quality of procurement planning	3 Timely Fiduciary reporting 3 Functional institutional oversight of fiduciary mngt 3 transparency of ACE expenses 3 quality of procurement planning	3 Timely Fiduciary reporting 3 Functional institutional oversight of fiduciary mngt 3 transparency of ACE expenses 3 quality of procurement planning	3 Timely Fiduciary reporting 3 Functional institutional oversight of fiduciary mngt 1 transparency of ACE expenses 3 quality of procurement planning	3 Timely Fiduciary reporting 3 Functional institutional oversight of fiduciary mngt 3 transparency of ACE expenses 3 quality of procurement planning	Scalable within each result. - USD 15,000 (EUR 14000) for timely fiduciary reporting - USD 15,000 (EUR 14000) for Functional institutional oversight of fiduciary management - USD 15,000 (EUR 14000) for transparency of ACE expenses • USD 15,000 (EUR 14000) for Quality of procurement planning
	145,600		16,800	33,600	33,600	28,000	33,600	
DLI 7: Institutional Impact	197,760	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	2 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 2 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 2 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 2 PASET Benchmarking 1 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 2 Institutional accreditation steps 0 PASET Benchmarking 2 Milestones on institutional impact	Not scalable. • <u>University-wide regional strategy</u> : - SDR 73 300 • <u>Open, merit-based competitive selection</u> : - SDR 146 600 for the head of institution - SDR 36650 for a dean; • <u>International Accreditation</u> - SDR 146 600 for international accreditation - SDR 55 000 each for gap assessment/self-evaluation • <u>PASET Benchmarking</u> - SDR 36650 for each year the university participates (up to 2 years) • <u>Institutional Impact</u> - SDR 73 300 per institutional impact milestone
	197,760		0	44,000	22,000	43,980	87,780	
Total IDA Financing (SDR)	1 500 000		247,600	202,060	346,460	445,300	258,580	
Total IDA Financing (EUR)	800,000		55,035	162,985	220,500	198,300	163,180	

Table 7.2(g) Summary of The Gambia Financing

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 1: Institutional readiness results	990,000	0	2	0	0	0	0	Not scalable within each milestone USD 675,000 (SDR 495,000) per milestone.
<i>Allocated amount:</i>	<i>990,000</i>		<i>990,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
DLI 2: Development Impact of ACE Impact Center	264,000	0	0	0	4	4	0	Scalable based on the score of the center on the scale (1 to 5). USD 45,000 (SDR 33,000) per point in the score.
<i>Allocated amount:</i>	<i>264,000</i>		<i>0</i>	<i>0</i>	<i>132,000</i>	<i>132,000</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	1,247,000	0	0 PhD students 0 Master students 0 Short course professional students 120 Bachelor students	0 PhD students 0 Master students 0 Short course professional students 180 Bachelor students	0 PhD students 0 Master students 20 Short course professional students 300 Bachelor students	0 PhD students 0 Master students 40 Short course professional students 360 Bachelor students	0 PhD students 0 Master students 120 Short course professional students 420 Bachelor students	Scalable per student. The number of students by type is indicative in this table for planning purpose. Unless otherwise agreed with the government in the Regional Operational Manual, the Center can achieve the DLI through any combination of the student types (with exception that 30 percent of students must be regional). <ul style="list-style-type: none"> • PhD students: <ul style="list-style-type: none"> - USD 10,000 (SDR 7330) per male national student, - USD 12,500 (SDR 9125) per female national student, - USD 12,500 (SDR 9125) per male regional student, - USD 15,600 (SDR 14450) per female regional student. • Master Students: <ul style="list-style-type: none"> - USD 2,000 (SDR 1470) per national student, - USD 2,500 (SDR 1835) per female student, - USD 4,000 (SDR 2940) per regional student - 5,000 (SDR 3670) per regional female student. • Short-course professional students: <ul style="list-style-type: none"> - USD 400 (SDR 300) per national male student, - USD 500 (370) per female national student, 800 (SDR 590) per regional male student, a - 1000 (SDR 730) per female regional student.

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
								<ul style="list-style-type: none"> • Bachelor Students: <ul style="list-style-type: none"> - 1,000 (SDR 730) per national male student, - 1,500 (SDR 1100) per national female student
<i>Allocated amount:</i>	1,247,000	0	103,000	154,000	264,000	323,000	403,000	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and research infrastructure	2,615,200	0	2 accreditation steps 0 published research articles 0 milestones for teaching and research infrastructure	3 accreditation steps 0 published research articles 1 milestones for teaching and research infrastructure	1 accreditation steps 0 published research articles 3 milestones for teaching and research infrastructure	1 accreditation steps 5 published research articles 3 milestones for teaching and research infrastructure	1 accreditation steps 5 published research articles 2 milestones for teaching and research infrastructure	<ul style="list-style-type: none"> • Accreditation Not scalable per accreditation step. Amount per step: <ul style="list-style-type: none"> - US\$ 300,000 (SDR 220,000) per program internationally accredited by a pre-approved accreditation agency; - US\$ 100,000 (SDR 73,300) per program nationally/regionally accredited; - US\$ 100,000 (SDR 73,300) per gap-assessment/self-evaluation undertaken; - US\$ 50,000 (SDR 36,650) for new/revamped courses meeting international standards and approved by the Sector Advisory Board. • Research publication: Scalable per article. Amounts: <ul style="list-style-type: none"> - US\$ 10,000 (SDR 7330) per article co-authored by ACE Impact student/faculty and national partners; - US\$ 15,000 (SDR 11,000) per article co-authored with regional partners. • Teaching and research infrastructure, the result is not scalable within each milestone. <ul style="list-style-type: none"> - US\$ 300,000 (SDR 220,000) per milestone
	2,615,200		73,300	366,600	733,300	742,000	700,000	
DLI 5: Relevance of Education and Research through externally generated revenue, internships, and entrepreneurship	824,950	0	57,000 in revenue 0 Internships 0 Entrepreneur milestones	75,000 in revenue 20 Internships 0 Entrepreneur milestones	104,000 in revenue 30 Internships 1 Entrepreneur milestones	130,000 in revenue 60 Internships 0 Entrepreneur milestones	173,650 in revenue 80 internships 0 Entrepreneur milestones	<ul style="list-style-type: none"> • External revenue. <ul style="list-style-type: none"> - US\$ 1 for each US\$ 1 generated from national non-firm sources or international sources; - US\$ 2 for each US\$ 1 generated from regional or private sources; • Internship. <ul style="list-style-type: none"> - US\$ 1,000 (SDR 730) per period in country - US\$ 1,500 (SDR 1100) per period in region • Entrepreneurship Not scalable <ul style="list-style-type: none"> - US\$ 100,000 (SDR 73,300) for the milestone.
	824,950		57,000	89,600	199,200	173,800	305,350	
DLI 6: Timeliness and quality of fiduciary management	374,000	0	0 Timely Fiduciary reporting 0 Functional institutional oversight of fiduciary mngt	1 Timely Fiduciary reporting 1 Functional institutional oversight of fiduciary mngt	1 Timely Fiduciary reporting 1 Functional institutional oversight of fiduciary mngt	1 Timely Fiduciary reporting 1 Functional institutional oversight of fiduciary mngt	1 Timely Fiduciary reporting 1 Functional institutional oversight of fiduciary mngt	<u>Scalable within each result.</u> For instance, disbursement can take place for the reports that were timely submitted even if other reports were submitted with a delay. - US\$ 30 000 (SDR 22,000) for timely fiduciary reporting

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
			1 transparency of ACE expenses 0 quality of procurement planning	1 transparency of ACE expenses 1 quality of procurement planning	1 transparency of ACE expenses 1 quality of procurement planning	1 transparency of ACE expenses 1 quality of procurement planning	1 transparency of ACE expenses 1 quality of procurement planning	- US\$ 30 000 (SDR 22,000) for Functional institutional oversight of fiduciary management - - USD 30 000 (SDR 22,000) for Web transparency of ACE expenditures - USD 30 000 (SDR 22,000) for Quality of procurement planning
	374,000		22,000	88,000	88,000	88,000	88,000	
DLI 7: Institutional Impact	384,850	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	1 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 1 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 1 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 1 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 1 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 1 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	Not scalable. • University-wide regional strategy: - US\$ 100,000 (SDR 73,300) • Open, merit-based competitive selection of the head of institution: - US\$ 200,000 (SDR 146,600) - US\$ 50,000 (SDR 36,650) for an open and merit-based competitive selection of a dean; • Accreditation step - US\$ 200,000 (SDR 146,600) for Institutional international accreditation; - US \$ 75,000 (SDR 55,000) each for gap assessment/self-evaluation. • PASET Benchmarking - US\$ 50,000 (SDR 36,650) for each year the university participates (up to 2 years) • Institutional Impact - US\$ 100,000 (SDR 73,300) per institutional impact milestone
	384,850		0	109,950	55,000	73,300	146,600	
Total IDA Financing	6,700,000		1,245,300	808,150	1,471,500	1,532,100	1,642,950	

Table 7.2(h) Summary of Nigeria Financing

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 1: Institutional readiness results	2,444,444	0	20	0	0	0	0	USD 300,000 (SDR 220000) per milestone. Not scalable within each milestone (
Allocated amount:	2,444,444		2,444,444	0	0	0	0	NOT APPLICABLE FOR RENEWAL CENTERS)

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 2: Development Impact of ACE Impact Center	1,449,711	0	0	28	40	68	0	Scalable based on the score of the center on the scale (1 to 5). - USD 25,000 (SDR 18325) per point in the score
<i>Allocated amount:</i>	<i>1,449,711</i>		<i>0</i>	<i>317,633</i>	<i>407,222</i>	<i>724,856</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	6,537,778	0	68 PhD students 99 Master students 207 Short course professional students	85 PhD students 176 Master students 263 Short course professional students	108 PhD students 176 Master students 328 Short course professional students	108 PhD students 198 Master students 494 Short course professional students	108 PhD students 226 Master students 494 Short course professional students	Scalable per student. <ul style="list-style-type: none"> • PhD students: <ul style="list-style-type: none"> - USD 10,000 (SDR 7330) per male national student, - USD 12,500 (SDR 9160) per female national student, - USD 12,500 (SDR 9160) per male regional student, - USD 15,600 (SDR 11450) per female regional student. • Master Students: <ul style="list-style-type: none"> - USD 2,000 (1470) per national student, - USD 2,500 (SDR 1830) per female student, USD 4,000 (SDR 2930) per regional student - 5,000 ((SDR 3670) per regional female student. • short-course professional students: <ul style="list-style-type: none"> - USD 400 (SDR 295) per national male student - ,USD 500 (SDR 370) per female national student, - USD 800 (SDR 590) per regional male student, - USD 1000 (SDR 730) per female regional student. • Bachelor Students: <ul style="list-style-type: none"> - USD 1,000 (SDR 730) per national male student, - USD 1,500 (SDR 1100) per national female student
<i>Allocated amount:</i>	<i>6,537,778</i>	<i>0</i>	<i>860,556</i>	<i>1,188,667</i>	<i>1,418,889</i>	<i>1,505,667</i>	<i>1,564,000</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved	11,085,278	0	0 accreditation steps	27 accreditation steps	10 accreditation steps	10 accreditation steps	10 accreditation steps	For accreditation Not scalable per accreditation step. Amount per step: <ul style="list-style-type: none"> - US\$ 300,000 (SDR 220 000) per program internationally accredited by a pre-approved accreditation agency; - US\$ 100,000 (SDR 73 300) per program nationally/regionally accredited;

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
teaching and research infrastructure			71 published research articles 0 milestones for teaching and research infrastructure	71 published research articles 0 milestones for teaching and research infrastructure	99 published research articles 27 milestones for teaching and research infrastructure	99 published research articles 10 milestones for teaching and research infrastructure	99 published research articles 0 milestones for teaching and research infrastructure	<ul style="list-style-type: none"> - US\$ 100,000 (SDR 73 300) per gap-assessment/self-evaluation undertaken; - US\$ 50,000 (SDR 36650) for new/revamped courses meeting international standards and approved by the Sector Advisory Board. • Research publication: Scalable per article. Amounts: <ul style="list-style-type: none"> - US\$ 10,000 (SDR 7330) per article co-authored by ACE Impact student/faculty and national partners; - US\$ 15,000 (SDR 11 000) per article co-authored with regional partners. • Teaching and research infrastructure, the result is not scalable within each milestone. <ul style="list-style-type: none"> - US\$ 300,000 (SDR 220 000) per milestone
	11,085,278		625,778	1,192,167	4,675,222	2,499,667	2,092,444	
DLI 5: Relevance of Education and Research through externally generated revenue, internships, and entrepreneurship	9,918,311	0	705,333 in revenue 99 Internships 0 Entrepreneur milestones	1,430,556 in revenue 241 Internships 0 Entrepreneur milestones	1,778,667 in revenue 297 Internships 17 Entrepreneur milestones	2,244,222 in revenue 408 Internships 0 Entrepreneur milestones	1,934,000 in revenue 463 Internships 0 Entrepreneur milestones	<ul style="list-style-type: none"> • External revenue. <ul style="list-style-type: none"> - US\$ 1 for each US\$ 1 (SDR 1 for each SDR 1) generated from national non-firm sources or international sources; - US\$ 2 for each US\$ 1 (SDR 2 for each SDR 1) generated from regional or private sources; • Internship. <ul style="list-style-type: none"> - US\$ 1,000 (SDR 730) per period in country - US\$ 1,500 (SDR 1100) per period in region • Entrepreneurship milestone <ul style="list-style-type: none"> - US\$ 100,000 (SDR 73 300) for the milestone. Not scalable
	9,918,311		777,522	1,606,567	2,720,089	2,541,900	2,272,233	
DLI 6: Timeliness and quality of fiduciary management	1,896,889	0	7 Timely Fiduciary reporting 17 Functional institutional oversight of fiduciary mngt 17 transparency of ACE expenses	17 Timely Fiduciary reporting 17 Functional institutional oversight of fiduciary mngt 17 transparency of ACE expenses	17 Timely Fiduciary reporting 0 Functional institutional oversight of fiduciary mngt 17 transparency of ACE expenses	17 Timely Fiduciary reporting 17 Functional institutional oversight of fiduciary mngt 17 transparency of ACE expenses	17 Timely Fiduciary reporting 17 Functional institutional oversight of fiduciary mngt 17 transparency of ACE expenses	<p>Scalable within each result</p> <ul style="list-style-type: none"> - US\$ 15 000 (SDR 11000) for timely fiduciary reporting - US\$ 15 000 (SDR 11000) for Functional institutional oversight of fiduciary management - USD 15 000 (SDR 11000) for Web transparency of ACE expenditures - USD 15 000 (SDR 11000) for Quality of procurement planning

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
			0 quality of procurement planning	17 quality of procurement planning	17 quality of procurement planning	17 quality of procurement planning	17 quality of procurement planning	
	1,896,889		265,222	435,111	326,333	435,111	435,111	
DLI 7: Institutional Impact	7,067,589	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact 17 ICT services for innovation in teaching and research	10 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 17 PASET Benchmarking 0 Milestones on institutional impact 17 ICT services for innovation in teaching and research	0 University regional strategy 0 Open and competitive selection of the head of university or dean 17 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact 17 ICT services for innovation in teaching and research	7 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 17 PASET Benchmarking 0 Milestones on institutional impact 17 ICT services for innovation in teaching and research	0 University regional strategy 0 Open and competitive selection of the head of university or dean 17 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact 17 ICT services for innovation in teaching and research	Not scalable. - University-wide regional strategy: US\$ 100,000 (SDR 73 300) • Open, merit-based competitive selection of the head of institution: - US\$ 200,000 (SDR 146 600) - US\$ 50,000 (SDR 36650) for an open and merit-based competitive selection of a dean; • International accreditation: - US\$ 200,000 (SDR 146 600) for Institutional international accreditation; • PASET Benchmarking - US \$ 75,000 (SDR 55 000) each for gap assessment/self-evaluation. - US\$ 50,000 (SDR 36650) for each year the university participates (up to 2 years) • Institutional Impact - US\$ 100,000 (SDR 73 300) per institutional impact milestone • ICT services for innovation in teaching and research - US\$ 100,000 (SDR 73 300) per year for a single or bundle of services
	7,067,589		724,856	1,494,506	1,268,744	1,404,917	2,174,567	
Total IDA Financing	40,400,000		5,698,378	6,234,650	10,816,500	9,112,117	8,538,356	

Table 7.2(i) Summary of Niger Financing

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 1: Institutional readiness results	1,320,000	0	6	0	0	0	0	USD 300,000 (SDR 220,000) per milestone Not scalable within each milestone..
Allocated amount:	1,320,000		1,320,000	0	0	0	0	

	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 2: Development Impact of ACE Impact Center	439,200	0	0	8	4	12	0	Scalable based on the score of the center on the scale (1 to 5). USD 25,000 (SDR 18300) per point in the score.
<i>Allocated amount:</i>	<i>439,200</i>		<i>0</i>	<i>146,400</i>	<i>73,200</i>	<i>219,600</i>	<i>0</i>	
DLI 3: Quantity of students with focus on gender and regionalization	1,889,200	0	2 PhD students	5 PhD students	20 PhD students	20 PhD students	20 PhD students	<p>Scalable per student. The number of students by type is indicative in this table for planning purpose.</p> <ul style="list-style-type: none"> • PhD students: <ul style="list-style-type: none"> - USD 10,000 (SDR 7330) per male national student, - USD 12,500 (SDR 9160) per female national student, - USD 12,500 (SDR 9160) per male regional student, - USD 15,600 (SDR 11450) per female regional student. • Master Students: <ul style="list-style-type: none"> - USD 2000 (SDR 1470) per national male student, - USD 2500 (SDR 1830) per national female student, - USD 4000 (SDR 2930) per regional male student - USD 5000 (SDR 3660) per regional female student. • Short-course professional and first-degree students: <ul style="list-style-type: none"> - USD 400 (SDR 295) per national male student, - USD 500 (SDR 370) per national female student, - USD 800 (SDR 590) per regional male student, - USD 1000 (SDR 730) per female regional student. • Bachelor Students: <ul style="list-style-type: none"> - USD 1000 (SDR 730) per national male students, - USD 1500 (SDR 1100) per national female student.
<i>Allocated amount:</i>	<i>1,889,200</i>	<i>0</i>	<i>110,000</i>	<i>337,000</i>	<i>466,000</i>	<i>483,000</i>	<i>493,200</i>	
DLI 4: Quality of Education and research through international accreditation, research publications and improved teaching and	3,751,600	0	0 accreditation steps 11 published research articles	7 accreditation steps 11 published research articles	2 accreditation steps 18 published research articles	1 accreditation steps 18 published research articles	2 accreditation steps 20 published research articles	<ul style="list-style-type: none"> • For accreditation Not scalable per accreditation step. Amount per step: <ul style="list-style-type: none"> - USD 300,000 (SDR 220,000) per program internationally accredited by a pre-approved accreditation agency; - USD 100,000 (SDR 73,300) per program nationally/regionally accredited;

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
research infrastructure			0 milestones for teaching and research infrastructure	0 milestones for teaching and research infrastructure	6 milestones for teaching and research infrastructure	3 milestones for teaching and research infrastructure	0 milestones for teaching and research infrastructure	<ul style="list-style-type: none"> - USD 100,000 (SDR 73,300) per gap-assessment/self-evaluation undertaken; - USD 50,000 (SDR 36,650) revamped courses meeting international standards and approved by the Sector Advisory Board. • Research publication: Scalable per article. Amounts: <ul style="list-style-type: none"> - USD 10,000 (SDR 7330) per article co-authored by ACE Impact student/faculty; - USD 15,000 (SDR 11000) per article co-authored with regional partners. • Teaching and research infrastructure, the result is not scalable within each milestone. <ul style="list-style-type: none"> - USD 300,000 (SDR 220,000) per milestone
	3,751,600		92,000	387,600	1,622,000	1,037,000	613,000	
Total IDA Financing	7 400 000		1522 000	871 000	2 161 200	1 739 600	1 106 200	
	<i>DLI Total Financing (EUR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
DLI 5: Relevance of Education and Research through externally generated revenue, internships, and entrepreneurship	1,920,325	0	74,000 in revenue 30 Internships 0 Entrepreneur milestones	295,000 in revenue 120 Internships 0 Entrepreneur milestones	337,000 in revenue 130 Internships 1 Entrepreneur milestones	337,000 in revenue 130 Internships 0 Entrepreneur milestones	287,150 in revenue 135 internships 0 Entrepreneur milestones	<ul style="list-style-type: none"> • External Revenue, <ul style="list-style-type: none"> - EUR 1 for each EUR generated from national non-company sources or international sources; - EUR 2 for each EUR 1 generated from regional sources or companies; • Internship, <ul style="list-style-type: none"> - USD 1000 (EUR 915) per period in country - USD 1500 (EUR 1375) per period in region • Entrepreneurship milestone <ul style="list-style-type: none"> - USD 100,000 (EUR 91500) for the milestone. Not scalable.
	1,920,325		101,450	404,800	547,450	455,950	410,675	
DLI 6: Timeliness and quality of fiduciary management	658,800	0	0 Timely Fiduciary reporting 3 Functional	3 Timely Fiduciary reporting 3 Functional	3 Timely Fiduciary reporting 0 Functional	3 Timely Fiduciary reporting 3 Functional	3 Timely Fiduciary reporting 3 Functional	<ul style="list-style-type: none"> Scalable within each result. - USD 15,000 (EUR 13725) for timely fiduciary reporting

	<i>DLI Total Financing (SDR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
			institutional oversight of fiduciary mngt 3 transparency of ACE expenses 0 quality of procurement planning	institutional oversight of fiduciary mngt 3 transparency of ACE expenses 3 quality of procurement planning	institutional oversight of fiduciary mngt 3 transparency of ACE expenses 3 quality of procurement planning	institutional oversight of fiduciary mngt 3 transparency of ACE expenses 3 quality of procurement planning	institutional oversight of fiduciary mngt 3 transparency of ACE expenses 0 quality of procurement planning	- USD 15,000 (EUR 13725) for Functional institutional oversight of fiduciary management - USD 15,000 (EUR 13725) for transparency of ACE expenses - USD 15,000 (EUR 13725) for Quality of procurement planning
	658,800		82,350	164,700	123,525	164,700	123,525	
DLI 7: Institutional Impact	1,120,875	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	1 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 3 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 3 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	2 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 3 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 1 Institutional accreditation steps 0 PASET Benchmarking 2 Milestones on institutional impact	Not scalable. • University-wide regional strategy: - USD 100,000 (EUR 91500) • Open, merit-based competitive selection of the head of institution: - USD 200,000 (EUR 183000) - USD 50,000 (EUR 45750) for an open and merit-based competitive selection of a dean; • Accreditation Step - USD 200,000 (EUR 183000) for international accreditation; - USD 75,000 (EUR 68625) each for gap assessment/self-evaluation. • PASET Benchmarking - USD 50,000 (EUR 45750) for each year the university participates (up to 2 years) • Institutional Impact - USD 100,000 (EUR 91500) per institutional impact milestone
	1,120,875		0	228,750	205,875	320,250	366,000	
Total IDA Financing	3,700,000		183,800	798,250	876,850	940,900	900,200	

Table 7.2(j) Summary of Togo Financing

	<i>DLI Total Financing (EUR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
DLI 1: Institutional readiness results	1 100 000	0	4	0	0	0	0	USD 300,000 (EUR 275 000) per milestone. Not scalable within each milestone.
<i>Allocated amount:</i>	1 100 000		1 100 000	0	0	0	0	

	DLI Total Financing (EUR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 2: Development Impact of ACE Impact Center	552 000	0	0	4	8	12	0	Scalable based on the score of the center on the scale (1 to 5). - USD 25,000 (EUR 23 000) per point in the score.
<i>Allocated amount:</i>	552 000		0	92 000	184 000	276 000	0	
DLI 3: Quantity of students with focus on gender and regionalization	2,603,000	0	24 PhD students 45 Master students 90 Short course professional students	28 PhD students 55 Master students 110 Short course professional students	28 PhD students 65 Master students 170 Short course professional students	28 PhD students 65 Master students 170 Short course professional students	28 PhD students 65 Master students 170 Short course professional students	Scalable per student. The number of students by type is indicative in this table for planning purpose. <ul style="list-style-type: none"> • PhD students: <ul style="list-style-type: none"> - USD 10,000 (EUR 9150) per male national student, - USD 12,500 (EUR 11 500) per female national student, - USD 12,500 (EUR 11 500) per male regional student, - USD 15,600 (EUR 14 300) per female regional student. • Master Students: <ul style="list-style-type: none"> - USD 2000 (EUR 1830) per national male student, - USD 2500 (EUR 2300) per national female student, - USD 4000 (EUR 3660) per regional male student - USD 5000 (EUR 4580) per regional female student. • Short-course professional and first-degree students: <ul style="list-style-type: none"> - USD 400 (EUR 360) per national male student, - USD 500 (EUR 460) per national female student, - USD 800 (EUR 730) per regional male student, - USD 1000 (EUR 915) per female regional student. • Bachelor Students: <ul style="list-style-type: none"> - USD 1000 (EUR 915) per national male students, - USD 1500 (EUR 1370) per national female student.
<i>Allocated amount:</i>	2,603,000	0	422 000	504 000	559 000	559 000	559 000	
DLI 4: Quality of Education and research through international accreditation, research publications and improved	4,945,000	0	0 accreditation steps	5 accreditation steps	2 accreditation steps	2 accreditation steps	2 accreditation steps	<ul style="list-style-type: none"> • Accreditation Not scalable per accreditation step. Amount per step: <ul style="list-style-type: none"> - USD 300,000 (EUR 275 000) per program internationally accredited by a pre-approved accreditation agency; - USD 100,000 (EUR 91 500) per program nationally/regionally accredited;

	DLI Total Financing (EUR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
teaching and research infrastructure			30 published research articles	30 published research articles	30 published research articles	30 published research articles	40 published research articles	<ul style="list-style-type: none"> - USD 100,000 (EUR 91 500) per gap-assessment/self-evaluation undertaken; - USD 50,000 (EUR 45 750) revamped courses meeting international standards and approved by the Sector Advisory Board. - • Research publication: Scalable per article. Amounts: <ul style="list-style-type: none"> - USD 10,000 (EUR 9150) per article co-authored by ACE Impact student/faculty; - USD 15,000 (EUR 13 700) per article co-authored with regional partners. • Teaching and research infrastructure, the result is not scalable within each milestone. <ul style="list-style-type: none"> - USD 300,000 (EUR 275 000) per milestone
	4,945,000		352 000	580 500	1 919 500	1 090 000	1 003 000	
Total IDA Financing	9,200,000		1 874 000	1 176 500	2 662 500	1 925 000	1 562 000	
	DLI Total Financing (SDR)	DLI Baseline	DLRs and Indicative timeline for DLR achievement					Formula
			Year 1	Year 2	Year 3	Year 4	Year 5	
DLI 5: Relevance of Education and Research through externally generated revenue, internships, and entrepreneurship	2, 263,700	0	113 500 in revenue	367,000 in revenue	480,000 in revenue	480,000 in revenue	304,000 in revenue	<ul style="list-style-type: none"> • External revenue. <ul style="list-style-type: none"> - USD 1 for each USD 1 (SDR 1 for each SDR 1) generated from national non-company sources or international sources; - USD 2 for each USD 1 (SDR 2 for each SDR 1) generated from regional sources or companies; • Internship. <ul style="list-style-type: none"> - USD 1000 (SDR 730) per period in country - USD 1500 (SDR 1100) per period in region • Entrepreneurship milestone <ul style="list-style-type: none"> - USD 100,000 (SDR 73 300) for the milestone. Not scalable.
	2,263,700		164 600	429 050	761 950	542 050	366 050	
DLI 6: Timeliness and quality of fiduciary management	605,000	0	3 Timely Fiduciary reporting	3 Timely Fiduciary reporting	3 Timely Fiduciary reporting	3 Timely Fiduciary reporting	3 Timely Fiduciary reporting	<ul style="list-style-type: none"> - USD 15,000 (SDR 11 000) for timely fiduciary reporting -

	<i>DLI Total Financing (EUR)</i>	<i>DLI Baseline</i>	<i>DLRs and Indicative timeline for DLR achievement</i>					Formula
			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
			2 Functional institutional oversight of fiduciary mngt	3 Functional institutional oversight of fiduciary mngt	3 Functional institutional oversight of fiduciary mngt	3 Functional institutional oversight of fiduciary mngt	3 Functional institutional oversight of fiduciary mngt	- USD 15,000 (SDR 11 000) for Functional institutional oversight of fiduciary management - USD 15,000 (SDR 11 000) for transparency of ACE expenses - USD 15,000 (SDR 11 000) for Quality of procurement planning
			3 transparency of ACE expenses	3 transparency of ACE expenses	3 transparency of ACE expenses	2 transparency of ACE expenses	3 transparency of ACE expenses	
			0 quality of procurement planning	3 quality of procurement planning	3 quality of procurement planning	3 quality of procurement planning	3 quality of procurement planning	
	605,000		88,000	132,000	132,000	121,000	132,000	
DLI 7: Institutional Impact	1,631,300	0	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	1 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 3 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 3 Institutional accreditation steps 0 PASET Benchmarking 0 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 0 Institutional accreditation steps 3 PASET Benchmarking 7 Milestones on institutional impact	0 University regional strategy 0 Open and competitive selection of the head of university or dean 3 Institutional accreditation steps 0 PASET Benchmarking 3 Milestones on institutional impact	Not scalable. <u>University-wide regional strategy: USD 100,000 (SDR 73 300)</u> • <u>Open, merit-based competitive selection of the head of institution:</u> - USD 200,000 (SDR 146 600) - USD 50,000 (SDR 36 700) for an open and merit-based competitive selection of a dean; • <u>International Accreditation</u> - USD 200,00 (SDR 146 600) for international accreditation; - USD 75,000 (SDR 55 000) each for gap assessment/self-evaluation. • <u>PASET Benchmarking</u> - USD 50,000 (SDR 36 700) for each year the university participates (up to 2 years) • <u>Institutional Impact</u> - USD 100,000 (SDR 73 300) per institutional impact milestone
	1,631,300		0	183,400	165,000	623,200	659,700	
Total IDA Financing	4,500,000		252,600	744,450	1,058,950	1,286,250	1,157,750	

Table 7.3 Overall Financing per Country and type of ACE

Selected Centers		DLI 1 Institutional Readiness	DLI 2 Development Impact	DLI 3 Students Enrolment	DLI 4 Education and Research Quality	DLI 5 Education and Research Relevance	DLI 6 Financial Management	DLI 7 Institutional impact	TOTAL	
Burkina Faso (DLI 1 & 7 in SDR and DLI 2 to 6 in EURO)									In EURO	In SDR
1	Center of Excellence for Training and Research in Water, Energy and Environment Sciences and Technologies in West and Central Africa (ACE-2iE)	0	174,640	639,675	1,091,660	929,285	262,000	376,000	<u>3,097,260</u>	<u>376,000</u>
2	Center of Excellence for Social Risk Management - CESES	0	174,640	519,500	1,039,320	175,500	262,000	0	<u>2,170,960</u>	<u>0</u>
3	Center of Excellence for Training, Research and Expertise in Drug Sciences of the University of Ouagadougou I	666,000	174,640	956,680	2,823,620	1,390,935	262,000	413,000	<u>5,607,875</u>	<u>1,079,000</u>
4	Center of Excellence for Bio-technological Innovation for the Elimination of Vector- Borne Diseases of the Université Nazi Boni	666,000	174,640	956,680	2,823,620	1,390,935	262,000	413,000	<u>5,607,875</u>	<u>1,079,000</u>
5	College of Engineering of the International Institute of Water and Environment Engineering 2iE	666,000	0	563,750	1,433,640	539,600	222,700	0	<u>2,759,690</u>	<u>666,000</u>
Djibouti (SDR)										
1	Emerging Center for Logistics and Transport of the University of Djibouti	647,120	201,320	785,990	1,819,100	909,620	323,550	377,475	<u>5,064,175</u>	
2	College of Engineering of the University of Djibouti	647,120	0	567,340	2,027,615	770,200	323,550	0	<u>4,335,825</u>	
Ghana (SDR)										
1	West African Centre for Cell Biology of Infectious Pathogens of the University of Ghana Legon	0	172,560	775,500	1,081,285	1,253,900	316,400	143,800	<u>3,743,445</u>	
2	West Africa Centre for Crop Improvement of the University of Ghana Legon	0	172,560	775,500	1,081,285	1,253,900	316,400	197,725	<u>3,797,370</u>	
3	Regional Centre for Water and Environmental Sanitation of Kwame Nkrumah University of Science and Technology University	0	172,560	775,500	1,081,285	1,253,900	316,400	287,600	<u>3,887,245</u>	

4	Regional Transport Research and Education Center, of Kwame Nkrumah University of Science and Technology	611,160	172,560	701,165	1,294,315	1,144,100	316,400	305,575	<u>4,545,275</u>
5	Regional Center for Energy and Environmental Sustainability of the University of Energy & Natural Resources	611,160	172,560	701,165	1,294,315	1,144,100	316,400	557,225	<u>4,796,925</u>
6	West African Center for Water, Irrigation and Sustainable Agriculture of the University of Development Studies	611,160	172,560	701,165	1,294,315	1,144,100	316,400	557,225	<u>4,796,925</u>
7	Center of Excellence for Coastal Resilience of the University of Cape Coast	611,160	172,560	701,165	1,294,315	1,144,100	316,400	557,225	<u>4,796,925</u>
8	West African Genetic Medicine Centre of the University of Ghana	611,160	172,560	701,165	1,294,315	1,144,100	316,400	395,450	<u>4,635,150</u>
9	College of Engineering of Kwame Nkrumah University of Science and Technology	607,160	0	744,380	1,006,620	1,308,205	316,400	0	<u>3,982,765</u>
Guinea (SDR)									
1	Center of Excellence Prevention and Control of Communicable Diseases of the University of Gamal Abdel Nasser of Conakry	431,410	143,800	587,475	1,351,740	563,955	172,560	377,475	<u>3,628,415</u>
2	Emerging Center for Mines and Societies of the Higher Institute of Mines and Geology of Boké	431,410	143,800	629,555	927,595	440,840	172,560	125,825	<u>2,871,585</u>
Senegal (EURO)									
1	Center of Excellence for Mathematics, Computer Science and ICT of the University of Gaston Berger	0	174,640	349,315	322,500	392,500	262,000	261,960	<u>1,762,915</u>
2	Center of Excellence for Maternal and Infant Health of Cheikh Anta Diop University	0	174,640	349,315	322,500	392,500	262,000	174,640	<u>1,675,595</u>
3	Center of Excellence for Environment and Health of Cheikh Anta Diop University	594,000	174,640	586,855	1,375,460	485,700	262,000	502,090	<u>3,980,745</u>
4	Center of Excellence for Agriculture for Food and Nutrition Security of Cheikh Anta Diop University	594,000	174,640	586,855	1,375,460	485,700	262,000	502,090	<u>3,980,745</u>
Benin (DLI 1-4 & 7 in SDR and DLI 5&6 in Euros)									

1	ACE: Mathematical Sciences, Computer Science and Applications, University of Abomey Calavi	0	0	0	0	1,135,875	252,000	0	<u>1,387,875</u>
2	ACE: Water and Sanitation (C2EA), University of Abomey Calavi	0	0	0	0	1,098,825	238,000	0	<u>1,336,825</u>
3	Collège of Engineering: Energy, Transport Infrastructures and Environment (CoE-EIE), University of Abomey Calavi	0	0	0	0	1,037,300	238,000	0	<u>1,275,300</u>
Cote D voire (Euro)									
1	ACE: Mines and Mining Environment (CEA-MEM)	0	176,000	853,000	929,000	1,083,675	226,100	432,225	<u>3,700,000</u>
2	ACE: Valorization of Waste Products with High Value Added (VALOPRO)	670,000	176,000	899,325	1,866,000	1,018,350	226,100	344,225	<u>5,200,000</u>
3	ACE: Climate Change, Biodiversity and Sustainable Agriculture (CCBAD)	0	176,000	864,175	929,000	1,083,675	226,100	421,050	<u>3,700,000</u>
4	ACE: Statistics and Quantitative Economics (ENSEA)	0	176,000	864,175	929,000	1,083,675	226,100	421,050	<u>3,700,000</u>
The Gambia (SDR)									
1	Emerging Center: Science, Technology and Engineering for Entrepreneurship, Gambia Technical Training Institute	990,000	264,000	1,247,000	2,615,200	824,000	374,000	384,850	<u>6,700,000</u>
Niger (DLI 1 to 4 in SDR and DLI 5 to 7 in EURO)									
2	Emerging Center: Innovative Teaching/Learning of Mathematics and the Sciences for SSA (CE-IEA-MS4SSA, Université Abdou Moumouni	0	0	0	0	589,875	219,600	343,125	<u>1,152,600</u>
3	Emerging Center: Mining Environment EMIG	0	0	0	0	589,875	219,600	343,125	<u>1,152,600</u>

4	ACE: Pastoral Productions – Meat, Milk, Leather and Skins (CERPP), Université Abdou Moumouni	0	0	0	0	740,575	219,600	434,625	<u>1,394,800</u>
Nigeria (SDR)									
1	ACE: Genomics of Infectious Diseases (ACEGID), Redeemer's University	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
2	ACE: Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB), Ahmadu Bello University	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
3	ACE: Reproductive Health Innovation (CERHI), University of Benin	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
4	ACE: Dry Land Agriculture (CDA), Bayero University, Kano	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
5	ACE: Food Technology and Research (CEFTEP), Benue State University	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
6	ACE: OAU ICT-DRIVEN KNOWLEDGE PARK (OAU-OAK), Obafemi Awolowo University	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
7	ACE: Oilfield Chemicals Research (CEFOR), University of Port Harcourt	0	146,600	717,500	696,650	1,188,200	198,000	714,700	<u>3,661,650</u>
8	ACE: Public Health and Toxicological Research, University of Port Harcourt	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
9	ACE: Centre for Population Health and Policy, Bayero University, Kano	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
10	ACE: Covenant Applied Informatics and Communication, Covenant University	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
11	ACE: Technology Enhanced Learning (ACETEL), National Open University of Nigeria	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>

12	ACE: Innovative and Transformations Stem Education (CITSE), Lagos State University	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
13	ACE: Mycotoxin and Food Safety, Federal University of Technology, Minna, Nigeria	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
14	ACE: Drug Research, Herbal Medicine Development and Regulatory Science, University of Lagos	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
15	ACE: New Pedagogy in Engineering Education (ACENPEE), Ahmadu Belo University	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
16	ACE: Sustainable Power and Energy Development (ACE_SPED), University of Nigeria Nsukka	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
17	ACE: Future Energies and Electrochemical Systems, Federal University of Technology, Owerri, Nigeria	440,000	146,600	614,000	1,451,900	858,401	187,000	714,700	<u>4,412,601</u>
Togo (DLI 1 to 4 in EURO and DLI 5 to 7 in SDR)									
1	ACE: Poultry Science (CERSA), University of Lomé	0	184,000	725,000	903,000	0	0	0	<u>1,812,000</u>
2	ACE: Power Management (CERME), University of Lomé	550,000	184,000	1,878,000	4,042,000	0	0	0	<u>6,654,000</u>
3	ACE: Sustainable Cities in Africa (DOUNEDON), University of Lomé	550,000	184,000	1,878,000	4,042,000	0	0	0	<u>6,654,000</u>

VIII. FINANCIAL MANAGEMENT AND DISBURSEMENT

a) General Guidelines for process for first disbursement for the Africa Centres of Excellence for Development Impact

83. The first withdrawal application is based upon achievement of DLI 1. Following the disbursement process described in the Operations Manual and experience with the disbursement process under ACE I, kindly find below the disbursement processes that each ACE will need to follow.

- **Step 1:** The Government through the National Review Committee will review and submit information to the World Bank with copy to the AAU regarding the achievement of the preparation and qualification results (DLI 1 – Year 0). DLI is that the Conditions for Effectiveness have been met.
- **Step 2:** Each ACE must ensure that the appropriate documents are provided to AAU (responsible independent verification agency) who will provide a letter to the WB and/or AFD confirming that DLI 1 has been met. This information will be supplemented with expenditures in the Eligible Expenditure Programme (primarily salaries). This first disbursement is planned to amount to 10% of the agreed ACE Impact support.
- **Step 3:** Obtain letter from independent verification agency (AAU) that DLI 1 has been met. AAU will independently verify that DLI 1 has been met following submission from ACE, to AAU with copy to WB and/or AFD of (1). Signed resolution/declaration of intent promoting regional specialization and (2). Evidence of being declared effective by WB (Signed letter declaring country x, meeting all effectiveness conditions). AAU will then provide letter independently verifying the achievement of DLI1. Attached is sample letter provided by AAU to WB and Govt
- **Step 4:** Following the obtaining of evidence on achieving DLI1, log in to client connection to submit withdrawal application for the amount of the DLI1 (DLI amount is similar across country. See Tables 3 above for the amount per country). This will be done using the form 2380 accessible through Client Connection (<https://clientconnection.worldbank.org>). The form will be accompanied by the approved resolution as per DLI 1 in Schedule 4 of the Financing Agreement and the details of the bank account where the reimbursement will be sent to. The project accountants will include in the application (i) the AAU letter certifying achievement of DLI 1 and (ii) the EEP, ie salaries of staff related to the ACE upon which the WB will reimburse.
- **Step 5:** The funds flow through which the disbursement is made from World Bank and/or AFD to respective country/ACE is different for each country. Below is the expected step process for each respective country based on negotiations and signed financing agreements and disbursement letters.

b) General funds flow arrangement

84. **Bank Accounts:** The following bank accounts will be opened for the ACE Impact implementing entities:

- (a) **Project Account** will be opened for funds to be received by the ACE sent by the Ministry of Finance or funds received in a DA denominated in foreign currency and there is need to open an account in local currency to make payments in that currency. The Project Account will be opened at a commercial bank acceptable to the IDA or the Central Bank depending on national and university procedures/guidelines. This account will also serve as the depository for government counterpart fund contributions were applicable. Funds sent to the ACE Impact Project Account will be used for ACE Impact eligible investments.

85. There will be at least two signatories required for each approved payment from the above accounts subject to national and university procedures/guidelines. The two signatories should come from two categories. The first category should comprise the project's management and the second, the staff accounting for the project's funds. The signatories will be communicated to the IDA and/or AFD together with the bank account details after the signing of the project but before the project's effectiveness. The funds from both bank accounts must be used only for eligible expenditures.

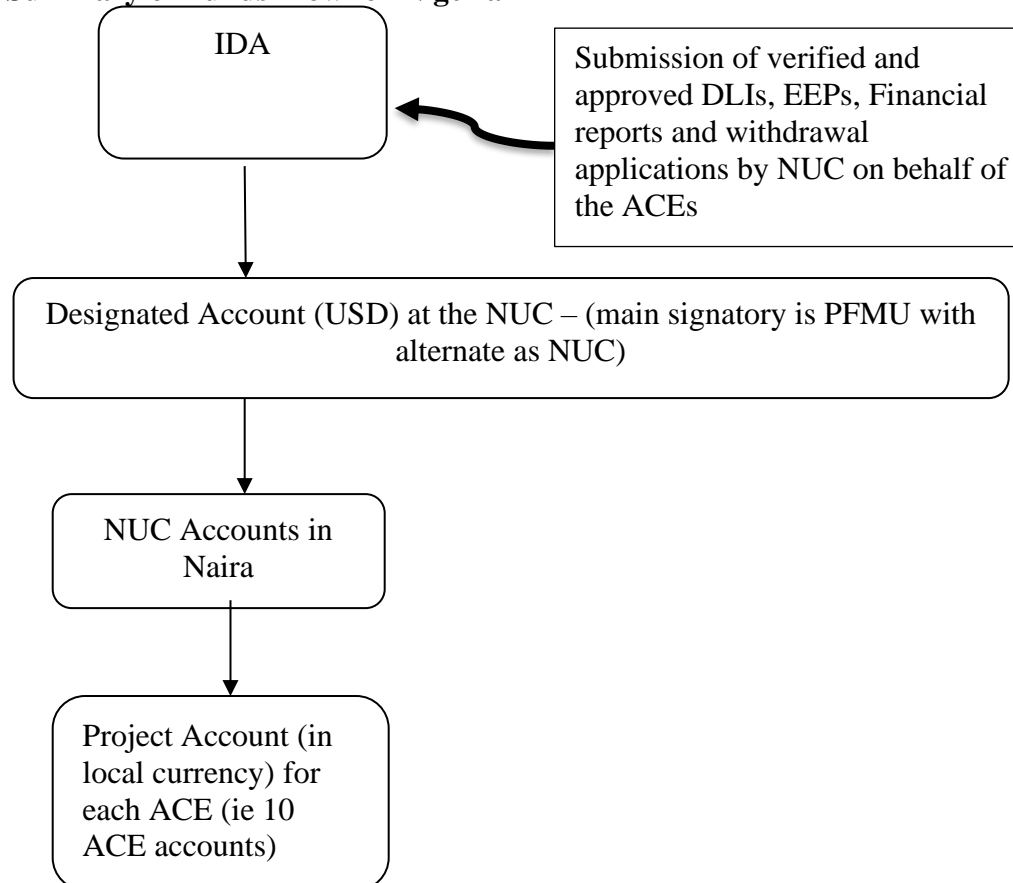
c) Funds Flow Arrangements of ACE Impact Project in Nigeria

Bank Accounts: The following bank accounts will be opened for the ACE Impact project:

- A. **One Designated ACE Impact Project Account** will be opened by NUC for funds to be received from the WB in a DA denominated in US\$ and there is need to open an account in local currency to make payments and transfers to ACEs in the local currency. The Project Account will be opened at the Central Bank of Nigeria. This account will also serve as the depository for government counterpart fund contributions were applicable. Funds sent to the ACE Impact Project Account will be used for ACE Impact eligible investments.
- (b) **Signatories.** There will be at least two signatories required for each approved payment from the above ACE Impact Project account. The two signatories should come from the below two categories.
 - Signatories (Two Panels)
 - i. Panel A (Main).....Project Coordinator (NUC)
 - ii. Alternate.....A Director from NUC
 - Panel B (Main)..... Head PFMU
 - Alternate.....Project Accountant (NUC)
- (c) The signatories will be communicated to the IDA together with the bank account details after the signing of the project but before the project's effectiveness. The funds from both bank accounts must be used only for eligible expenditures.
- B. **Each of the ACEs will open Naira accounts following national and university procedures.** Thus there will be 17 project accounts. For each ACE Impact account, there

will be two signatories should come from two categories. The first category should comprise the project's management and the second, the staff accounting for the project's funds. The signatories will be communicated to the NUC for information purposes as in the financial management manual per the ACE.

Summary of Funds Flow for Nigeria



d) Guidelines for processing first disbursement for the Africa Centres of Excellence for Development Impact Project in Nigeria

The first withdrawal application is based upon achievement of DLI 1.

Step 0: NUC will open the ACE Impact Project Designated Account at the Central Bank of Nigeria. The NUC will also open a local Naira account for transfers to the ACEs.

Step 1: Each ACE will submit to NUC their respective ACE Project accounts (opened in local Naira currency) with names of signatories.

Step 2: Each ACE will submit to NUC the Eligible Expenditure Program (EEP)⁶, which are primarily salaries.

• ⁶ EEP is defined as the salaries for the academic, technical and administrative personnel for the Faculties supporting the ACE plus up to 25% of the salaries for the university's general administration.

Step 3: NUC will prepare the evidence of achievement of DLI 1 and submit to AAU. DLI 1 is (a) The national representative in the Steering Committee has endorsed a resolution to promote regional specialization among Participating Universities and (b) Conditions for Effectiveness have been met.

This evidence includes:

1. Signed resolution/declaration of intent promoting regional specialization and
2. Evidence of being declared effective by WB (Signed WB letter declaring Nigeria effective ie project has met all the effectiveness conditions⁷).

Step 4: AAU will independently verify that DLI 1 has been met following submission from NUC (on behalf of the ACEs) and issue letter to NUC with copy to WB.

Step 5: Following DLI verification letter from AAU, NUC will submit letter to WB to clear NUC to submit withdrawal application request. This will include the total amount requested with the EEPs for each ACE and total amount requested should equate the amount of EEPs submitted to the WB for reimbursement.

Step 6: The NUC Project accountant will log in to client connection to submit withdrawal application for the amount of the DLI1 (Amount for DLI1 will be defined after negotiations). This will be done using the form 2380 accessible through Client Connection (<https://clientconnection.worldbank.org>). The project accountant will include in the application (i) the AAU letter certifying achievement of DLI1 and (ii) the EEP, ie salaries of staff related to the ACEs upon which the WB will reimburse.

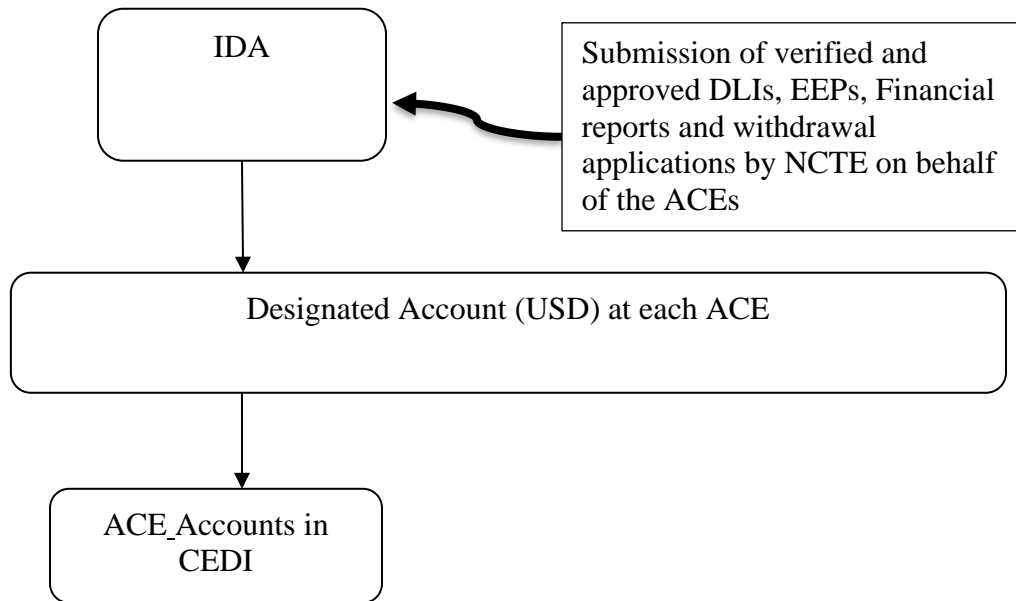
e) Funds Flow Arrangements in Ghana

Bank Accounts: The following bank accounts will be opened for the ACE Impact Project:

1. **A Designated ACE Impact Project Account** will be opened by each centre of excellence for development impact for funds to be received from the WB in a DA denominated in foreign currency and there is need to open an account in local currency to make payments and transfers. The Project Account will be opened at a commercial bank acceptable to IDA Funds sent to the ACE Impact Project Account will be used for ACE Impact eligible expenditure as per the financing agreement.
2. Details of the Designated Account ie the name of the account number, list of authorized signatures, and specimen of signatures will be communicated to the IDA together with the bank account details after the signing of the project but before the project's effectiveness. The funds from both bank accounts must be used only for eligible expenditures.

-
- 7Copy of the Official notification of the establishment of the national review committee, including the members and institutional affiliation of the committee
 - Copy of the Creation of ACE bank account for the project and rules of operation for funds generated by the ACE.
 - Copy of the signed funding and performance contract between the University and the Government referring to the ACE implementation plan and the first annual work plan
 - Copy of the signed partnership contracts between the ACE and its partners
 - Certification from the World Bank that the Financial Management and procurement procedures and capacity have been approved

Summary of Funds Flow for Ghana



f) General Guidelines for process for first disbursement for the ACE in Ghana

The first withdrawal application is based upon achievement of DLI 1. This first disbursement is planned to amount to 10% of the agreed ACE support. This information will be supplemented with expenditures in the Eligible Expenditure Program (EEP)⁸, which are primarily salaries.

Step 0: Each ACE will open an ACE Impact Designated Project Account opened in US\$ with local account in CEDI with names of signatories.

Step 1: NCTE will prepare the evidence of achievement of DLI 1 by April 30, 2019. DLI is (a) The national representative in the Steering Committee has endorsed a resolution to promote regional specialization among Participating Universities and (b) Conditions for Effectiveness have been met.

This evidence includes:

1. Signed resolution/declaration of intent promoting regional specialization and
2. Evidence of being declared effective by WB (Signed WB letter declaring Ghana effective ie project has met all the effectiveness conditions⁹.

⁸ EEP is defined as the salaries for the academic, technical and administrative personnel for the Faculties supporting the ACE plus up to 25% of the salaries for the university's general administration.

⁹Copy of the Official notification of the establishment of the national review committee, including the members and institutional affiliation of the committee

Copy of the Creation of ACE bank account for the project and rules of operation for funds generated by the ACE.

Copy of the signed funding and performance contract between the University and the Government referring to the ACE implementation plan and the first annual work plan

Copy of the signed partnership contracts between the ACE and its partners

Certification from the World Bank that the Financial Management and procurement procedures and capacity have been approved

- **Step 2:** The Government through the National Review and Performance Committee led by NCTE will review and authorize NCTE to submit to the AAU with copy to the World Bank regarding the achievement of the preparation and qualification results (DLI 1 – Year 0).
- **Step 3:** AAU will independently verify that DLI 1 has been met following submission from NCTE (on behalf of the ACEs) and issue letter to NCTE with copy to WB. Attached is sample letter provided by AAU to WB and Government.
- **Step 4:** Following DLI verification letter from AAU, NCTE will submit letter to WB to clear ACEs to submit withdrawal application request.
- **Step 5:** Each ACE Impact Project accountant from each Centre will log in to client connection to submit withdrawal application for the amount of the DLI1 which is SDR 305,580. This will be done using the form 2380 accessible through Client Connection (<https://clientconnection.worldbank.org>). The project accountant will include in the application (i) the AAU letter certifying achievement of DLI1 and (ii) the EEP report, ie salaries of staff related to the ACEs upon which the WB will reimburse

IX. PROCUREMENT

General. Procurement activities under the ACE Impact Project will be implemented under Components 1 and 2 by each centre and under Component 3.1 by the RFU hosted within the AAU (Component 3.1), National Council for Tertiary Education of Ghana, the Ministry of Higher Education, Research and Innovation (MESRSI) of Burkina Faso, the Ministry of Higher Education and Scientific Research in Cote d'Ivoire and National Universities Commission of Nigeria (Component 3.2). All activities to be supported under the project will adhere to the World Bank "Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants, dated October 2006 and revised in January 2011".

For the ACEs (Components 1 and 2) which have a DLI approach, all expenditures to be reimbursed under the ACE Impact project will be part of the Eligible Expenditure Programme (EEP). All expenditure for procurable items in the EEP will follow the World Bank "Guidelines for Procurement of Goods, Works and Non-Consulting Services", dated January 2011 or the World Bank "Guidelines: Selection and Employment of Consultants", dated January 2011, with procurement plans acceptable to IDA. The EEPs for each University/ACE is defined in the above section. The EEPs consist primarily (or exclusively) of non-procurable expenditure, such as salaries and operational costs.

Other project expenditure for procurable items, entirely financed by other financing sources, including government budget, can be procured according to national procurement guidelines as described in the approved Procurement Manual of each ACE. The procurement audit must cover all expenditures under the project, including those in the EEP and the Annual Work Plans, and will verify whether the relevant procurement guidelines have been followed.

ACE Procurement Plan for all ACE activities (EEPs and others). The procurement plans for the ACEs were reviewed and approved as part of the negotiations. The procurement plans will be subject to updates at least once a year, and if necessary, more frequently and such updates are subject to the World Bank's review and agreement.

For AAU, NCTE-Ghana, MESRSI-Burkina, PCU-Gambia and NUC-Nigeria (Component 3), they will use the World Bank "Guidelines: Procurement of Goods, Works and Non-Consulting Services", dated January 2011 or the World Bank "Guidelines: Selection and Employment of Consultants", dated January 2011, with procurement plans acceptable to IDA. The AAU (RFU), NCTE, MESRSI, PCU-Gambia and NUC will procure both goods and consultant services, such as computer equipment and simple consultant contracts (works contracts are excluded).

Requests for No Objection:

- a. For the ACEs: The Bank does NOT require prior no objection on any procurement in the approved Procurement plan as long as the procurement will follow the agreed institutional procedures. This includes No Objection for ToRs and workshops.
- b. For the ACEs: The Bank only requires prior no objection on:
 - Annual procurement plan (together with the annual workplan)

- ToRs for fiduciary and safeguard consultants
- Procurable items not included in the approved procurement plan
- Procurable items when the agreed procurement procedures are not followed. Hence, any procurements not following the agreed procurement procedures must have the Bank's prior approval.

If the ACEs would like technical support on the TORs, they may approach the Bank for that but this will not amount to Bank No Objection, except in cases where both the Borrower and the Bank agrees for Bank prior review for complex and high value.

c. For Component 3 – AAU, NCTE, MESRSI, PCU-Gambia and NUC: As per standard Bank procurement guidelines

- All ToRs
- All Workshops
- International travel
- Procurements in amounts above the agreed thresholds. Hence all procurement above these thresholds is subject to the Bank's prior review (and no objection).

For Burkina Faso (MESRSI) and Ghana (NCTE) procurement thresholds (in USD) are:

Works	Goods	Consultancy	Individual
5m	1.5m	0.5m	0.2m

Shopping – Goods above USD100,000 and Works above USD200,000.

Compliance with combating fraud and anti-corruption: All activities to be supported under the project will adhere to the World Bank “Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants, dated October 2006 and revised in January 2011”.

Procurement Compliance: The Centres were informed that only procurements emanating from the Approved Work Plan & Budget is eligible on the Procurement Plan. Similarly, only procurable items on the approved Procurement Plan must be procured. Given that the ACE's implementation is Results Based Linked to DLI, the non-compliance of Procurement provisions in the Legal Agreement leaves the Bank and/or AFD with several options in case of non-compliance: (i) declaring mis-procurement; (ii) Withholding of the Amount for the procurement DLI; (iii) advising that all the procurements going forward shall be prior reviewed; (iv) cause for a forensic procurement audit, and (vi) cancel the Project and stop funding.

Things to Avoid: The ACEs should avoid Conflict of Interest, Ineligibilities, Unfair Competitive Advantage, Mis-procurement and Fraud and Corruption practices as they have serious impact on project procurement implementation with heavy sanctions.

ANNEX 1A: TERMS OF REFERENCE OF NATIONAL REVIEW COMMITTEE

I. Introduction

Background Information

1. Project objectives and scope. The World Bank is scaling up the Africa Centers of Excellence in West and Central Africa. The development objective of the new phase, the Africa Higher Education Centers of Excellence for Development Impact (ACE Impact) is to improve the quality, quantity and development impact of postgraduate education in selected universities through regional specialization and collaboration. The higher order objective of this third phase is to meet the demand for skills required for Africa's development, across various priority sectors. Further, ACE Impact will contribute to the strengthening of the best African universities within the STEM, health, Agriculture, Environment, Applied Social Sciences and associated disciplines. Each of the selected centers will focus on a particular development challenge, and over a five-year period will develop a sustainable portfolio of: postgraduate degree (master's and Ph.D.) programs; strategic applied research; industry and academic partnerships within and outside the region; and short-term training courses for mid-career professionals. Beyond the center-level support, ACE Impact also aims to influence institutional impact of the universities hosting the centers. Host universities are given an opportunity to achieve specific institutional level results aligned with both the vision of the universities and the objective of ACE Impact. Select colleges of engineering will be given support (beyond the centers) to strengthen their programs. ACE Impact is expected to cover 12 countries across Western and Central Africa, with the majority being those countries covered under ACE I and new countries such as Djibouti, Niger and Guinea.

2. Project institutional and implementation arrangements. The Project will be implemented by the selected centers, with project facilitation and coordination support from the Regional Facilitation Unit (RFU). Participating governments and the ECOWAS will steer the project through their representatives on the ACE Impact Project Steering Committee. The role of the key stakeholders are as follows:

- (i) Each **ACE Impact Center**, with support from their respective host universities, will principally be irresponsible for implementing the activities under the project. The individual center is responsible for its strategic planning, proposal preparation and implementation, fiduciary activities, M&E, and reporting.
- (ii) The **Regional Facilitation Unit (RFU)** will coordinate and facilitate regional-level activities and provide capacity building support to the ACE Impact centers

- (iii) Project implementation support and supervision at the national level will be undertaken by the **National Steering Committee (NSC)**.
- (iv) The ACE Impact project will operate under the overall guidance and oversight of the **Project Steering Committee (PSC)** whose main task is to set implementation guidelines, review results and progress, oversee the RFU and to ensure the achievement of the project objectives. The PSC will be comprised of two levels: Ministerial and government representative.

II. Objectives of the National Steering Committee (NSC)

Role

- 3. The role of the NSC is to oversee, guide and provide implementation support for the project at the national level. The NSC will also be responsible for advocating for national level collaboration in higher education, and act as a liaison between the project, other relevant line/sectoral ministries and industry partners as well as with the public at large.
- 4. The NSC will meet in-person twice a year for national level review meetings of the project.

Scope and deliverables

- 5. The specific tasks of the NSC will include the following:
 - (i) Undertaking annual performance and progress reviews for the selected centers in the country and national facilitation agency (in the case of Ghana, Cote d'Ivoire, Burkina Faso and Nigeria)
 - Reviewing of the implementation plans, annual workplans, annual budgets, Interim Unaudited Financial Reports (IFRs), results (achievements of Disbursement-Linked Results (DLRs) and fund utilization and
 - Monitoring of overall progress of the project with a special focus on delays, problems and bottlenecks (approval of progress reports, decisions on follow-up activities presented by the selected centers).
 - Overseeing annual fiduciary (procurement and financial) audits of the centers and national facilitation agencies (Ghana, Cote d'Ivoire, Burkina Faso and Nigeria). This includes being informed about the terms of reference for the annual audits, and oversee follow-up on recommendations in the annual audit reports presented by the selected centers, especially in cases where the individual university audit oversight mechanisms are not adequately functional;

- Reviewing the adherence to national procurement and financial management guidelines for each center(s);
- (ii) Discussing at NSC meetings the alignment of ACE Impact with national strategies and support the center(s) to foster linkages with relevant governmental bodies, line ministries and other sectoral partners
- (iii) Recommending changes to center-specific Implementation Plan(s) and
- (iv) Making key project related recommendations to the respective Ministry in charge of higher education in the country and the PSC

II. Structure of the National Steering Committee (NSC)

Composition

6. Composition of the NSC will include representation from the Ministry and/or agency responsible for higher education, which is expected to be the chair and convener; related line Ministries of the selected centers, Ministry of Finance and the selected centers. The NSC will have approximately five-seven members. This committee will meet semi-annually. Composition and TORs can vary between countries.

Costs associated with NSC Meetings

7. To participate in the NSC meetings, center representatives will pay for their own travel expenses through the project while the government representatives will be government financed. Similarly, the national facilitation agencies (in Ghana, Cote d'Ivoire, Burkina Faso and Nigeria) will pay for their own travel expenses through their own funds under Sub-component 3.2 The RFU, if attending such meetings, will cover its costs out of Sub-component 3.1. Minor logistical and review expenses for the preparation and facilitation of meetings of the NSC will be financed and managed by the centers. Such expenditures should be clearly identified. Capacity-building of NSC members can only be undertaken via the RFU (hosted at AAU)

ANNEX 1B: TERMS OF REFERENCE FOR ACE IMPACT STEERING COMMITTEE (SC)

Introduction

I. Background Information

Project objectives and scope. The World Bank is scaling up the Africa Centers of Excellence in West and Central Africa. The development objective of the new phase, the Africa Higher Education Centers of Excellence for Development Impact (ACE Impact) is to improve the quality, quantity and development impact of postgraduate education in selected universities through regional specialization and collaboration. The higher order objective of this third phase is to meet the demand for skills required for Africa's development, across various priority sectors. Further, ACE Impact will contribute to the strengthening of the best African universities within the STEM, health, Agriculture, Environment, Applied Social Sciences and associated disciplines. Each of the selected centers will focus on a particular development challenge, and over a five-year period will develop a sustainable portfolio of: postgraduate degree (master's and Ph.D.) programs; strategic applied research; industry and academic partnerships within and outside the region; and short-term training courses for mid-career professionals. Beyond the center-level support, ACE Impact also aims to influence institutional impact of the universities hosting the centers. Host universities are given an opportunity to achieve specific institutional level results aligned with both the vision of the universities and the objective of ACE Impact. Select colleges of engineering will be given support (beyond the centers) to strengthen their programs. ACE Impact is expected to cover 12 countries across Western and Central Africa, with the majority being those countries covered under ACE I and new countries such as Djibouti, Niger and Guinea.

Project institutional and implementation arrangements. The Project will be implemented by the selected centers, with project facilitation and coordination support from the Regional Facilitation Unit (RFU). Participating governments and the ECOWAS will steer the project through their representatives on the ACE Impact Project Steering Committee. The role of the key stakeholders are as follows:

- (i) Each **ACE Impact Center**, with support from their respective host universities, will principally be responsible for implementing the activities under the project. The individual center is responsible for its strategic planning, proposal preparation and implementation, fiduciary activities, M&E, and reporting.
- (ii) The **Regional Facilitation Unit (RFU)** will coordinate and facilitate regional-level activities and provide capacity building support to the ACE Impact centers
- (iii) Project implementation support and supervision at the national level will be undertaken by the **National Steering Committee**.
- (iv) The ACE Impact project will operate under the overall guidance and oversight of the **Project Steering Committee (PSC)** whose main task is to set implementation guidelines, review results and progress, oversee the RFU and to ensure the achievement of the project objectives. The PSC will be comprised of two levels: Ministerial and government representative.

II. Objectives of the Project Steering Committee (PSC)

Role

The role of the PSC is to oversee and guide the project. The PSC will also be responsible for advocating for regional collaboration in higher education, and act as a liaison between the project and regional leadership as well as with the public at large. The RFU will support the PSC by serving as its secretariat.

The PSC will meet in-person once a year at the Ministerial level and twice a year at the representative level. Virtual meetings at the representative level will also be held on an as needed basis. Further details on the structure of the PSC are provided in section III of the terms of reference.

Scope and deliverables

Unless otherwise stated, the key tasks of the PSC listed below will be conducted by the representative level. These key tasks are:

- (i) Make strategic decisions to ensure the continued coherence between the program support and sector and regional development priorities. (by Ministerial level PSC);
- (ii) Facilitate national (includes ensuring the functioning of the National Steering Committee (NSC) for their specific country), regional, and international networking and outreach activities for the project as a whole;
- (iii) Oversee implementation of the decisions of the Ministerial-level PSC, keep the Ministerial-level updated on key outcomes of the representative-level PSC and NSC meetings and regularly update their respective Ministers on national level progress and challenges of the project,
- (iv) Sign-off on the call for proposals, process of project evaluation and other aspects of the project design;
- (v) Consider the findings and recommendations of the independent evaluation committee (as facilitated by the RFU) in making the final selection of the ACE centers and validation of the emerging centers, while ensuring thematic, geographic, linguistic and gender balance. (by the Ministerial level PSC);
- (vi) Make decisions concerning deviations from the project support documents (including the Project Appraisal Document -PAD and the Project Operational Manual -POM);
- (vii) Review and guide the overall progress of the project including (a) a special focus on the delays, non- performance of centers, and any other problems and bottlenecks that may inhibit the achievement of the ACE Impact objective; and (b) the review of progress and approval of workplan, budget, financial reports and decisions on follow-up activities presented by the RFU;
- (viii) Oversee the implementation of cross-cutting issues (e.g. gender and diversity) as identified in the project documents and provide implementation support during visits to the participating institutions on these issues;
- (ix) Review the extent and performance of ACE Impact partnerships (both academic and sectoral collaborations); and
- (x) Oversee audits (approval of the annual audit, overseeing follow-up on recommendations in the annual audit report presented by RFU).

III. Structure of the Project Steering Committee (PSC)

Composition

Composition of the PSC will have representation of each country participating in the project. The PSC is constituted by the project's stakeholders in consultation with the World Bank as part of project preparation.

The Ministerial-level will consist of Ministers in charge of higher education in the countries participating in the project and ECOWAS. The representative-level will include the following members:

- (i) Representation of government/Ministry of Higher Education of each participating country (11 representatives).
- (ii) Representation by academic experts of international stature representing the disciplines covered under this program (2 academicians).
- (iii) Representatives from the private sector (1 private sector representative).
- (iv) Representatives of the centers (1 Vice chancellor representing the selected centers).
- (v) Representative from ECOWAS (1).
- (vi) Representative from UEMOA (1).

1.

The Ministry in charge of higher education may also assign an ACE Impact focal point who will be a country representative supporting the representative-level PSC member.

Meeting Procedures and Related Costs

The procedures of the PSC meetings will be determined by the Committee itself. Similar to the process followed under the ACE I project, each meeting will be chaired by a Chair Person who will be either the Minister or the representative (depending on the level of the meeting) on the PSC from the country hosting the meeting.

The PSC makes decisions on a majority basis. Decisions are subject to the agreed project objective, Project Operations Manual (POM) and Financial Agreements as agreed between the governments World Bank, the French Development Agency (AFD) and AAU. The PSC will be able to co-opt externally for advice as it sees fit (e.g. soliciting insights from subject matter experts providing implementation support to the ACEs).

The PSC will have an appropriate budget under Component 3 to perform its functions. Members of the Committee will all have reasonable travel expenditures covered and per diem but will not receive honorarium.

IV. Required Qualifications For PSC Members

The Project Steering Committee country representative will be selected according to the following criteria: A member of the Ministry and/or national agency in charge of higher education in their country and must

- Be appointed by the Minister.

- Has a strong understanding of higher education in their own country as well as a well-formed overview of the state of higher education in the region.
- Has the ability and status to liaise with the Ministry of Finance within their respective country on issues concerning the project (at the national level).
- Has some experience in managing donor funds.
- Has good networks and strong working relationships with higher education institutions. Has strong relevant experience with project implementation and coordination.
- Is responsive, pro-active in problem solving and has strong communication skills.

Annex Table 1: Members of ACE Impact Steering Committee

	Name	Title and Sector	Country/ Organization	Email Contact
1	Prof. Aboubakar Marcos	Deputy Centre Leader, CEA-SMA Abomey-Calavi University	Benin	abmarcos@imsp-uac.org
2	Prof. Ramané Kaboré	Director of Quality Assurance for Higher Education	Burkina Faso	ramaneka@hotmail.com
3	Prof. Fulgence Nindjin	Ministry of Higher Education and Scientific Research	Cote d'Ivoire	nindjinaka_fulgence@hotmail.com
4	Dr. Fahmi Ahmed	Ministry of Higher Education	Djibouti	fahmi_gamal@yahoo.fr
5	Prof. Leopoldo Amado	Commissioner in charge of Education, Science and Culture	ECOWAS	leopoldo.amado@gmail.com
6	Salifu Mohammed	Executive Secretary of NCTE	Ghana	salifum@ncte.edu.gh
7	Prof. Mamadou Saliou Diallo	Professeur titulaire des Universités Directeur Général Institut Supérieur de Formation à Distance (ISFAD)	Guinea	diallobala@yahoo.fr; msbala.diallo@isfad-gn.org
8	Mr. Abdoulie T. B. Jarra	Permanent Secretary	The Gambia	atbjarra@hotmail.com; atbjarra1@gmail.com
9	Prof. Habibou Abarchi		Niger	abarchyl@yahoo.fr
10	Prof. Abubakar Rasheed	Professor, Executive Secretary of NUC	Nigeria	rasheed3h@gmail.com
11	Prof. Aminata Sall Diallo	Conseiller Technique	Senegal	asdiallo50@gmail.com
12	Prof. Kouami Kokou	Professor Faculty of Sciences / University of Lomé	Togo	kokoukouami@hotmail.com

ANNEX 2: REGIONAL FACILITATION UNIT-TERMS OF REFERENCE

I. Introduction

Background Information

1. Following the successful implementation of the ACE I Project, World Bank is scaling up and increasing the impact of ACEs on achieving key outcomes that are fundamental to economic growth through the ACE for Development Impact Project, or simply, ACE Impact Project.
2. The development objective of the ACE Impact is to improve the quality, quantity and development impact of postgraduate education in selected universities through regional specialization and collaboration. The project will contribute to participating Governments' objectives of reducing the higher-level skills gaps and improving applied research and technology uptake in the priority sectors. Further, the project would contribute to the strengthening of the best African universities within Science, Technology, Engineering and Mathematics (STEM); Agricultural Sciences; and Health Sciences, as well as in Applied Social Sciences and Environment.
3. The ACE Impact Project covers 12 countries (Republic of Benin, Burkina Faso, Republic of Cote d'Ivoire, Republic of Djibouti, Republic of Ghana, Republic of Guinea, Republic of Niger, Federal Republic of Nigeria, Republic of Senegal, Republic of The Gambia, and Republic of Togo).
4. The AAU is the Regional Facilitation Unit (RFU) for the project. The responsibilities of the RFU include the coordination and facilitation of regional activities, monitoring and evaluation, capacity building for the selected centers of excellence and sharing of good practices across the countries.

Institutional and implementation arrangements

5. The Project will be implemented by the selected ACEs, with project facilitation and coordination support from the Regional Facilitation Unit (RFU) and technical assistance from selected consultants as necessary. The individual ACE is responsible for strategic planning and implementation of their institutional proposal, monitoring, evaluation and reporting. The ACE will also be responsible for all fiduciary aspects required under World Bank and/or AFD guidelines for financial management, procurement and environment and social safeguards. The project will operate under the overall guidance and oversight of a Project Steering Committee (PSC) whose main task is to set implementation guidelines, review results and progress, oversee the RFU and assist ACEs to ensure the achievement of the project objectives.
6. Project implementation support and supervision at the national level would be undertaken by the National Project Performance and Review Committee. The fiduciary capacity available within higher education or related project would provide implementation support and possibly

oversight for the ACE. Further, the ACE project would to the extent feasible, use the same fiduciary procedures as in the closely related project.

Objectives

7. Given the regional nature of the project, the project requires an RFU to coordinate and facilitate regional activities to the ACE, partner institutions and be responsible for implementing regional activities for non-ACE countries participating in the project. The RFU will not implement or compete with the ACEs in implementation of the project, rather the RFU will work in close collaboration with the ACEs to ensure smooth operation of the project and will support the implementation of project through:
 - (i) facilitate the selection of the ACEs and other project preparation activities.
 - (ii) ensure effective and efficient coordination and facilitation of regional project activities.
 - (iii) Efficient communications with all project stakeholders, including participating countries, the World Bank and AFD.
 - (iv) support the monitoring and evaluation needs of the selected ACEs as well as aggregated M&E needs of the overall project.
 - (v) support to the Project Steering Committee in delivering its tasks.

II. Scope of work

8. Specifically the RFU's role will be to support the project through:
9. Preparation Phase: during this phase the RFU will
 - (i) Coordinate and facilitate the selection and evaluation process of the ACEs.
 - (ii) Support preparation of MoUs for ACEs with partner institutions.
 - (iii) Undertake baseline study for project results framework.
 - (iv) Support the set-up of the project steering committee.
10. Implement component 3 of the project, namely regional project coordination, monitoring and evaluation and tertiary education support to partner institutions. Tasks include:
 - (i) support the capacity building, knowledge sharing and coordination between the ACEs and partner institutions through joint lessons learning and capacity building events.
 - (ii) serve as the facilitation secretariat between the different project stakeholders including supporting the coordination between the ACEs with concerned Ministries/ Departments of national Governments, the World Bank and AFD.
 - (iii) be responsible for overseeing implementation of cross-cutting intervention tasks such as policy studies for regional mobility and other relevant tertiary education issues.
 - (iv) organizing two annual supervision missions.
 - (v) prior to the supervision missions, semi-annual reports on Project implementation will be prepared by the ACEs with the support of the Facilitation Secretariat.

- (vi) coordinate and fund the activities of the Project Steering Committee, including facilitating the bi-annual PSC meetings.
- (vii) support the provision of technical assistance to ACEs in thematic and other tertiary education areas as requested.

11. Provide Monitoring and Evaluation support to the ACEs in particular:

- (i) overall data collection for monitoring and evaluation.
- (ii) support in M&E activities including report updating.
- (iii) aggregating reports from all the ACEs into one.
- (iv) guide the operations of Monitoring and Evaluation Specialists in ACEs and Partner institutions through providing advice and operating as a support role for issues (problems and solutions) raised by ACEs and partner institutions.
- (v) support the development of procedures for regular monitoring of performance of project institutions,
- (vi) conduct/commission impact evaluation of training programmes and various types of other studies and disseminate the findings.
- (vii) publish on its website results of all national level selections, findings from monitoring and evaluation studies and such other information as required under Disclosure Management Framework.

Staffing

12. The Secretariat will have a team that is selected to assist in the tasks outlined above. The team is expected to include a Project Manager dealing with the Project, and adequate key and support staff including a finance officer, procurement officer, and monitoring and evaluation officer.

III. Required qualification

13. The RFU is selected as a regional organization (identified as part of project preparation) which is involved in capacity building in Africa and one that has credibility within the higher education community. The RFU is a body that has a regional reach, cuts across the disciplines, is not a beneficiary itself and has extensive capacity building and higher education experience. The RFU has been selected from among regional organizations involved in capacity building in Africa according to the following criteria:
- (i) experience in managing donor funds.
 - (ii) long term mandate in higher education.
 - (iii) established working relationships with higher education institutions.
 - (iv) evidence of experience in working across sectors.
 - (v) evidence (based on due diligence assessment) of well established fiduciary capacity or a credible plan to build such a capacity (procurement, FM, environment).
 - (vi) evidence of regional coverage across thematic areas.
 - (vii) ability to work in French and English.
 - (viii) Experience with project implementation and coordination.

ANNEX 3: ACE IMPACT COUNTRY FOCAL POINT - TERMS OF REFERENCE

Terms of Reference of ACE Impact Country Focal Point

Role of the ACE Impact Project Focal Point

As part of project preparation and implementation, a government focal point was appointed to lead the ACE Impact project interests at the national level. This focal point is responsible for communicating with the World Bank, ACEs and all other national stakeholders to advance the project implementation and ensure alignment with national priorities within higher education.

The specific tasks of the ACE focal point include:

- Support to coordination of the annual performance and progress reviews for the selected ACEs.
- Support the ACEs to present the approved annual work plans for the coming year including budget plans, and procurement plans for each ACE to the national steering committee.
- Support the ACEs to submit the approved DLI results and related withdrawals applications.
- Ensure linkages within the ACEs to national strategies.
- Undertake monitoring of overall progress of the project with a special focus on delays, problems and bottlenecks (approval of progress and financial reports, decisions on follow-up activities presented by the selected ACEs).
- Work closely with the centre leaders to help solve bottlenecks.
- Work closely with ministry of higher education and ministry of finance to ensure smooth running and implementation of the project.
- Coordinate regular national review meetings to undertake performance and support to the 3 ACEs.
- In cases where the focal point is not the ACE steering committee member, work closely with the ACE steering committee member of that country to support the implementation of the project.

Qualification and Experience

The national ACE Impact focal point will have the following qualifications:

- The ACE Impact focal point will be a member of the Ministry of Higher Education and/or national agency in charge of higher education
- The ACE Impact focal point will have some experience in managing donor funds;
- Has good networks and strong working relationships with higher education institutions;
- Has strong relevant experience with project implementation and coordination.

ANNEX 4: ACE IMPACT SUBJECT MATTER EXPERTS - TERMS OF REFERENCE AND SUPERVISION MISSION

Introduction

The ACE Impact Regional Facilitation Unit (RFU) is tasked with identifying a team of subject matter Experts who contribute to the supervision of the ACE Impact Centers. These independent Experts are selected based upon their academic and/or disciplinary expertise relative to the ACE Impact Centers, and their international experience in higher education and/or university leadership. Experts are expected to support specific Centers and to contribute to the ACE Impact project as a whole.

The core expectations and requirements for the ACE Impact Experts are:

- Subject matter experts in one or more disciplines associated with Development Challenges and ACE Impact Center portfolio
- Capable of evaluating and supervising postgraduate education programs, and applied research activities
- Expertise in the management of university research centers
- Expertise in the global academic system
- As a team, the Experts are expected to be diverse in terms of subject matter expertise, geographic location and gender.

At the ACE Impact project launch, each ACE Impact Center will be assigned a “Primary” and a “Secondary” Expert. The Primary Expert will provide lead supervision to the Center, and the Secondary Expert will assist the Primary. Experts assigned to each Center are expected to: understand the Center and its goals; engage with the Center leadership, university leadership, and Focal Point/Ministry; supervise and provide advice; and work with the Center to ensure that DLIs are achieved in a timely fashion and project expenditures are managed to support the project implementation. Experts are expected to support and guide the ACEs so that they attain scientific excellence, quality, relevance and impact.

Key Tasks of Subject Matter Experts:

The key tasks of the subject matter experts include:

- Review the ACE Impact Center Implementation Plan and make recommendation on their quality, relevance and potential in addressing development challenges
- Review ACE Impact annual work plans and make recommendations on their quality, relevance and potential in addressing regional challenges
- Participate in the supervision and implementation support visits to the ACE Impact Centers
- Review the research publications of the ACE Impact Centers to ensure compliance with ACE Impact objectives
- Report supervision findings to the Project Steering Committee during its Meetings.
- Participate in the ACE Impact regional workshops and contribute to the Agenda, plenary

sessions and breakout groups as appropriate

- Provide appropriate guidance on project implementation.
- Provide ongoing advice and support to the RFU on the ACE Impact project.
- Mentoring and facilitation of the.
- Support the ACEs by connecting them to potential university and industry partners.

Selection of the Subject Matter Experts:

The subject matter experts are selected by the RFU in consultation with the World Bank and AFD.

ANNEX 5: PARTNERSHIP AGREEMENT TEMPLATE

1. Identification of Partners

1. This Partnership Agreement (“PA”) is entered into on (insert date) by and between (list all partners engaged with the ACE project):

(Partner 1), a (insert type of organization e.g. public university) based at (insert address)
(Partner 2), a (insert type of organization e.g. public university) based at (insert address)
(Partner 3), a (insert type of organization e.g. sector partner) based at (insert address)
(Partner 4), a (insert type of organization e.g. sector partner) based at (insert address)

2. The parties are herein individually and jointly referred to as the ‘partner’ and the ‘partners’ respectively.

WHEREAS:

- 1.1 (Partner 1) and (Partner 2) are institutions of higher education, and (Partner 3) is a (e.g. private health clinic) taking an active part in (list overall project activities – e.g. joint research, curriculum development, faculty exchange, student exchange etc.), within the context of the Africa Centres for Excellence project and that project’s objectives, set out in Section 2 below.
- 1.2 The government of (insert country name) has offered the partners a grant amounting to \$(insert amount) to support the project, subject to the terms and conditions detailed in the Performance and Funding Contract (refer to separate document shared with all partners).
- 1.3 (Partner 1), as the Africa Centre of Excellence for Development Impact (ACE Impact), and lead partner, has accepted this grant on behalf of the partners.
- 1.4 The partners wish to enter into this Partnership Agreement in order to set out their respective rights and obligations under this arrangement.

3. Context of the Partnership Agreement

- 3.1. Partnership is a key modality of regional collaboration. The award specifies that at least 15% of project funding must be invested in partnerships, and at least 10% must be invested in partnerships activities with African partners (excluding national partners). The ACE is required to serve as a hub for a network of partner institutions including academic and industry partners.
- 3.2. The main objectives of the academic partnership are to; raise the quality of research and education in institutions in the region and; to raise the ACE’s own capacity in research and education.

4. Objectives and Scope of the Partnership Agreement

- 4.1. The strategic objective of this Partnership Agreement is to contribute towards the shared project goal (outlined in section 2.1); to promote regional specialization among participating universities in areas that address regional development challenges and strengthen the capacities of these universities to deliver quality training and applied research.
- 4.2. At the operational level, this Partnership Agreement seeks to facilitate and to enhance academic cooperation and sharing of resources to deliver the agreed partnership activities towards the achievement of the project objectives.
- 4.3. This Partnership Agreement is not a legally binding contract, but rather a framework document underpinning a collaborative partnership between the respective institutions.

5. Governance, roles and responsibilities.

- 5.1. By virtue of the inter-institutional nature of this partnership, the partners' senior management teams shall commit themselves to the principles and approaches embodied in this Partnership Agreement, as well as its requirements and implications, to enable well-informed and supportive decision-making that facilitates its implementation.
- 5.2. For purposes of expediting the effective coordination and implementation of the activities covered by this Partnership Agreement, the partners shall nominate authorized representatives. The lead project contacts will participate in the project management group established by the ACE, to oversee the implementation of this Partnership Agreement.
- 5.3. As the ACE is the lead partner in this agreement, the ACE will take responsibility for:
 - (a) Convening regular meetings (insert frequency) of the partners and circulating the relevant documentation in advance of the meeting. Meetings will normally take place using ICT, to be cost-efficient, except when a physical meeting is necessary.
 - (b) Financial management on behalf of the partners in accordance with the agreed project guidelines and project budget (Annex 3).
 - (c) Oversight of the implementation of the Partnership Action Plan (Annex 1).
 - (d) Compiling the annual project report with input from all partners, including reporting against agreed indicators, activity reporting, financial and qualitative reporting.
 - (e) Discussing and resolving any issues with the partners as they arise.
- 5.4. (Insert name of Partners 2, 3, 4, etc. If their responsibilities differ, insert additional sections) will take responsibility for:
 - (a) Participating in regular meetings of the partners.
 - (b) Complying with the agreed budget for partnership activities.
 - (c) Deliverables as outlined in the Partnership Action Plan (Annex 2).
 - (d) Contribution to the annual report, and review and sign off on the annual report.
 - (e) Discussing and resolving any issues with the partners as they arise.

6. Financial Management

- 6.1. The ACE is responsible for project financial management, including budgeting, expenditure and accounting. This includes specific responsibility for ensuring that 15% of project funding is spent on partnership activities as agreed in the Partnership Action Plan

and project budget. The ACE is required to solicit concurrence from all partners for the expenditures.

- 6.2. Each partner is responsible for deliverables in accordance with the agreed Partnership Action Plan (Annex 1) and the project budget.

7. Monitoring and Evaluation

- 7.1. The partners shall inform one another about progress made, and challenges, in respect of each joint activity at regular meetings of the partners.
- 7.2. ACEs will be funded based on achievement of results that are annually reported (DLIs). The Partnership Action Plan captures partnership deliverables that will contribute towards those results. Partners agree to work together towards these results and or results relating to the attainment of DLIs.
- 7.3. The ACE will compile an annual report which will include reporting against indicators, activity reporting, financial and qualitative reporting. Each partner will provide the ACE with inputs for this report on request, following sufficient notice of requirements. The annual reports must be endorsed and signed off by all partners and the final version published and circulated to all partners.
- 7.4. Each year the partners shall review the operation of this Partnership Agreement and revise the specific collaborative activities and commitments for the upcoming year in line with the outcomes of the review.
- 7.5. The partners agree on the following additional monitoring procedures which will contribute to the review and development of the partnership:
 - (i) Insert details here as needed
 - (ii) Insert details here as needed

8. Intellectual Property

- 8.1. Ownership of any intellectual property (including but not limited to confidential information, know-how, patents, copyrights, design rights, rights relating to computer software, and any other industrial or intellectual property rights) developed or created by the students and faculty as a result of joint research or education activity during the course of this project shall be vested in both partners to this agreement. Partners shall have the joint right to determine the commercial exploitation and disposition of such intellectual property, and partners shall enter in good faith discussions in order to make joint applications for the registration of the same. Before any registration or commercialization of any intellectual property takes place, the partners agree to reach a separate agreement covering issues such as exploitation rights and revenue sharing. Any publication regarding such intellectual property shall only be possible with the prior written consent of all partners, with the understanding that such consent should not be unreasonably withheld.

9. Confidentiality

- 9.1. All confidential information disclosed in writing and clearly marked “Confidential” by one partner to the others relating to this Partnership Agreement shall be kept confidential, and the partners shall under no circumstances disclose this information to any third party without prior written consent of all partners except when the provisions of law make allowance.

10. Liability

- 10.1. Each partner undertakes to perform its part of the project at its own risk and under its own sole liabilities.

11. Initiation and Termination of the Partnership Agreement.

- 11.1. This Partnership Agreement will come into force on the date that it is fully signed by all partners and shall remain in force for the duration of the ACE Impact project, from (insert project dates here) unless terminated by any partner.
- 11.2. Any partner may terminate the Partnership Agreement at any time by giving prior written notice of three months first to the other partners, then to the Association of African Universities as the Regional Facilitation Unit, although such action will only be taken after consultation with all partners, in order to avoid possible inconvenience to all concerned.
- 11.3. The partners agree that proposed changes to the Partnership Agreement’s contents or validity must be communicated in writing by the proposing partner to the other partners. Any variation to the Partnership Agreement must then be agreed in writing by all partners.

12. Disputes

- 12.1. The partners will make every reasonable effort to resolve all issues fairly by negotiation. In the event that the dispute cannot be resolved within a four week period the matter shall be referred to the Presidents or other leaders of the partner organisations involved, for resolution. Any dispute which cannot be settled amicably shall be finally settled by third party mediation. Each partner shall bear its own costs connected to such a mediation procedure.

ANNEX 6: PARTNERSHIP ACTION PLAN

Description of the main partnership activities.

Guidelines: Describe the nature of the key activities that partners will undertake together. For example, joint research, faculty exchange and training, student exchange, curriculum development, research publications, policy briefs, share facilities/equipment,

Implementation plan

Guidelines: Use this template to outline the main partnership activities, deliverables and milestones. Provide additional notes on specific responsibilities, below the table, as needed.

Deliverable	Activities and Milestones	Year 1				Year 2				Year 3				Year 4				Responsibility
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Develop and deliver joint curriculum in petroleum engineering laboratory methods	Lab and equipment procurement	X																ACE
	Faculty training workshops		X		X													ACE
	Offer new curriculum to 25 MSc students					X												Partner 2
	Student visits to ACE																	ACE
	Offer curriculum to 50 MSc students						X			X								Partner 2
	Student visits										X							ACE
Complete																		

Authorized Representatives

	Partner 1 (Insert Name)	Partner 2 (Insert Name)	Partner 3 (Insert Name)...
Lead project contact	Name: Address: Email: Phone:	Name: Address: Email: Phone:	
Financial contact	Name: Address: Email: Phone:	Name: Address: Email: Phone:	
Administrative contact	Name: Address: Email: Phone:	Name: Address: Email: Phone:	
Other contact (s)	Name: Address: Email: Phone:	Name: Address: Email: Phone:	

ANNEX 7: PARTNERSHIP BUDGET

Guidelines: Use this template to outline the costs of the partnership activities. As outlined previously, the ACE is responsible for expenditure, according to this budget, on behalf of the partners.

Activity	Item	Cost				Total
		Year 1	Year 2	Year 3	Year 4	
Example: Activity 1: Joint curriculum in petroleum engineering	Item 1.1: Lab equipment installation	\$50,000				\$50,000
	Item 1.2: Lab equipment maintenance		\$5,000	\$5,000	\$5,000	\$15,000
	Item 2....					
Activity 1 subtotal						\$
Activity 2....	Item 2.1					
	Item 2.2....					
Total value of partnership budget in US dollars						\$65,000

ANNEX 8: RESULTS FRAMEWORK AND MONITORING (NOTE THIS IS A SUB-COMPONENT OF THE OVERALL PROJECT RESULTS FRAMEWORK)

Guidelines:

Use this template to describe what success will look like in relation to the partnership activities. Include specific targets for Years 1-4 and agreed responsibilities in relation to data collection and sharing.

Indicators:	Unit of measure	Baseline	Year 1	Year 2	Year 3	Year 4	Frequency Of measurement	Data Source	Responsibility for Data Collection
Objective 1: Improve capacity of ACE and institution 2 for research and education in petroleum engineering									
Example: Number of students completing joint MSc module in lab methods for petroleum engineering	Students completing MSc module	0	25	50	75	100	Annual	University student records	Each institution will collect ACE will compile information
Objective 2....									

The partners have signed this Partnership Agreement which will come into force on the date outlined in Section 1.

Signature Page:

Signed on behalf of (Partner 1) by: _____

Printed Name: _____

Position: President/Vice-Chancellor/CEO

Date: _____

Signed on behalf of (Partner 2) by: _____

Printed Name: _____

Position: President/Vice-Chancellor/CEO

Date: _____

Signed on behalf of (Partner 3) by: _____

Printed Name: _____

Position: President/Vice-Chancellor/CEO

Date: _____

ANNEX 9: GUIDELINES FOR ACADEMIC PARTNERSHIPS

1. Background

- The objective of the ACE Impact project is to meet the labor market demands for skills within specific areas, where there are skill shortages affecting development, economic growth and poverty reduction. The project will promote regional specialization among participating universities in areas that address regional challenges and strengthen the capacities of these universities to deliver quality training and applied research. Partnership will be a key modality of regional collaboration. At least 15% of project funding must be invested in partnerships, and at least 10% must be invested in partnership activities with African partners (excluding national partners). Each ACE will be required to serve as a hub for a network of partner institutions. Partnerships can be developed with academic institutions, including research institutions, and industry partners, including both private sector partners and community institutions (e.g. health clinics). These guidelines refer to partnerships between academic institutions specifically. Academic partnerships will be at the national, regional (West and Central Africa) and global level (outside Africa).
- Academic partnerships can build research capacity and be a means to develop sustainable research systems (local, national or global) with the overall goal of having research findings contribute more directly and powerfully to development. The specific objectives of academic partnerships within the ACE project are to: (i) increase the capacity of partner institutions in the region to deliver quality education and conduct research, preferably including institutions in fragile countries.; (ii) raise the Centres' educational and research capacity through drawing upon partnership with internationally leading institutions within the same domain, and (iii) build upon the strengths of national and regional institutions (e.g. sharing of unique physical and faculty resources) to create synergies and thereby raise the quality of education and research. The ACEs will partner with academic institutions that have, or need, capacity within the particular development challenge they are addressing. This includes similar international academic Centres globally, universities in the region, and national and regional research institutions. In particular, collaboration with regional research institutions is critical within agriculture and health where substantial academic capacity is located outside universities in sector-specific research institutions. The partnership activities may include joint delivery of education programs, professional courses for regional faculty, faculty exchanges/visiting faculty, joint research, joint conferences, sharing of specialized equipment and library resources. Partnership activities should address regional development challenges, and the collaboration should benefit each partner institution in clearly defined terms. The ACE project partnerships can include existing and new partnerships.

2. Objectives of the Partnership Guidelines

- To learn from academic institutions that have identified partnership success factors and challenges.
- To provide practical guidance to ACEs in establishing/implementing successful partnerships.
- Note that guidelines are not mandatory, unless explicitly stated, in which case this is also stated in the Call for Proposals.

3. Partnership Principles

- Partnership is a cooperative strategy between two or more organizations or individuals favoring cooperation above substitution, subordination or competition¹⁰. An effective educational partnership is a dynamic collaborative process between educational institutions that brings mutual, though not necessarily symmetrical, benefits to both parties. Partners share ownership of the project. Their relationship is based on respect, trust, transparency and reciprocity as well as a good understanding of each other's cultural and working environment. Decisions are taken jointly after real negotiations between the partners. Each partner is open and clear about what they are bringing to the partnership and their expectations. The following principles and guidelines can inform the establishment and development of ACE partnerships.

Table 1: 10 Principles and Actions for Successful Educational Partnership¹¹

1st Principle: Shared Ownership of Partnership
<ul style="list-style-type: none"> • Clarify and communicate partnership aims and expectations. • Ensure that partners jointly participate in the decision-making process and management of the partnership. • Articulate the benefits of the partnership for each partner. These need not be exactly symmetrical.
2nd Principle: Trust and Transparency amongst Partners
<ul style="list-style-type: none"> • Partners should be particularly open and transparent when discussing objectives, motivations, managerial issues, ownership of research outputs, access to resources, and budgets. • Transparency should translate into specific acts such as documentation, record keeping, communicating openly. • Opportunities to meet face-to-face can help to build trust. Trust and mutual respect can take time to develop.
3rd Principle: Understanding each Partner's Cultural and Working Environment.
<ul style="list-style-type: none"> • Evaluate the impact of the larger environment on the proposed partnership • Develop and share a baseline of capacity for each partner institution in the areas relevant to delivering proposed partnership activities. Identify strengths, weaknesses and concerns • Ensure that working procedures and structures are appropriate to the environment.
4th Principle: Clear Division of Roles and Responsibilities
<ul style="list-style-type: none"> • The roles and responsibilities of each partner and the individuals involved should be clearly identified, examined and agreed upon. • The roles and responsibilities of the partners and each individual should be based on their capabilities and skills, current and anticipated. Training needs should be identified. • Each institution should be clear and open on what they have to offer. Consider what structures are needed to manage the partnership. How will responsibilities be divided? How will people be chosen

¹⁰ Building respectful and collaborative partnerships for global health research. Canadian Coalition for Global Health Research.

¹¹ Adapted from Wanni, N., Hinz, S. & Day, R. (2010). Good Practices in Educational Partnerships Guide: UK-Africa Higher and Further Education Partnerships. UK: The Africa Unit, Association of Commonwealth Universities.

to take responsibility?
5th Principle: Effective and Regular Communication
<ul style="list-style-type: none"> • Develop a plan for both internal (project staff) and external (other stakeholders) communications. • Challenges and problems should be discussed as soon as they arise. Results and successes should be celebrated and communicated. • Some specific steps to be taken include: <ul style="list-style-type: none"> ○ Identify a key project contact person in each institution ○ Agree on the best and most practical modes of communication ○ Set regular meetings ○ Make use of Information and Communications Technology (ICT) where possible • Ensure a budget for face-to-face meetings to increase understanding of partner contexts and build trust.
6th Principle: Joint Strategic Planning and Implementation
<ul style="list-style-type: none"> • Define partnership objectives and activities through a joint planning process. • Develop a Partnership Action Plan. • Draft and sign a Partnership Agreement between partners. • Review partnership objectives on a regular basis.
7th Principle: Strong Commitment from Junior and Senior staff and Management
<ul style="list-style-type: none"> • Be clear on the commitment of skills and time that is required. • Communicate with senior management and secure their support for the partnership. • International partnerships are labor-intensive and take time to develop. Keep the momentum going.
8th Principle: Supportive Institutional Infrastructure
<ul style="list-style-type: none"> • Assess staff training needs and plan and budget for training and mentoring. • Assess ICT capabilities, including online learning methods, and develop a realistic communications plan. • Make use of any established institutional strategy for international partnerships and associated infrastructure.
9th Principle: Monitoring and Evaluation
<ul style="list-style-type: none"> • Determine indicators of success of the partnership as part of a joint planning process. These should be clear qualitative or quantitative indicators that measure objectives. • Agree on monitoring procedures, applying indicators of success at regular intervals to inform management. • Agree on evaluation responsibilities. Use evaluation to disseminate impact of project and maintain support.
10th Principle: Sustainability
<ul style="list-style-type: none"> • Develop a clear financing plan. • Be alert to changes in the partnership and potential funding gaps. Review these regularly.

4. Stages of Partnership

- Successful partnerships tend to change and evolve over time. Any academic partnership will go through a number of stages and phases during its lifecycle. These stages differ according to the type of partnership and the profile of partner institutions involved. Four main stages can be identified as follows: Planning and Consultation, Partnership Agreement, Implementation, Monitoring and Evaluation. Guidelines and a checklist of considerations for each of these stages are provided below.

5. Planning and Consultation

- All partnerships will be grounded in the objectives of the ACE Impact to build regional collaboration in research and education to address a specific development challenge. The ACE could consider doing an analysis of its own strengths and weaknesses in addressing these objectives which would identify outstanding gaps and needs and help drive the partnership process. Building on this, the next step would be to do an analysis to scan existing and potential partners, then create a profile of desirable partners for this project. Next, the ACE could create a short-list of potential partners to approach, and a set of partnership selection criteria. Once potential partners have been identified a consultation process can begin either face-to-face or by phone or videoconference. Once there is agreement, in principle, to establish a partnership, a more specific, joint, planning process can be carried out which starts to outline the proposed roles and responsibilities of each partner.

Table 2: Guidelines for Consultation and Planning Processes.

Step 1: Consultation Process – discussion points	Step 2: Partnership Action Plan
<ul style="list-style-type: none"> ▪ What are the reasons driving the idea of initiating a partnership? ▪ What are the individual and institutional needs and aims? ▪ Is a partnership the best way of responding to these needs and objectives? ▪ What are the potential benefits to each partner? Who are the beneficiaries? ▪ Does the partnership fit in with any institutional plans or national strategic frameworks? ▪ Will the benefits delivered through the partnership have a long-term impact? ▪ Can the institution make a long-term commitment to the partnership? ▪ Is the institution able to invest the necessary human and financial capacity and resources involved in running a partnership? ▪ Are there enough staff from the organization willing and keen to get involved with the partnership? Are they willing to dedicate time to planning and managing the partnership? ▪ Do the staff feel that the partnership would be beneficial in terms of their own professional development? ▪ Would the senior management of the institution be willing to support the partnership? ▪ Will the institution be able to help monitor and evaluate the outcomes of the work to ensure it is meeting the agreed objectives? ▪ Are there any uncertainties or questions in the future which may 	<ul style="list-style-type: none"> ▪ Decide on a lead contact person for each institution. ▪ Agree on clear strategic objectives for the partnership ▪ Decide on concrete results related to each objective ▪ Describe key partnership activities ▪ Set realistic timescales for each stage of the plan ▪ Agree on project delivery and project management structures ▪ Agree on budget allocated to partnership activities

- For the purposes of the Proposal Submission Form, ACEs will be required to provide details of proposed action plans for national, regional and international collaboration and an associated budget for partnership activities. Partnership activities may include education services, joint research, student and faculty exchange and others (further guidelines are provided in the Proposal Submission Form). Since partnerships are a key modality for implementing the activities of the ACE, they could also be referenced in other sections of the Proposal Submission Form, as appropriate. All partnership activities should be included in the budget. The submitting institution will be the prospective ACE and all funds will be managed by this ACE. Letters of support are also required from each proposed partner. These will include information on activities, benefits to each partner, contributions of each partner and the budget. Letters must nominate a main contact person and be signed off by senior management within each institution. A formal Partnership Agreement is not required at the proposal stage. Guidelines are provided, within the Proposal Submission Form, for Letters of Support and Partnership Action Plans. Selected institutions will have the opportunity to revise and update the Partnership Action Plan following the evaluation comments, including consideration of new partners.

6. Partnership Agreement

- When funding has been awarded, a Partnership Agreement will be developed by the ACEs in close collaboration with their partners and co-signed by all major partners. This agreement will form part of the performance and funding contract to be signed with the Government. The Partnership Agreement formalizes the commitments between institutions. A template for this agreement will be provided, although institutions should adapt this to their institutional processes and preferences. Below is an outline of the sample template. The final agreement does not need to include all the details of the partnership, and it may be preferable to avoid excessive detail. Additional detail can be included in the annual Partnership Action Plan. There should also be some flexibility within the agreement to allow adaptation and re-negotiation under changing circumstances, as the partnership develops.

Sample Template: Overview of topics covered within partnership agreement:

1. Identification of parties
2. Context of the Partnership Agreement
3. Objectives and Scope of the Partnership Agreement
4. Governance, Roles and Responsibilities
5. Financial Management
6. Monitoring and Evaluation
7. Intellectual property
8. Confidentiality
9. Liability
10. Initiation and Termination of the Partnership Agreement
11. Disputes
12. Annexes
 - Partnership Action Plan
 - Authorized Representatives
 - Partnership Budget
 - Results Framework and Monitoring
13. Signatures

7. Partnership Implementation

- Implementation of partnerships will be guided by the agreed partnership which will be a reference point when there is need for clarification on key inputs, activities and outputs. These will be summarized in the Partnership Action Plan. Selected institutions will revise and update the Partnership Action Plan following evaluation comments, including consideration of new partners. Following the overall planning process, partners will need to develop and agree on the implementation of these plans and outline details. Partnership work should have a clear and manageable focus. The first few months of the partnership are important as they will set the tone for the future of the working relationship and help determine the success of the project.
- As the partnerships are implemented, processes must be clarified. Partners should make use of existing infrastructure within their institutions and will develop additional project infrastructure as needed. Governance structures will be established and all partners should be satisfied that they are appropriately represented within these structures. Communications channels will be clarified, for example acceptable modes of communication, and a schedule of regular meetings should be agreed. A practical system of record-keeping and information sharing will be established. Particularly within the initial months of the project, partners should attempt to be somewhat flexible and open to learning and adapting their processes. Regular reviews of the partnerships should be scheduled (for example this could be a regular item on the agenda of project management meetings), to enable partners to share their feedback and use this to inform the development of the partnerships.
- Staff buy-in and participation at all levels is crucial. To this end, roles and responsibilities must be made clear to all involved. Training needs should be identified and addressed. A range of incentives for staff can be considered, including financial rewards, professional support, peer support, job rotation and partnership visits or exchanges. Staff, at all levels, must have a clear, accessible forum for resolving disputes. There should also be regular communications with senior management and external partners to ensure that they remain supportive of the partnerships.

8. Monitoring and Evaluation

- Monitoring is intended to be an ongoing project management practice. Formal evaluation will take place on an annual basis, led by each ACE, reporting to the Association of African Universities. Annual reports will include reporting against indicators, activity reporting, financial and qualitative reporting. All partners must contribute to the annual reports and these must be endorsed and signed off by each partner before submission to the AAU. ACEs will be funded based on achievement of results that are annually reported. The Partnership Action Plan should capture partnership outputs that will contribute towards those results and will align with the overall Project Results Framework. The main partnership indicators will be the number of faculty and students rotating and providing services in ACE and partner institutions (including those on regional student body, internships and faculty and student outreach activities), as well as the number of regional research publications. Additional partnership indicators may vary depending on the sectors and disciplines that are prioritized by the ACE. After two years there will be a mid-term review at which point the Partnership Action Plan will be revised.
- The tools for monitoring and evaluation of partnerships will be: (a) institutional progress reports; (b) third party verification through external reviewers and performance audit reports, if necessary; and (c) interactions with stakeholders. Partners must agree on their respective responsibilities regarding monitoring and evaluation and capture this in the Partnership Agreement. Activities to be allocated will include; development of a baseline measures, setting up monitoring processes, data collection, taking responsibility for annual evaluation reports.
- For the purposes of monitoring and ongoing project management, ACEs may wish to develop additional, tailored, partnership indicators which will facilitate the process of partnership

development. Table 3 below provides a list of questions that partners may wish to consider in monitoring their partnerships.

Table 3: Monitoring Partnerships

Activities and Outputs
Are the agreed partnership activities taking place? If not, what are the barriers and what actions are required?
Are the agreed outputs being delivered by partners? If not, what are the barriers and what actions are required?
Structures and Processes
Are partners participating in governance structures as agreed?
Are the roles and responsibilities of each partner clear?
Is communication between partners easy? How is it facilitated?
Do the partners know each other well and trust each other?
Is there transparency? Do all partners have access to project budget documents, reports and other scientific information?
Are there any current outstanding issues or disputes between partners? What is required to resolve these issues?
Are there any additional staff training needs?
Are all internal and external stakeholders updated and engaged on partnership activities?
Learning and Improvement
What lessons have been learned about partnerships to date?
What improvements could be made to the partnerships?
What are the actions arising from this review?

ANNEX 10: DATA VERIFICATION TERMS OF REFERENCE

THIRD PARTY VERIFICATION OF DISBURSEMENT LINKED INDICATORS (DLIs) DRAFT

M&E within the ACE Impact Programme:

The ACE Impact Project adopts a programme-for-results approach and therefore has a strong focus on monitoring and evaluation to facilitate the achievement of planned goals. Progress of implementation will be monitored at the level of the individual ACEs and their partner institutions (PIs), and the Regional Facilitating Unit (RFU). The information gathered will inform management decisions, strategic planning and risk management, and demonstrate the results, impact and cost effectiveness of the ACE-Programme. Additionally, the information collected will help determine disbursement of the grant.

To facilitate the process, an overall Results Framework (RF) was developed by the Bank in collaboration with the AAU and other key stakeholders, and with input from government and university representatives in the region. The RF features Individual ACEs, once selected, will develop more specific results frameworks detailing the expected results, indicators and targets specifically tailored to their proposed projects. ACEs will be required to collect and submit data biannually (November 15th and June 1st) to the Association of African Universities (AAU) which will be responsible for coordinating and supporting them in implementing and monitoring their projects. The data once received, compiled and analyzed, will be submitted to the World Bank and AFD (by Dec. 30th and June 30th) to inform project management and grant disbursement decisions.

A. OBJECTIVES

The purpose of this assignment is to conduct an independent verification of progress on disbursement linked indicators (DLIs) before any disbursement can be done for the project under the DLI category of expenditure. This consultancy aims to: (a) design evaluation methodology for verification of the progress made on DLIs by the ACEs; (b) Conduct the verification in a transparent and independent manner such that it provides the robust evidence for decision-makers.

B. DURATION OF THE ASSIGNMENT AND WORK PLAN

1. The assignment will be undertaken over a four-year period between June 1st 2019 and July 31st 2023. The successful firm/organization will need to maintain necessary presence in Accra, Ghana and the programme field in the ACE Impact participating countries. It is expected that the consultancy will have a total duration of about one month per year.
2. The verification activity will commence on xx 2019 or shortly thereafter. By xx 2020 a draft report will be submitted and the final report will be finalized by xx , 2020. These dates are expected to be strictly adhered to. This will be repeated every year until the last DLIs are to be achieved in 2023. The consulting firm/agency may also be required to do an interim evaluation of carryover DLIs as an exception.
3. The Firm/Agency is expected to develop methodology and schedule of the evaluation plan with relevant set of instruments for conducting the study. The work plan shall provide details of how all the various tasks, sub-tasks, and activities will be undertaken; specific timelines for each task; logistic and manpower resources for entire period of the assignment. The proposed work

plan should be consistent with the technical approach and methodology, reflecting understanding of the scope of work. During mobilization, and having studied the operational budget and logistics, the Consultant shall produce an updated work plan for review and approval. This revised work plan will form the basis for execution, supervision and progress and shall not be modified or revised by the Consultant without prior approval by AAU and the World Bank.

4. The World Bank/RFU reserves the right to reject the instruments or re-negotiate with the Agency about modifications to the set of instruments or methodology.
5. The assignment will be consulted and coordinated under AAU and the Programme Coordinator will be the key focal person for management coordination.
6. Payment schedule will be agreed upon in advance of contract finalization and will include first release of advance upon contract signing, and lump sums after major deliverable milestones.

C. SCOPE OF WORK/ SPECIFIC TASKS AND METHODOLOGY

A third party firm or organization is required to design, conduct, and analyse the baseline and follow-on studies that will evaluate the DLIs. The project has 7 DLIs with 20 associated annual DLI targets. Each DLI target has a specific timeline and achievement level linked to it. The primary task of this exercise will be to carry out transparent and impartial verification of the DLIs under various components of the project.

D. DELIVERABLES AND TIMELINES

The selected firm/agency shall provide the following deliverables during the course of the implementation of the assignment in a timely manner. All deliverables have to be authorized and approved by the WB and RFU (AAU).

1. The list of deliverables includes but is not limited to the following:
 - a) Methodology of the verification exercise.
 - b) Survey questionnaires
 - c) Verification Indicators and checklist
 - d) Form/Instrument used for validation exercise.
 - e) Data entry template and coding scheme
 - f) Detailed activity plan for conducting the verification exercise.
 - g) Field data collection report; field quality control report
 - h) Analysis of the findings of the verification exercise.
 - i) Scanned copies of all completed questionnaires
 - j) Brief note/report reviewing the methodology and tools used and providing recommendations for future improvements.
2. Report (both qualitative and quantitative) on variations and discrepancies on the DLI activities
3. Identification of impediments (if any) in the timely achievement of the benchmarks and possible remedial measures

E. RESPONSIBILITIES

(i) Additional Responsibilities for the Consultant

General Oversight:

The Consultant shall be responsible for overall management of the services including supervision and management of the study, team training, liaison with AAU and other parties, and ensuring quality control of services. As part of project management, there will be biweekly progress meetings (physical or via internet) between the WB, AFD, AAU and the Consultant. The

Consultant shall produce minutes of the proceedings. The Consultant shall submit all the deliverables to ACE Impact Project Manager.

Professional Profile of Consultant:

The Consulting Firm or Agency should:

1. Be a registered agency/organization operating under either international regulations or the rules of its host Government.
2. Have a minimum of five years of experience in evaluating education and related services with extensive
3. experience in developing countries
4. Be financially sound, well reputed and with a sound track record of successful implementation of assignments with the World Bank or similar international organisation
5. Have proven experience of successfully carrying out high quality process and output evaluations in developing countries
6. Have an evaluation team that has all relevant expertise and skills to carry out the verification exercise.
7. Criteria for selecting the firm or agency shall include:
 - i. Experience of the firm with details of the relevant evaluation work
 - ii. Strength of Financial Statement
 - iii. CVs with Qualification of relevant staff.
 - iv. Staff with good communication skills in English and French both written and oral
 - v. Relevant testimonials provided by the firm
 - vi. Soundness and applicability of the proposal
 - vii. An understanding of the university system in West and Central Africa would be desirable.

Consultant Staff:

The Consultant is expected to put together a team of appropriate experts to undertake the individual tasks as outlined in the work plan. CVs for experts other than the Consultant (Team Leader) will not be examined during the proposal review process. However, the name of the proposed experts, their input and position shall be indicated both in the technical and in the financial proposals with indications of proposed fee rates for each expert.

Inputs:

In addition to technical expertise, the consultant shall be responsible for arranging and providing any additional resources required to carry out the work, including but not limited to the following:
Ground transportation;
Communication;
Report preparation;
Office Space and Equipment; and
Translations/Interpretation (if needed).

(ii) Responsibilities of AAU

Logistics:

The list of facilities to be provided by AAU will be finalized during negotiations. The Consultant should note that all capital items purchased under this contract will be the property of the ACE Impact Project at the end of the services. The Consultant will be expected to operate within the approved plan and budget and will not deviate without prior approval by the AAU/World Bank. The Consultant will be provided with relevant programme documents as required.

F. APPLICATION

A technical and financial proposal should be submitted separately by email to aceimpact@aau.org within four weeks of hiring the consultant. The assignment could be undertaken by single consultants or by a firm, applications from both are welcome. A notification that the application has been received will be sent automatically to the sender.

The AAU in collaboration with World Bank will execute the consultant selection process in a transparent and merit-based approach. The Consultant will be selected following the World Bank's Guidelines

**ANNEX 11: ACE IMPACT IMPLEMENTATION PLAN
TEMPLATE**

**Africa Centers of Excellence for
Development Impact (ACE Impact)**

[ACE title]

**Implementation Plan
2019 – 2024**

(Draft January 23, 2019)

[List of abbreviations and acronyms]

1. NARRATIVE SUMMARY (max 2 pages)

Provide an overview of the Center. Identify the Development Challenge to be addressed, and the expected impact on the Challenge over the Center lifetime (e.g. at mid-term and after five years). Describe the Education and Research objectives, the methodology for both learning (pedagogy) and research as well as how the two are integrated, as well as the anticipated results both quantitative (table) and qualitative (graduates' knowledge/skills/attitude and types of applied research results). Discuss the roles of partners – academic and sectoral – that will contribute to the Center activities and results. Include a description of important changes to the project design that have been incorporated based upon the evaluators' feedback and on the submitted proposal and recommendations during the negotiation phase.

2. OVERVIEW OF PLANNED OUTPUTS, REVENUE GENERATION, ACTIVITIES AND COST FOR FIRST YEAR

Provide a narrative summary (max 2 page + tables) of the planned outputs and activities for the first year of the ACE Impact Center. Focus on the launch of the Center, establishing the consortium with strong partnerships, and the activities that need to be accomplished to achieve the goals of the Center over the project lifetime.

Table 1. Overview of expected outputs and related income within the first project year

- *This is a performance-based project, which means that the most important part of planning is to secure the flow of funds. This is done by ensuring that the planned activities deliver results towards the agreed DLR's thereby ensuring planned targets for each individual DLI is reached.*
- *Please be mindful that the turnover time from achievement of DLI results, through verification to actual fund release to the ACE is about 6 months. That means that funds triggered through DLI's achievements in second half of the year will only be available the next year. DLI 1 Effectiveness is designed to give each ACE sufficient capital to have funds available until own first installment based on DLI's.*
- *In consecutive annual workplans it is required that each individual ACE follow its progress in meeting the different DLR's. This is to ensure that the ACE has a balanced approach and is not lagging in any of the result areas. The DLI's are designed to be interlinked and to reinforce each other, so lagging in one might impede expected effect of others.*

Outputs and funds generation year 1 (US\$)				
	Expected outputs in numbers	Percentages of the DLI	Unit price	Expected revenue
ACE results				
DLI 1 Readiness				
<i>DLI 1.1 Basic Readiness</i>		(0 or 100)	?	
<i>DLI 1.2 Full Readiness</i>		(0 or 100)	?	
DLI 2 Development Impact				
<i>DLI 2.1 Independent external evaluation of development impact</i>			?	
DLI 3 Quantity of students				
<i>DLI 3.1a New eligible PhD student's male</i>			10,000	
<i>DLI 3.1b New eligible PhD student's female</i>			12,500	
<i>DLI 3.1c New eligible PhD student's regional male</i>			20,000	
<i>DLI 3.1d New eligible PhD student's regional female</i>			25,000	
<i>DLI 3.2a New eligible Master student's male</i>			2,000	
<i>DLI 3.2b New eligible Master student's female</i>			2,500	
<i>DLI 3.2c New eligible Master student's regional male</i>			4,000	
<i>DLI 3.2d New eligible Master student's regional female</i>			5,000	
<i>DLI 3.3a New eligible short course student's male</i>			400	
<i>DLI 3.3b New eligible short course student's female</i>			500	
<i>DLI 3.3c New eligible short course student's regional male</i>			800	
<i>DLI 3.3d New eligible short course student's regional female</i>			1,000	
DLI 4 Quality of Education				
<i>DLI 4.1a National accreditation</i>			100,000	
<i>DLI 4.1b GAP assessment following International standards</i>		(0 or 100)	100,000	

<i>DLI 4.1c Self-assessment following International standards</i>		(0 or 100)	100,000	
<i>DLI 4.1d International accreditation</i>		(0 or 100)	500,000	
<i>DLI 4.1e New courses meeting international standards</i>		(0 or 100)	50,000	
<i>DLI 4.2 ACE International research publications with national partners</i>			10,000	
<i>DLI 4.2 ACE International research publications with regional partners</i>			15,000	
<i>DLI 4.3a Infrastructure improvement for research and learning (procurement and civil works) Step 1: Approved plan</i>		(0 or 100)	300,000	
<i>DLI 4.3b Infrastructure improvement for research and learning (procurement and civil works) Step 2: Procured or Foundation Constructed</i>		(0 or 100)	300,000	
<i>DLI 4.3c Infrastructure improvement for research and learning (procurement and civil works) Step 3: Operational or Construction Completed</i>		(0 or 100)	300,000	
<i>DLI 4.3d Infrastructure improvement for research and learning (procurement and civil works) Step 2: NA or Building Operational</i>		(0 or 100)	300,000	
DLI 5 Relevance of Education & Research				
<i>DLI 5.1a External generated revenue from private sector</i>			X 2	
<i>DLI 5.1b External generated revenue from other sectors</i>			X 1	
<i>DLI 5.2a Number of students with at least 1-month internship or staff with placement nationally</i>			1,000	
<i>DLI 5.2b Number of students with at least 1-month internship or staff with placement regionally</i>			1,500	
<i>DLI 5.3 Number on new entrepreneurship, innovation, start-up companies, and commercialization support programs</i>			100,000	
DLI 6 Fiduciary Enhancement				
<i>DLI 6.1 Timely fiduciary reporting</i>		(0 or 100)	15,000/year	
<i>DLI 6.2 Functioning internal audit unit</i>		(0 or 100)	15,000/year	
<i>DLI 6.3 Web Transparency on Fiduciary reports</i>		(0 or 100)	15,000/year	
<i>DLI 6.4 Quality of Procurement planning</i>		(0 or 100)	15,000/year	
DLI 7 Institutional Impact				
<i>DLI 7.1 University-wide regional strategy</i>		(0 or 100)	100,000	
<i>DLI 7.2a ACE host university adopts merit-based selection of university heads</i>		(0 or 100)	200,000	
<i>DLI 7.2b ACE host university adopts merit-based selection of department heads</i>		(0 or 100)	50,000	
<i>DLI 7.3a ACE host university adopts GAP analysis as part of international accreditation</i>		(0 or 100)	75,000	
<i>DLI 7.3b ACE host university adopts self-evaluation as part of international accreditation</i>		(0 or 100)	75,000	
<i>DLI 7.3c ACE host university adopts international accreditation</i>		(0 or 100)	200,000	
<i>DLI 7.4 ACE host university participate in PASET</i>		(0, 50 or 100)	50,000/year	
<i>DLI 7.5 ACE host university meets its Institutional Impact as per approved proposal</i>		(0, 50 or 100)	200,000/Institutional Impact Milestone	

DLI 7.6 ACE host Institutions participates in NREN		(0, 50 or 100)	100,000/ year	
Total revenue expected triggered from ACE program				
Additional government funding support				
Other external revenue generation				
Total Income				

Table 2: Overview of expected activities and expenditures within the first project year

- Most of the outputs listed in table 1 will require activities to achieve. Please bear this in mind when populating table 2.
- This table is closely linked to **Section 7** of the Implementation Plan. Each activity listed in Table 2 will require a separate Activity Sheet to be completed in Section 7.
- For additional activities, please add rows as required to Table 2.
- Ensure that each course, research project and other activity is listed separately.
- Remember to set aside a budget for participation in ACE-Impact regional workshops.
- For new centers, be aware that procurement and civil works takes time. Planning and preparation should be initiated in year one, while actual procurement and initiation of civil work most likely won't happen before implementation year two.
- For new centers it is highly recommended to invest upfront in your partnerships. If you are planning a project launch workshop, invite all your key partners and set side a day or two to go through the Implementation Plan in detail with them to get their comments and ideas for improvement and to get their buy-in to the ACE.
- This table can be adjusted based on discussions with the partners (e.g. during the launch workshop). If adjustments are made to the approved Implementation Plan (IP), please share the updated IP with the AAU including a cover letter describing the adjustments made and the justification for these adjustments.

Code	Priority Rank	Result/Activity/Task	Budget Estimate (US\$)		
			ACE institution	Partners	Total
Action Plan 1	(1 highest 5 lowest)	(Expected output)	(Component total for ACE institution)	(Component total for partners)	(Total of component)
(Insert sub-component number)		(title of sub-component)			
	(rank)	(Insert activity number and title)	(list amount for ACE institution)	(list amount for partners)	(list total amount for activity)
	(rank)	(Insert activity number and title)	(list amount for ACE institution))	(list amount for partners)	(list total amount for activity)
Action Plan 2	(1 highest 5 lowest)	(Expected output)	(Component total for ACE leader)	(Component total for partners)	(Total of component)
(Insert sub-component number)		(title of sub-component)			
	(rank)	(Insert activity number and title)	(list amount for ACE institution)	(list amount for partners)	(list total amount for activity)
	(rank)	(Insert activity number and title)	(list amount for ACE institution))	(list amount for partners)	(list total amount for activity)
		Sup-total	(list amount)	(list amount)	(list amount)
		Contingency	(list amount)	(list amount)	(list amount)
TOTAL BUDGET			(list amount)	(list amount)	(list amount)

Table 3: Overview of budget distribution among partners for year 1

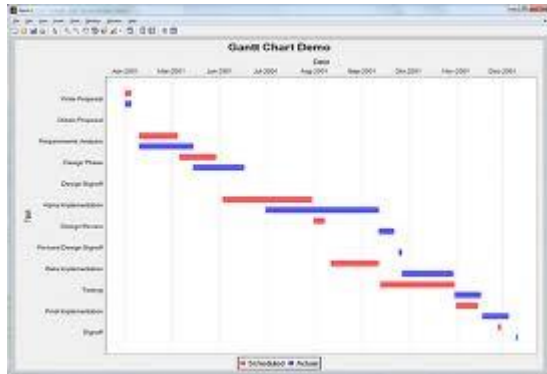
- This table is a breakdown of the partner budget presented in Table 2
- The last column in Table 3 must match the second last column in Table 2
- Add rows and columns as required
- This table can be adjusted based on discussions with the partners (e.g. during the launch workshop). If adjustments are made to the approved Implementation Plan (IP), please share the updated IP with the AAU including a cover letter describing the adjustments made and the justification for these adjustments.

Code	Result/Activity/Task	Budget Estimate (US\$)					
		(write partner name)	(write partner name)	(write partner name)	(write partner name)	(write partner name)	Total Partner Budget
Action Plan 1	(Expected output)	(Component total for partner)	(Component total for partner)	(Component total for partner)	(Component total for partner)	(Component total for partner)	(Partners total of component)
(Insert sub-component number)	(title of sub-component)						
	(Insert activity number)	(list amount)	(list amount)	(list amount)	(list amount)	(list amount)	(list total partner amount for activity)
	(Insert activity number)	(list amount)	(list amount)	(list amount)	(list amount)	(list amount)	(list total partner amount for activity)
Action Plan 2	(Expected output)	(Component total for partner)	(Component total for partner)	(Component total for partner)	(Component total for partner)	(Component total for partner)	(Partners total of component)
(Insert sub-component number)							
	(Insert activity number)	(list amount)	(list amount)	(list amount)	(list amount)	(list amount)	(list total partner amount for activity)
	(Insert activity number)	(list amount)	(list amount)	(list amount)	(list amount)	(list amount)	(list total partner amount for activity)

3. TIMING OF PLANNED ACTIVITIES FOR ENTIRE PROJECT PERIOD (Gantt chart)

Table 4: Work plan for the ACE Impact project period

- Construct a Gantt Chart for the entire project period
- Gantt Charts may be developed in Excel, using project management software, or using available freeware (e.g. <http://www.ganttproject.biz>)



4. IMPLEMENTATION ARRANGEMENTS

4.1 Guiding Policies, Rules and Regulations

(Briefly describe the policies, rules and regulations that govern the ACE Impact Center and its partnerships. Include information on safeguarding against fraud/corruption.)

4.2 Governance Structures

(Briefly describe the ACE governance structure. Provide an updated Organization Chart including names and official titles. Describe the roles of the Sectoral Advisory Board and the International Scientific Advisory Board. Comment on the position of the Center within the host institution. Please also provide insights into how (and which) key partners are involved in the governance of the ACE)

4.3 Sectoral Advisory Board

(All ACE Impact Centers are expected to maintain a Sectoral Advisory Board (SAB), composed of regional sectoral leaders. In the Table below, identify the confirmed members of this Board, and comment on their expertise and anticipated contributions.)

Table 5: Sectoral Advisory Board

Name	
Position/Title	Company/Organization
Tel. #	Email
Expertise	
Anticipated Contribution	
Name	
Position/Title	Company/Organization
Tel. #	Email
Expertise	
Anticipated Contribution	
Name	
Position/Title	Company/Organization
Tel. #	Email
Expertise	
Anticipated Contribution	
Name	
Position/Title	Company/Organization
Tel. #	Email
Expertise	
Anticipated Contribution	
Name	
Position/Title	Company/Organization
Tel. #	Email
Expertise	
Anticipated Contribution	
Name	
Position/Title	Company/Organization
Tel. #	Email
Expertise	

Tel. #	Email
Expertise	
Anticipated Contribution	

4.6 Institutional Impact

(Briefly describe the program of activities that will be undertaken to align the host institution with global best practices for higher education. Be sure to identify the baseline for these activities. ACE's has positively influenced their host institutions in different ways e.g.: More attention to gap analysis, self-evaluation and accreditation; training of faculty in university pedagogy and PG student supervision; more applied research designed and executed with sector partners; better financial management; more focus on external revenue generation; more attention to quality assurance; improved services of students; importance of skills training and maintenance when purchasing new equipment, use of virtual meetings to reduce travel cost; cleaner and more efficient procurement; etc.)

4.7 Incentive Structures and Mechanisms

(Briefly describe the incentive structures for involved staff – faculty, administration, management - at the ACE Impact lead and partner institutions. In addition, identify the incentives available to external stakeholders such as sectoral partners. Note that the ACE Impact project budget does not support salary top ups, sitting allowances and the like. However, there are many eligible ways to incentivize involved university staff and partners: Opportunity for skills and knowledge upgrading; better teaching and research environment and opportunities; higher turnout of publications through write shops and higher number of PG students; opportunities for participating in conferences and placements schemes; etc. It is recommended that the ACE leadership ensure that university staff supporting the center is officially assigned and recognized for their service by the university).

4.8 Roles and responsibilities of ACE team members

(Please fill the table below as well as prepare and attach as Annex 1. brief Terms of Reference (TOR) for each ACE team member and project financed support staff. Note that justification for not using existing university administrative and support staff is required. Having said that, it is still recommended to second or hire necessary support staff including a project coordinator to assist the project leadership with administration so center leadership can focus on the academic quality of the project).

Table 7: Overview of core project team:

- Positions and qualification listed are indicative adjust as appropriate. Add or subtract rows as applicable.

Position	Qualification	Responsibilities
Centre Leader	PhD/Professor	•
Deputy Centre Leader	PhD	•
Project coordinator	Master's degree	•
M&E Officer	Master's degree	•

Training and Education coordinator	PhD	•
Research coordinator	PhD	•
Partnership Coordinator	Master's degree	•
Head of logistics and ICT	Master's degree	•
Finance officer	BA degree + 5 years' experience	•
Accountant	BA degree + 5 years' experience	•
Communication officer	Master's degree	•
Environmental and Social safeguards officer	Master's degree	•
Procurement and property management Officer	BA degree + 5 years' experience	•
Drivers		•

4.9 Sexual Harassment policy

(Insert the Center Sexual Harassment Policy and identify the responsible staff. Ensure that the policy is also disclosed on the Center website.)

4.10 Environment and Social safeguards

(Insert the Environmental and Social Management Plan and identify the responsible staff. Ensure that the policy is also disclosed on the Center website.)

5. PERFORMANCE MONITORING

- *Please refer to the Project Appraisal Document (PAD) ANNEX 2: DLI Disbursement and Verification Protocols*
- *Insert the Results Framework shared with the RFU*

6. BUDGET OVERVIEW FOR ENTIRE PROJECT PERIOD

Table 8: Indicative budget, (2020 - 2024) with split between partners

- Add rows as applicable.

Expenditure Category	Estimated Costs in (US\$)						
	YR 1	YR 2	YR3	YR 4	YR5	Total	%of total
A: Budget by Activity Plan							
Action Plan 1: <i>(write title)</i>							
Action Plan 2: <i>(write title)</i>							
Action Plan x: Management and Governance							
Contingency							
TOTAL							
% of budget							
B: Budget by partners							
<i>(Lead institutions name)</i>							
<i>(Name of partner)</i>							
<i>(Name of partner)</i>							
TOTAL							

7. DETAILED ACTIVITY SHEETS (one for each activity)

Target DLI:

Timeframe:

Activity:

Sub-Activity/Task:

ACTIVITY							
OUTPUT							
OUTPUT INDICATOR						SOURCE OF VERIFICATION	
IMPLEMENTATION MILESTONES							
PROCUREMENT							
RESPONSIBILITY FOR IMPLEMENTATION							
DURATION:	Commencement:			Completion:			
PRIMARY CONSTITUENTS:				PARTICIPANTS:			
ASSUMPTIONS							
FINANCIAL IMPLICATIONS/BUDGET LINE							
Budget Line Analysis	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr	5 th Qtr	6 th Qtr	Total
1							
2							
3							
4							
5							
TOTALS							

DETAILED ACTIVITY SHEETS (with explanatory notes)

Target DLI: Which DLI is this Activity linked to
Timeframe: State the planning period
Activity: Code and Name
Sub-Activity/Task: Code and Name (Split activity into tasks if these are discrete and has distinct outputs. It should not be a sequential listing of actions that progressively lead to the same output.)

ACTIVITY	As above							
Target DLI/OUTPUT	Specify which target DLI or Activity from Table 1 or 2							
OUTPUT INDICATOR Indicate the quantitative and/or qualitative statistic/parameter that provides a simple and reliable means to measure achievement.					SOURCE OF VERIFICATION Specify source of the information for the measurements/indicators specified.			
IMPLEMENTATION MILESTONES		State the prior, more easily achieved and measured short term and intermediate changes that lead to the long-term outcomes. Milestones indicate the interim measurable landmarks, sub-tasks, or what needs to be accomplished over time and are useful for planning concise short term strategies and collaborations that contribute to full implementation of a stated activity and achievement of long term outcomes (e.g. products related to knowledge - guidelines, strategies, analysis; products related to physical dimension – medicine/minerals/food; products related to behaviour change - campaigns, TV and radio programmes, documentaries, shows, public debates; products related to capacity development - conferences, working groups, trainings; products related to use of results - using policy and technology-related research-based knowledge, strengthening capacity to use research, public awareness, political will, policy adoption and implementation, physical and social changes in lives and communities including negative and positive changes, reversals and backlash, gender equality and women's empowerment).						
PROCUREMENT		Indicate any procurement preference and the major cost elements (e.g. hardware, software, tickets and travel, equipment, consultancies, etc.) and/or conditionality associated with source of funding						
RESPONSIBILITY FOR IMPLEMENTATION		Assign names (office, individual, organizations) associated with or charged with responsibility for the specific task.						
DURATION: (Indicate average estimated time for sub-tasks as indicated by Milestones if applicable)		Commencement: Dates			Completion: Dates			
PRIMARY CONSTITUENTS: State the individuals, groups, organizations, whether targeted or not that will be most affected by the intervention.				PARTICIPANTS: Specify collaborators (actors you will work with directly contributing towards implementation of the action) and/or those that will exert influence (positive or negative) on success.				
ASSUMPTIONS		State (if any) the key factors or risks which could affect the progress or success of the action.						
FINANCIAL IMPLICATIONS/BUDGET LINE		Indicate the budget line to fund the activity here, and in the section below estimate the costs of the interventions based on targets contained in the milestones, the coverage of each intervention or activity together with the associated unit costs. State any specific concerns: e.g. costing covers only key technical programmatic areas, areas that have been omitted and why, resources required to address specific needs, improving adherence to procedures, poor compliance and associated increase in cost.						
Budget Line Analysis		1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr	5 th Qtr	6 th Qtr	Total
1	Major Cost item							
2								

3								
4								
5								
TOTALS								

Example 1: DETAILED ACTIVITY SHEET

Target DLI: DLI 1 Readiness
Timeframe: Quarter 2 and 3, 2019
Activity: 1-A-19 Set up Institutional Framework for the Commencement of ACE
Sub-Activity/Task: 1-A1-19 Put in place operational manual for ACE administration: procurement, financial management, monitoring and evaluation (M&E).

RESULT	A working operation manual	
ACTIVITY	Put in place operational manual for ACE administration: procurement, financial management, M&E	
OUTPUT	<ul style="list-style-type: none"> • Draft procurement management operational manual • Draft financial management operational manual • Draft M&E operational manual 	
OUTPUT INDICATOR <ul style="list-style-type: none"> • Submission of procurement operational manual • Submission of financial management operational manual • Submission of monitoring and evaluation (M&E) operational manual 		SOURCE OF VERIFICATION <ul style="list-style-type: none"> • Approved procurement operational manual • Approved financial management operational manual • Approved M&E operational manual
IMPLEMENTATION MILESTONES	<ul style="list-style-type: none"> • Draft Procurement, Financial Management and M&E operational manual (OM) ready by 15th May 2019 • OM revised and ready for approval by 30th June 2019 • OM approved by 15th September 2019 	
PROCUREMENT	Consultancy (optional)	
RESPONSIBILITY FOR IMPLEMENTATION	Center-leader, procurement officer, finance officer, quality assurance officer and M&E officer (both from ACE team and from the University). Partners will be presented for draft OM for commenting	
DURATION: 6 months	Commencement: April 2019	Completion: September 2019
PRIMARY CONSTITUENTS: <ul style="list-style-type: none"> • ACE team • Center Leader 		PARTICIPANTS: ACE team University procurement office University finance team University QA and M&E team
ASSUMPTIONS	<ul style="list-style-type: none"> • OM will be made in collaboration with relevant university units • Relevant staff (including from central management) interested in this and willing to fulfil the task • Specific measurement to eliminate risk of corruption and improve overall efficiency of procurement and financial management is included in the operational manual (as excellence is better than the normal university standard) 	
FINANCIAL IMPLICATIONS/BUDGET LINE	ACE budget for the activity, no partner budget for this	

Budget Line Analysis		1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr	5 th Qtr	6 th Qtr	Total
1	Drafting OMs		6,000					6,000
2	OMs revision		3,000					3,000
3	Approval of OMs			1,500				1,500
TOTALS			9,000	1,500				10,500

Example 2: DETAILED ACTIVITY SHEET

Target DLI: **DLI 3** Quantity of Students (DLI 3.1 PhD students & DLI 3.2 Master students)
Timeframe: Quarter 2 and 3, 2019
Activity: **3-A-19** Develop recruitment process for new PG students
Sub-Activity/Task: **3-A1-19** Develop advertisements material, selection criteria, screening and interview procedures

RESULT	MSc and PhD students' recruitment process established	
ACTIVITY	Recruitment process for MSc and PhD students (advertisements material, selection criteria, screening and interview procedures)	
OUTPUT	Advertisement campaign completed timely and screening procedure approved by the Scientific Advisory Board (ACE) and relevant Faculty Boards (University).	
OUTPUT INDICATOR Advertisement material (with a strategy on how to target and attract female and regional students) Approved screening guidelines		SOURCE OF VERIFICATION - Advertisements records - Selection criteria documents
IMPLEMENTATION MILESTONES	- Advertise MSc and PhD programs timely and targeted - Development and approval of selection procedures	
PROCUREMENT	Advertisement contracts	
RESPONSIBILITY FOR IMPLEMENTATION	Communication officer, Training and Education coordinator and partners. To be executed in collaboration with Registrar and relevant departmental heads	
DURATION: 6 months	Commencement: April 2019	Completion: August 2019
PRIMARY CONSTITUENTS: National and regional institutions of higher learning including non-academic institutions, donor community, youth with a first or second degree.		PARTICIPANTS: Relevant university staff. Ultimately national and regional students
ASSUMPTIONS	Ability to reach and motivate sufficient number of qualified youths interested in pursuing a PG education within relevant programs Relevant staff (including partners) interested in this and willing to fulfil the task Availability of funding Stability in university systems (no strikes)	
FINANCIAL IMPLICATIONS/BUDGET LINE	ACE budget for the activity, no partner budget for this	

Budget Line Analysis		1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr	5 th Qtr	6 th Qtr	Total
1	Develop advertisement material that targets qualified female and regional youth		2,000					2,000
2	Advertise MSc and PhD, programs		5,000					5,000
3	Develop Screening Guidelines		3,000					3,000
4	First Scientific Advisory Board Meeting*							
5	Approval of Screening Guidelines			1,000				1,000
TOTALS			10,000	1,000				11,000

*=The first Scientific Advisory Board Meeting will also discuss curriculum review, costing for this meeting is on a separate activity sheet.

ANNEX 12: FIRST ACE IMPACT DLI FINANCING BY CENTERS

Table A12(a): Djibouti and Guinea Financing per ACE (in SDR)

COUNTRY	DJIBOUTI		GUINEA	
University/Institution	University of Djibouti		Gamal Abdel Nasser University of Conakry	Higher Institute of Mines and Geology of Boké
Selected Centers	Emerging Center: Logistics and Transport	College of Engineering	ACE: Prevention and Control of Communicable Diseases	Emerging Center: Mines and Societies
DLI 1: Institutional Readiness	647,120	647,120	431,410	431,410
2019	647,120	647,120	431,410	431,410
DLI 2: Development Impact	201,320	-	143,800	143,800
2019	-	-	-	-
2020	-	-	-	71,900
2021	100,660	-	71,900	-
2022	100,660	-	71,900	71,900
2023	-	-	-	-
DLI 3: Quantity of Students	785,990	567,340	587,475	629,555
2019	20,000	-	40,265	33,075
2020	91,315	28,800	96,710	116,480
2021	165,375	127,265	143,450	156,000
2022	219,300	166,810	148,500	162,000
2023	290,000	244,465	158,550	162,000
DLI 4: Quality of Education/ Research	1,819,100	2,027,615	1,351,740	927,595
2019	35,950	35,950	43,140	21,570
2020	179,750	143,800	186,940	165,375
2021	582,400	575,210	517,690	460,200
2022	941,910	977,860	517,690	244,500
2023	79,090	294,795	86,280	35,950
DLI 5: Relevance of Education/Research	909,620	770,200	563,955	440,840
2019	27,200	36,600	27,200	25,200
2020	142,400	107,400	134,400	91,840
2021	277,900	193,200	132,400	109,600
2022	243,200	218,200	132,400	109,600
2023	218,920	214,800	137,555	104,600
DLI 6: Timeliness/quality of FM	323,550	323,550	172,560	172,560
2019	35,950	35,950	21,570	21,570
2020	71,900	71,900	43,140	43,140
2021	71,900	71,900	32,355	32,355
2022	71,900	71,900	43,140	43,140
2023	71,900	71,900	32,355	32,355
DLI 7: Institutional Impact	377,475	-	377,475	125,825
2019	-	-	-	-
2020	107,850	-	107,850	35,950
2021	53,925	-	53,925	53,925
2022	71,900	-	71,900	35,950
2023	143,800	-	143,800	-
TOTAL ALLOCATION	5,064,175	4,335,825	3,628,415	2,871,585

Table A12(b): Burkina Faso Financing per ACE (in Euros and SDR)

University/Institution	International Institute of Water and Environment Engineering		University of Ouagadougou I		Nazi Boni University
Selected Centers	ACE: Water Science and Technology, Energy and the Environment in West and Central Africa	College of Engineering	ACE: Training, Research and Expertise in Drug Sciences	CESES - Social Risk Management	ACE: Bio-technological Innovation for the Elimination of Vector- Borne Diseases
DLI 1: Institutional Readiness (SDR)	-	666,000	666,000	-	666,000
2019	-	666,000	666,000	-	666,000
DLI 2: Development Impact (in Euro)	174,640	-	174,640	174,640	174,640
2019	-	-	-	-	-
2020	87,320	-	-	87,320	-
2021	-	-	87,320	-	87,320
2022	87,320	-	87,320	87,320	87,320
2023	-	-	-	-	-
DLI 3: Quantity of Students (in Euro)	639,675	563,750	956,680	519,500	956,680
2019	27,500	67,250	54,600	62,000	54,600
2020	127,925	67,250	206,100	103,900	206,100
2021	145,400	181,000	206,100	113,500	206,100
2022	145,400	181,000	259,350	113,500	259,350
2023	193,450	67,250	230,530	126,600	230,530
DLI 4: Quality of Ed./ Research (in Euro)	1,091,660	1,433,640	2,823,620	1,039,320	2,823,620
2019	105,000	53,000	105,000	48,000	105,000
2020	200,660	410,660	541,640	135,320	541,640
2021	419,000	235,980	812,980	402,000	812,980
2022	210,000	629,000	682,000	358,000	682,000
2023	157,000	105,000	682,000	96,000	682,000
DLI 5: Relevance of Ed./Research (in Euro)	929,285	539,600	1,390,935	175,500	1,390,935
2019	30,700	30,700	30,700	4,350	30,700
2020	196,100	67,400	287,400	30,700	287,400
2021	236,100	151,100	459,720	30,700	459,720
2022	253,500	168,500	325,715	52,700	325,715
2023	212,885	121,900	287,400	57,050	287,400
DLI 6: Timeliness/quality of FM (in Euro)	262,000	222,700	262,000	262,000	262,000
2019	52,400	26,200	52,400	52,400	52,400
2020	52,400	52,400	52,400	52,400	52,400
2021	52,400	52,400	52,400	52,400	52,400
2022	52,400	39,300	52,400	52,400	52,400
2023	52,400	52,400	52,400	52,400	52,400
DLI 7: Institutional Impact (in SDR)	376,000	-	413,000	-	413,000
2019	36,000	-	73,000	-	73,000
2020	53,000	-	53,000	-	53,000
2021	144,000	-	72,000	-	72,000
2022	143,000	-	215,000	-	215,000
2023	-	-	-	-	-
TOTAL ALLOCATION (in Euro)	3,097,260	2,759,690	5,607,875	2,170,960	5,607,875
TOTAL ALLOCATION (in SDR)	376,000	666,000	1,079,000	-	1,079,000

Table A12(c): Ghana Financing per ACE (in SDR)

University/Institution	University of Ghana			University of Cape Coast
Selected Centers	ACE: West African Center for Cell Biology of Infectious Pathogens and Non-Communicable Diseases	ACE: West African Center for Crop Improvement	ACE: West African Genetic Medicine Centre	ACE: Coastal Resilience
DLI 1: Institutional Readiness	-	-	611,160	611,160
2019	-	-	611,160	611,160
DLI 2: Development Impact	172,560	172,560	172,560	172,560
2019	-	-	-	-
2020	86,280	86,280	-	-
2021	-	-	86,280	86,280
2022	86,280	86,280	86,280	86,280
2023	-	-	-	-
DLI 3: Quantity of Students	775,500	775,500	701,165	701,165
2019	51,400	51,400	36,000	36,000
2020	182,300	182,300	131,940	131,940
2021	172,200	172,200	169,325	169,325
2022	194,500	194,500	185,900	185,900
2023	175,100	175,100	178,000	178,000
DLI 4: Quality of Education/ Research	1,081,285	1,081,285	1,294,315	1,294,315
2019	26,600	26,600	43,150	43,150
2020	148,850	148,850	230,100	230,100
2021	388,205	388,205	373,905	373,905
2022	388,205	388,205	560,860	560,860
2023	129,425	129,425	86,300	86,300
DLI 5: Relevance of Education/Research	1,253,900	1,253,900	1,144,100	1,144,100
2019	29,200	29,200	29,200	29,200
2020	226,600	226,600	166,600	166,600
2021	375,700	375,700	337,100	337,100
2022	323,600	323,600	342,400	342,400
2023	298,800	298,800	268,800	268,800
DLI 6: Timeliness/quality of FM	316,400	316,400	316,400	316,400
2019	63,280	63,280	63,280	63,280
2020	63,280	63,280	63,280	63,280
2021	63,280	63,280	63,280	63,280
2022	63,280	63,280	63,280	63,280
2023	63,280	63,280	63,280	63,280
DLI 7: Institutional Impact	143,800	197,725	395,450	557,225
2019	-	-	-	-
2020	-	53,925	107,850	161,775
2021	71,900	71,900	71,900	-
2022	71,900	71,900	215,700	323,550
2023	-	-	-	71,900
TOTAL ALLOCATION	3,743,445	3,797,370	4,635,150	4,796,925

Table A12(d): Ghana Financing per ACE (in SDR) (continued)

University/Institution	Kwame Nkrumah University of Science and Technology			University of Energy & Natural Resources	University of Development Studies
Selected Centers	ACE: Regional Water and Environmental Sanitation Center	ACE: Regional Transport Research and Education Center	College of Engineering	ACE: Regional Center for Energy and Environmental Sustainability	ACE: West African Center for Water, Irrigation and Sustainable Agriculture
DLI 1: Institutional Readiness	-	611,160	607,160	611,160	611,160
2019	-	611,160	607,160	611,160	611,160
DLI 2: Development Impact	172,560	172,560	-	172,560	172,560
2019	-	-	-	-	-
2020	86,280	-	-	-	-
2021	-	86,280	-	86,280	86,280
2022	86,280	86,280	-	86,280	86,280
2023	-	-	-	-	-
DLI 3: Quantity of Students	775,500	701,165	744,380	701,165	701,165
2019	51,400	36,000	55,500	36,000	36,000
2020	182,300	131,940	148,840	131,940	131,940
2021	172,200	169,325	195,600	169,325	169,325
2022	194,500	185,900	195,600	185,900	185,900
2023	175,100	178,000	148,840	178,000	178,000
DLI 4: Quality of Education/ Research	1,081,285	1,294,315	1,006,620	1,294,315	1,294,315
2019	26,600	43,150	35,950	43,150	43,150
2020	148,850	230,100	323,555	230,100	230,100
2021	388,205	373,905	-	373,905	373,905
2022	388,205	560,860	647,115	560,860	560,860
2023	129,425	86,300	-	86,300	86,300
DLI 5: Relevance of Education/Research	1,253,900	1,144,100	1,308,205	1,144,100	1,144,100
2019	29,200	29,200	50,400	29,200	29,200
2020	226,600	166,600	266,000	166,600	166,600
2021	375,700	337,100	368,200	337,100	337,100
2022	323,600	342,400	413,200	342,400	342,400
2023	298,800	268,800	210,405	268,800	268,800
DLI 6: Timeliness/quality of FM	316,400	316,400	316,400	316,400	316,400
2019	63,280	63,280	63,280	63,280	63,280
2020	63,280	63,280	63,280	63,280	63,280
2021	63,280	63,280	63,280	63,280	63,280
2022	63,280	63,280	63,280	63,280	63,280
2023	63,280	63,280	63,280	63,280	63,280
DLI 7: Institutional Impact	287,600	305,575	-	557,225	557,225
2019	-	-	-	-	-
2020	-	161775	-	161775	161775
2021	71900	-	-	-	-
2022	215700	71900	-	323550	323550
2023	-	71900	-	71900	71900
TOTAL ALLOCATION	3,887,245	4,545,275	3,982,765	4,796,925	4,796,925

Table A12(e): Senegal Financing per ACE (in Euros)

University/Institution	Gaston Berger University	Cheikh Anta Diop University		
Selected Centers	ACE: Mathematics, Computer Science and ICT	ACE: Maternal and Infant Health	ACE: Environment and Health	ACE: Agriculture for Food and Nutrition Security
DLI 1: Institutional Readiness	-	-	594,000	594,000
2019	-	-	594,000	594,000
DLI 2: Development Impact	174,640	174,640	174,640	174,640
2019				
2020	87,320	87,320	-	-
2021	-	-	87,320	87,320
2022	87,320	87,320	87,320	87,320
2023	-	-	-	-
DLI 3: Quantity of Students	349,315	349,315	586,855	586,855
2019	50,650	50,650	62,900	62,900
2020	69,855	69,855	103,910	103,910
2021	69,855	69,855	123,120	123,120
2022	69,855	69,855	132,725	132,725
2023	89,100	89,100	164,200	164,200
DLI 4: Quality of Education/ Research	322,500	322,500	1,375,460	1,375,460
2019	64,500	64,500	65,500	65,500
2020	64,500	64,500	109,160	109,160
2021	64,500	64,500	371,160	371,160
2022	64,500	64,500	764,140	764,140
2023	64,500	64,500	65,500	65,500
DLI 5: Relevance of Education/Research	392,500	392,500	485,700	485,700
2019	15,350	15,350	30,700	30,700
2020	66,700	66,700	62,130	62,130
2021	88,700	88,700	170,720	170,720
2022	113,700	113,700	105,400	105,400
2023	108,050	108,050	116,750	116,750
DLI 6: Timeliness/quality of FM	262,000	262,000	262,000	262,000
2019	52,400	52,400	52,400	52,400
2020	52,400	52,400	52,400	52,400
2021	52,400	52,400	52,400	52,400
2022	52,400	52,400	52,400	52,400
2023	52,400	52,400	52,400	52,400
DLI 7: Institutional Impact	261,960	174,640	502,090	502,090
2019	-	-	-	-
2020	-	-	130,980	130,980
2021	-	-	65,490	65,490
2022	87,320	-	130,980	130,980
2023	174,640	174,640	174,640	174,640
TOTAL ALLOCATION	1,762,915	1,675,595	3,980,745	3,980,745

Table A12(f): Benin Financing per ACE (in Euros and SDR)

University/Institution	University of Abomey Calavi		
Selected Centers	ACE: Mathematical Sciences, Computer Science and Applications	ACE: Water and Sanitation (C2EA)	Collège of Engineering: Energy, Transport Infrastructures and Environment (CoE-EIE)
DLI 1: Institutional Readiness (in SDR)	0	440000	440000
2019	0	440000	440000
DLI 2: Development Impact (in SDR)	146,600	146,600	0
2019		0	0
2020	73,300	0	0
2021	0	73300	0
2022	73,300	73,300	0
2023	0	0	0
DLI 3: Quantity of Students (in SDR)	665,000	702,350	560,000
2019	75,000	76,000	64,000
2020	110,000	146,350	124,000
2021	160,000	160,000	124,000
2022	160,000	160,000	124,000
2023	160,000	160,000	124,000
DLI 4: Quality of Education/ Research (in SDR)	782,000	1,574,000	1,054,650
2019	95,000	48,000	0
2020	133,000	167,000	36,650
2021	364,000	388,000	353,000
2022	95,000	656,000	665,000
2023	95,000	315,000	0
DLI 5: Relevance of Education/Research (in EURO)	1,135,875	1,098,825	1,037,300
2019	59,150	63,725	68,300
2020	227,875	218,300	250,750
2021	348,950	334,800	250,750
2022	282,450	268,300	300,750
2023	217,450	213,700	216,750
DLI 6: Timeliness/quality of FM (in EURO)	252,000	238,000	238,000
2019	28,000	28,000	28,000
2020	56,000	56,000	56,000
2021	56,000	56,000	56,000
2022	56,000	42,000	42,000
2023	56,000	56,000	56,000
DLI 7: Institutional Impact (in SDR)	384,900	603,900	0
2019	0	0	0
2020	110,000	110,000	0
2021	55,000	55,000	0
2022	73,300	146,600	0
2023	146,600	292,300	0
TOTAL ALLOCATION (in EURO)	1,387,875	1 336 825	1,275,300
TOTAL ALLOCATION (in SDR)	1,978,500	3,466,850	2,054,650

Table A12(g): The Gambia Financing per ACE (in SDR)

University/Institution	Gambia Technical Training Institute	
Selected Centers	Emerging Center: Science, Technology and Engineering for Entrepreneurship	
DLI 1: Institutional Readiness		990000
2019		990000
DLI 2: Development Impact		264,000
2019		0
2020		0
2021		132000
2022		132,000
2023		0
DLI 3: Quantity of Students		1,247,000
2019		103,000
2020		154,000
2021		264,000
2022		323,000
2023		403,000
DLI 4: Quality of Education/ Research		2,615,200
2019		73,300
2020		366,600
2021		733,300
2022		742,000
2023		700,000
DLI 5: Relevance of Education/Research		824,950
2019		57,000
2020		89,600
2021		199,200
2022		173,800
2023		305,350
DLI 6: Timeliness/quality of FM		374,000
2019		22,000
2020		88,000
2021		88,000
2022		88,000
2023		88,000
DLI 7: Institutional Impact		384,850
2019		0
2020		109,950
2021		55,000
2022		73,300
2023		146,600
TOTAL ALLOCATION		6,700,000

Table A12(h): Niger Financing per ACE (in Euros and SDR)

University/Institution	Université Abdou Moumouni		EMIG
Selected Centers	ACE: Pastoral Productions – Meat, Milk, Leather and Skins (CERPP)	Emerging Center: Innovative Teaching/Learning of Mathematics and the Sciences for SSA (CE-IEA-MS4SSA)	Emerging Center: Mining Environment
DLI 1: Institutional Readiness (in SDR)	440,000	440,000	440,000
2019	440,000	440,000	440,000
DLI 2: Development Impact (in SDR)	146,400	146,400	146,400
2019	0	0	0
2020	0	73,200	73,200
2021	73,200	0	0
2022	73,200	73,200	73,200
2023	0	0	0
DLI 3: Quantity of Students (in SDR)	602,200	1,287,000	1,287,000
2019	42,000	68,000	68,000
2020	99,000	238,000	238,000
2021	147,000	319,000	319,000
2022	152,000	331,000	331,000
2023	162,200	331,000	331,000
DLI 4: Quality of Education/ Research (in SDR)	1,396,600	2,355,000	2,355,000
2019	46,000	46,000	46,000
2020	194,600	193,000	193,000
2021	532,000	1,090,000	1,090,000
2022	532,000	505,000	505,000
2023	92,000	521,000	521,000
DLI 5: Relevance of Education/Research (in EURO)	740,575	589,875	589,875
2019	33,150	34,150	34,150
2020	163,300	120,750	120,750
2021	254,800	146,325	146,325
2022	163,300	146,325	146,325
2023	126,025	142,325	142,325
DLI 6: Timeliness/quality of FM (in EURO)	219,600	219,600	219,600
2019	27,450	27,450	27,450
2020	54,900	54,900	54,900
2021	41,175	41,175	41,175
2022	54,900	54,900	54,900
2023	41,175	41,175	41,175
DLI 7: Institutional Impact (in EURO)	434,625	343,125	343,125
2019	0	0	0
2020	137,250	45,750	45,750
2021	68,625	68,625	68,625
2022	45,750	137,250	137,250
2023	183,000	91,500	91,500
TOTAL ALLOCATION (in EURO)	1,394,800	1,152,600	1,152,600
TOTAL ALLOCATION (in SDR)	2,585,200	4,228,400	4,228,400

Table A12(i): Nigeria Financing per ACE (in SDR)

University/Institution	Redeemer's University	Ahmadu Bello University		University of Benin
Selected Centers	ACE: Genomics of Infectious Diseases (ACEGID)	ACE: Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB)	ACE: New Pedagogy in Engineering Education (ACENPEE)	ACE: Reproductive Health Innovation (CERHI)
DLI 1: Institutional Readiness	0	0	440000	0
2019	0	0	440000	0
DLI 2: Development Impact	146,600	146,600	146,600	146,600
2019	0	0	0	0
2020	73300	73300	0	73300
2021	0	0	73300	0
2022	73300	73300	73300	73300
2023	0	0	0	0
DLI 3: Quantity of Students	717,500	717,500	614,000	717,500
2019	105,000	105,000	73,000	105,000
2020	147,500	147,500	99,000	147,500
2021	155,000	155,000	134,500	155,000
2022	155,000	155,000	148,500	155,000
2023	155,000	155,000	159,000	155,000
DLI 4: Quality of Education/ Research	696,650	696,650	1,451,900	696,650
2019	88,000	88,000	44,000	88,000
2020	124,650	124,650	117,300	124,650
2021	308,000	308,000	601,300	308,000
2022	88,000	88,000	381,300	88,000
2023	88,000	88,000	308,000	88,000
DLI 5: Relevance of Education/Research	1,188,200	1,188,200	858,401	1,188,200
2019	120,300	120,300	46,300	120,300
2020	208,900	208,900	126,600	208,900
2021	317,200	317,200	242,200	317,200
2022	279,900	279,900	238,500	279,900
2023	261,900	261,900	204,801	261,900
DLI 6: Timeliness/quality of FM	198,000	198,000	187,000	198,000
2019	33,000	33,000	22,000	33,000
2020	44,000	44,000	44,000	44,000
2021	33,000	33,000	33,000	33,000
2022	44,000	44,000	44,000	44,000
2023	44,000	44,000	44,000	44,000
DLI 7: Institutional Impact	714,700	714,700	714,700	714,700
2019	73,300	73,300	73,300	73,300
2020	109,950	109,950	183,250	109,950
2021	128,300	128,300	128,300	128,300
2022	183,250	183,250	109,950	183,250
2023	219,900	219,900	219,900	219,900
TOTAL ALLOCATION	3,661,650	3,661,650	4,412,601	3,661,650

Table A12(j): Nigeria Financing per ACE (in SDR) Continued

University/Institution	Bayero University, Kano		Benue State University	Obafemi Awolowo University
Selected Centers	ACE: Dry Land Agriculture (CDA)	ACE: Centre for Population Health and Policy	ACE: Food Technology and Research (CEFTER)	ACE: OAU ICT-DRIVEN KNOWLEDGE PARK (OAU-OAK)
DLI 1: Institutional Readiness	0	440000	0	0
2019	0	440000	0	0
DLI 2: Development Impact	146,600	146,600	146,600	146,600
2019	0	0	0	0
2020	73300	0	73300	73300
2021	0	73300	0	0
2022	73300	73300	73300	73300
2023	0	0	0	0
DLI 3: Quantity of Students	717,500	614,000	717,500	717,500
2019	105,000	73,000	105,000	105,000
2020	147,500	99,000	147,500	147,500
2021	155,000	134,500	155,000	155,000
2022	155,000	148,500	155,000	155,000
2023	155,000	159,000	155,000	155,000
DLI 4: Quality of Education/ Research	696,650	1,451,900	696,650	696,650
2019	88,000	44,000	88,000	88,000
2020	124,650	117,300	124,650	124,650
2021	308,000	601,300	308,000	308,000
2022	88,000	381,300	88,000	88,000
2023	88,000	308,000	88,000	88,000
DLI 5: Relevance of Education/Research	1,188,200	858,401	1,188,200	1,188,200
2019	120,300	46,300	120,300	120,300
2020	208,900	126,600	208,900	208,900
2021	317,200	242,200	317,200	317,200
2022	279,900	238,500	279,900	279,900
2023	261,900	204,801	261,900	261,900
DLI 6: Timeliness/quality of FM	198,000	187,000	198,000	198,000
2019	33,000	22,000	33,000	33,000
2020	44,000	44,000	44,000	44,000
2021	33,000	33,000	33,000	33,000
2022	44,000	44,000	44,000	44,000
2023	44,000	44,000	44,000	44,000
DLI 7: Institutional Impact	714,700	714,700	714,700	714,700
2019	73,300	73,300	73,300	73,300
2020	109,950	183,250	109,950	109,950
2021	128,300	128,300	128,300	128,300
2022	183,250	109,950	183,250	183,250
2023	219,900	219,900	219,900	219,900
TOTAL ALLOCATION	3,661,650	4,412,601	3,661,650	3,661,650

Table A12(k): Nigeria Financing per ACE (in SDR) Continued

University/Institution	University of Port Harcourt		Covenant University	National Open University of Nigeria	Lagos State University
Selected Centers	ACE: Oilfield Chemicals Research (CEFOR)	ACE: Public Health and Toxicological Research	ACE: Covenant Applied Informatics and Communication	ACE: Technology Enhanced Learning (ACETEL)	ACE: Innovative and Transformations Stem Education (CITSE)
DLI 1: Institutional Readiness	0	440000	440000	440000	440000
2019	0	440000	440000	440000	440000
DLI 2: Development Impact	146,600	146,600	146,600	146,600	146,600
2019	0	0	0	0	0
2020	73300	0	0	0	0
2021	0	73300	73300	73300	73300
2022	73300	73300	73300	73300	73300
2023	0	0	0	0	0
DLI 3: Quantity of Students	717,500	614,000	614,000	614,000	614,000
2019	105,000	73,000	73,000	73,000	73,000
2020	147,500	99,000	99,000	99,000	99,000
2021	155,000	134,500	134,500	134,500	134,500
2022	155,000	148,500	148,500	148,500	148,500
2023	155,000	159,000	159,000	159,000	159,000
DLI 4: Quality of Education/Research	696,650	1,451,900	1,451,900	1,451,900	1,451,900
2019	88,000	44,000	44,000	44,000	44,000
2020	124,650	117,300	117,300	117,300	117,300
2021	308,000	601,300	601,300	601,300	601,300
2022	88,000	381,300	381,300	381,300	381,300
2023	88,000	308,000	308,000	308,000	308,000
DLI 5: Relevance of Education/Research	1,188,200	858,401	858,401	858,401	858,401
2019	120,300	46,300	46,300	46,300	46,300
2020	208,900	126,600	126,600	126,600	126,600
2021	317,200	242,200	242,200	242,200	242,200
2022	279,900	238,500	238,500	238,500	238,500
2023	261,900	204,801	204,801	204,801	204,801
DLI 6: Timeliness/quality of FM	198,000	187,000	187,000	187,000	187,000
2019	33,000	22,000	22,000	22,000	22,000
2020	44,000	44,000	44,000	44,000	44,000
2021	33,000	33,000	33,000	33,000	33,000
2022	44,000	44,000	44,000	44,000	44,000
2023	44,000	44,000	44,000	44,000	44,000
DLI 7: Institutional Impact	714,700	714,700	714,700	714,700	714,700
2019	73,300	73,300	73,300	73,300	73,300
2020	109,950	183,250	183,250	183,250	183,250
2021	128,300	128,300	128,300	128,300	128,300
2022	183,250	109,950	109,950	109,950	109,950
2023	219,900	219,900	219,900	219,900	219,900
TOTAL ALLOCATION	3,661,650	4,412,601	4,412,601	4,412,601	4,412,601

Table A12(I): Nigeria Financing per ACE (in SDR) Continued

University/Institution	Federal University of Technology, Minna, Nigeria	University of Lagos	University of Nigeria Nsukka	Federal University of Technology, Owerri, Nigeria
Selected Centers	ACE: Mycotoxin and Food Safety	ACE: Drug Research, Herbal Medicine Development and Regulatory Science	ACE: Sustainable Power and Energy Development (ACE_SPED)	ACE: Future Energies and Electrochemical Systems
DLI 1: Institutional Readiness	440000	440000	440000	440000
2019	440000	440000	440000	440000
DLI 2: Development Impact	146,600	146,600	146,600	146,600
2019	0	0	0	0
2020	0	0	0	0
2021	73300	73300	73300	73300
2022	73300	73300	73300	73300
2023	0	0	0	0
DLI 3: Quantity of Students	614,000	614,000	614,000	614,000
2019	73,000	73,000	73,000	73,000
2020	99,000	99,000	99,000	99,000
2021	134,500	134,500	134,500	134,500
2022	148,500	148,500	148,500	148,500
2023	159,000	159,000	159,000	159,000
DLI 4: Quality of Education/ Research	1,451,900	1,451,900	1,451,900	1,451,900
2019	44,000	44,000	44,000	44,000
2020	117,300	117,300	117,300	117,300
2021	601,300	601,300	601,300	601,300
2022	381,300	381,300	381,300	381,300
2023	308,000	308,000	308,000	308,000
DLI 5: Relevance of Education/Research	858,401	858,401	858,401	858,401
2019	46,300	46,300	46,300	46,300
2020	126,600	126,600	126,600	126,600
2021	242,200	242,200	242,200	242,200
2022	238,500	238,500	238,500	238,500
2023	204,801	204,801	204,801	204,801
DLI 6: Timeliness/quality of FM	187,000	187,000	187,000	187,000
2019	22,000	22,000	22,000	22,000
2020	44,000	44,000	44,000	44,000
2021	33,000	33,000	33,000	33,000
2022	44,000	44,000	44,000	44,000
2023	44,000	44,000	44,000	44,000
DLI 7: Institutional Impact	714,700	714,700	714,700	714,700
2019	73,300	73,300	73,300	73,300
2020	183,250	183,250	183,250	183,250
2021	128,300	128,300	128,300	128,300
2022	109,950	109,950	109,950	109,950
2023	219,900	219,900	219,900	219,900
TOTAL ALLOCATION	4,412,601	4,412,601	4,412,601	4,412,601

Table A12(m): Togo Financing per ACE (in Euros and SDR)

University/Institution	University of Lomé		
Selected Centers	ACE: Poultry Science (CERSA)	ACE: Power Management (CERME)	ACE: Sustainable Cities in Africa (DOUNEDON)
DLI 1: Institutional Readiness (in EURO)	0	550000	550000
2019	0	550000	550000
DLI 2: Development Impact (in EURO)	184,000	184,000	184,000
2019	0	0	0
2020	92,000	0	0
2021	0	92000	92000
2022	92,000	92,000	92,000
2023	0	0	0
DLI 3: Quantity of Students (in EURO)	725,000	1,878,000	1,878,000
2019	89,000	333,000	333,000
2020	159,000	345,000	345,000
2021	159,000	400,000	400,000
2022	159,000	400,000	400,000
2023	159,000	400,000	400,000
DLI 4: Quality of Education/ Research (in EURO)	903,000	4,042,000	4,042,000
2019	116,000	236,000	236,000
2020	162,500	418,000	418,000
2021	392,500	1,527,000	1,527,000
2022	116,000	974,000	974,000
2023	116,000	887,000	887,000
DLI 5: Relevance of Education/Research (in SDR)	852,100	1,302,100	1,302,100
2019	43,800	98,900	98,900
2020	165,250	241,900	241,900
2021	276,550	463,500	463,500
2022	203,250	316,900	316,900
2023	163,250	180,900	180,900
DLI 6: Timeliness/quality of FM (in SDR)	187,000	209,000	209,000
2019	22,000	33,000	33,000
2020	44,000	44,000	44,000
2021	44,000	44,000	44,000
2022	33,000	44,000	44,000
2023	44,000	44,000	44,000
DLI 7: Institutional Impact (in SDR)	494,900	1,136,400	1,136,400
2019	0	0	0
2020	110,000	73,400	73,400
2021	55,000	110,000	110,000
2022	110,000	513,200	513,200
2023	219,900	439,800	439,800
TOTAL ALLOCATION (in EURO)	1,812,000	6,654,000	6,654,000
TOTAL ALLOCATION (in SDR)	1,534,000	2,647,500	2,647,500

Table A12(n): Togo Financing per Cote D'Ivoire (in Euros)

University/Institution	l'Institut National Polytechnique Félix Houphouët-Boigny (INP-HB)		Université Félix Houphouët-Boigny	École Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan
Selected Centers	ACE: Mines and Mining Environment (CEA-MEM)	ACE: Valorization of Waste Products with High Value Added (VALOPRO)	ACE: Climate Change, Biodiversity and Sustainable Agriculture (CCBAD)	ACE: Statistics and Quantitative Economics (ENSEA)
DLI 1: Institutional Readiness	0	670,000	0	0
2019	0	670,000	0	0
DLI 2: Development Impact	176,000	176,000	176,000	176,000
2019				
2020	88,000	0	88,000	88,000
2021		88,000	0	0
2022	88,000	88,000	88,000	88,000
2023		0	0	0
DLI 3: Quantity of Students	853,000	899,325	864,175	864,175
2019	117,000	105,000	128,175	128,175
2020	132,000	195,000	132,000	132,000
2021	220,000	209,700	220,000	220,000
2022	222,000	205,625	222,000	222,000
2023	162,000	184,000	162,000	162,000
DLI 4: Quality of Education/ Research	929,000	1,866,000	929,000	929,000
2019	113,000	106,000	113,000	113,000
2020	168,000	195,000	168,000	168,000
2021	394,000	462,000	394,000	394,000
2022	127,000	730,000	127,000	127,000
2023	127,000	373,000	127,000	127,000
DLI 5: Relevance of Education/Research	1,083,675	1,018,350	1,083,675	1,083,675
2019	83,675	52,700	83,675	83,675
2020	202,000	111,700	202,000	202,000
2021	302,000	290,550	302,000	302,000
2022	254,000	326,700	254,000	254,000
2023	242,000	236,700	242,000	242,000
DLI 6: Timeliness/quality of FM	226,100	226,100	226,100	226,100
2019	13,300	13,300	13,300	13,300
2020	53,200	53,200	53,200	53,200
2021	53,200	53,200	53,200	53,200
2022	53,200	53,200	53,200	53,200
2023	53,200	53,200	53,200	53,200
DLI 7: Institutional Impact	432,225	344,225	421,050	421,050
2019	0	0	0	0
2020	88,425	44,425	44,000	44,000
2021	122,100	122,100	155,350	155,350
2022	44,000	0	44,000	44,000
2023	177,700	177,700	177,700	177,700
TOTAL ALLOCATION	3,700,000	5,200,000	3,700,000	3,700,000

