

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Bangladesh	Project Title:	Skills for Employment Project
Lending/Financing Modality:	Project loan	Department/ Division:	SARD SAHS

I. POVERTY ISSUES

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

1. In its poverty reduction strategy, the Government of Bangladesh focuses on broad based and inclusive economic growth. A better skilled workforce and a TVET system able to respond and even anticipate to new opportunities are required to ensure this inclusive growth. The current labor force and the new entrants require education and training to become more productive.

The Bangladesh National Education Policy (2010) and the National Skills Development Policy (2011) seek to provide the 15-45 school dropouts and neo-literates with values, professional skills and reading circles involving local communities and universities. The policies seek to rationalize and expand TVET programs to cover this group, including strengthening the informal training system. This project will help the government implement this aspect of the policy which so far has received least attention and resources.

The 6th Five Year Plan of Bangladesh aims at expansion and modernization of TVET to meet market demands by improving link between training and job market. The Plan aims to extend greater benefit to the poor and women by introducing ICT and technical education for all secondary levels. Identification and addressing pockets of disparities using sex-disaggregated data and introduction of technical and vocational courses in Madrassah and general education are also envisaged. The evaluation report of the CPS in 2009 indicated that poverty can be reduced more quickly, with higher and more-inclusive growth. It also argues for reducing inequality by building the skills of the poor, women, and excluded groups and raising their income-earning capability through better-quality and more-relevant education, and greater access to learning opportunities

The Project aims to improve quality and relevance of technical education and vocational training (TVET), to increase equity in access to TVET considering market demand, and to enhance employability of the TVET graduates.

B. Targeting Classification

1. Select the targeting classification of the project:

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

2. Explain the basis for the targeting classification:

The Project is a general intervention, as it is part of the Government's strategy to ensure broad based and inclusive economic growth. The current TVET system does not provide the enough and the right skills, so there is a mismatch in skills between those supplied by the TVET system and those demanded by the labor market. As a result of the investment in general education more educated graduates will enter the labor market, however a large portion of the current labor force has no formal education. By increasing the employability of the TVET graduates, including apprentices in the informal sector, the Project will allow graduates to find more and better paying jobs, thus leading to increased incomes.

The Project will incorporate design features to address gender equity, access for ethnic groups, and affordability.

C. Poverty Analysis

1. If the project is classified as TI-H, or if it is policy-based, what type of poverty impact analysis is needed?

Not applicable.

2. What resources are allocated to the project preparatory PPTA and due diligence?

A PPTA with contribution from JFPR of \$700,000 by the GOB is planned. This will cover key issues pertaining to due diligence including technical (sub-sector analysis, labor market analysis), social (equitable access, social demand), economic and financial (economic rationale, sustainability, investment needs, governance risk assessment) and safeguards (indigenous peoples, environment).

3. If GI, is there any opportunity for pro-poor design (e.g., social inclusion subcomponents, cross subsidy, pro-poor governance, and pro-poor growth)?

The Project will incorporate design features to address gender equity, access for vulnerable groups and regions, and affordability for poor students, among others via strengthening the training in the informal sector. The design will use

the experiences from SDP and PLCE II with targeting vulnerable groups.

II. SOCIAL DEVELOPMENT ISSUES

A. Initial Social Analysis

Based on existing information:

1. Who are the potential primary beneficiaries of the project? How do the poor and the socially excluded benefit from the project?

All potential TVET students and participants and TVET graduates are the primary beneficiaries of the Project; including vulnerable groups. The Project aims to include features to ensure gender equity, access to quality TVET for vulnerable groups and regions and affordability for poor students. With the market need assessment and link to labor market, when graduating or finishing a training, their employability is expected to improve, so that their chance to find a job or a better paying job also increases, as does their income.

2. What are the potential needs of beneficiaries in relation to the proposed project?

A large proportion of the Bangladeshi workforce is not skilled enough to support the expected economic growth and work in the priority industrial sectors. New entrants also lack the skills to find suitable employment or self employment. As a result many are forced to work in the informal sector, accept unskilled work, either abroad or at home.

3. What are the potential constraints in accessing the proposed benefits and services, and how will the project address them?

The Project aims to develop market oriented skills development in selected economic sectors with growth potential to ensure maximum employment generation. Involvement of prospective employers is a necessity.

Governance in the TVET sector can be strengthened. Part of the project is aimed at improving the structures of the TVET-sector, especially during implementation of the new TVET policies. The project will support TVET delivery by private providers and employers, with the government in a facilitating and regulatory role. .

The constructive involvement of all stakeholders in the TVET system might be a challenge. To make the system responsive, extensive communication and collaboration with all stakeholders is envisioned within the Project. The Project will strengthen private sector involvement via well structured PPP's.

To ensure the expected economic growth the illiterate and unskilled workers need to be skilled. This requires that TVET becomes more relevant to the informal sector by allowing students with incomplete education or those who were not able to finish grade eight to enter into short courses that are more affordable and more responsive to their employment needs. Also a training strategy for the informal sector is foreseen, as is strengthening the informal sector training approach, traditional apprenticeships. Offering short competency-based training courses that incorporate communicative English in their programs could significantly increase the output of technical education, reduce unit costs and make the system much more relevant. There are some good examples of such programs in Bangladesh. This needs to be complemented by higher level skills at post secondary level to support emerging technologies (renewable energy, pharmaceuticals, food processing, marine technology higher end textiles, IT, etc.). Also to prevent a widening gap between the formal and informal sector. Systems will be put in place to improve progress from basic skills training to more advanced training, and focus on employability skills will be part of the training.

B. Consultation and Participation

1. Indicate the potential initial stakeholders.

The number of stakeholders is diverse and can also vary across the regions. In general, the following stakeholders can be identified: new and current TVET students and TVET graduates (this can be secondary education students, drop outs or those already in the labor market.), parents, public TVET providers, private and nongovernment organization (NGO) TVET providers, Government agencies responsible for regulating TVET, industry and other employers, unions, employers' representative bodies, Government agencies responsible for labor market functioning, international employment agencies, international employers, secondary and higher education institutions, concerned Government agencies, and development partners.

2. What type of consultation and participation (C&P) is required during the project preparatory TA or project processing (e.g., workshops, community mobilization, involvement of nongovernment organizations and community-based organizations, etc.)?

Workshops with key stakeholders, including the private sector to ensure focus on employability, will be conducted. In certain areas strong community involvement is expected to identify employment opportunities and to learn from community based approaches.

3. What level of participation is envisaged for project design?

Information sharing Consultation Collaborative decision making Empowerment

4. Will a C&P plan be prepared? Yes No Please explain.

C. Gender and Development

Proposed Gender Mainstreaming Category: Gender Equity Theme

1. What are the key gender issues in the sector and subsector that are likely to be relevant to this project or program?

Participation of women in TVET is limited. TVET is focused at traditional male oriented trades. Gender parity in basic education is reached, however opportunities for girls in TVET are limited. The tradition and socio-cultural factors still play vital role in women and girls' access to these sectors. The poor girls and women from disadvantaged groups and excluded regions are even more deprived. Given that gender stereotyped subject choices by women in TVET limit their choices in the labor market appropriate measures will be proposed. Amongst the increased number of new entrants in labor market both at home and abroad women feature as a distinct category to address. Often they are at the lowest level of employment and income due to not having required skills. With TVET, benefits can be reaped both for poverty reduction and economic growth.

2. Does the proposed project or program have the potential to promote gender equality and/or women's empowerment by improving women's access to and use of opportunities, services, resources, assets, and participation in decision making? Yes No Please explain.

The Project will include features to ensure gender equity in order to help improve the employability of women. In PLCEII good lessons have been learned with the usage of quota to participate in trainings at the basic skills level. The next step would be that these trainings also result in gainful employment. Given that gender stereotyped subject choices by women in TVET limit their choices in the labor market appropriate measures will be proposed. The Project will identify sectors suitable for women employment based on market assessment and attempt to address this by creating opportunities for women for marketable skills training.

3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality?

Yes No Please explain.

The project aims to improve employability, with special attention on sectors suitable for women.

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS

Issue	Nature of Social Issue	Significant/Limited/ No Impact/Not Known	Plan or Other Action Required
Involuntary Resettlement	Strengthening of existing and establishing new TVET institutions is foreseen. The PPTA will confirm the projects IR impacts and safeguard requirements	Not known	<input type="checkbox"/> Resettlement Plan <input type="checkbox"/> Resettlement Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input type="checkbox"/> None <input checked="" type="checkbox"/> Uncertain
Indigenous Peoples	Indigenous people will likely be among the targeted disadvantaged communities. The PPTA will confirm the projects IP impacts and safeguard requirements	Not known.	<input type="checkbox"/> Indigenous Peoples Plan <input type="checkbox"/> Indigenous Peoples Planning Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input type="checkbox"/> None <input checked="" type="checkbox"/> Uncertain
Labor <input checked="" type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input type="checkbox"/> Core Labor Standards	The Project aims to improve employment opportunities.	No Impact.	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Affordability	Most training will be for free. In certain cases stipends can be considered. Private sector might contribute to TVET	No Impact.	<input type="checkbox"/> Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Other Risks and/or	Not applicable.	No Impact.	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action

<p>Vulnerabilities</p> <p><input type="checkbox"/> HIV/AIDS</p> <p><input type="checkbox"/> Human Trafficking</p> <p><input type="checkbox"/> Others (conflict, political instability, etc.), please specify</p>			<p><input checked="" type="checkbox"/> No Action</p> <p><input type="checkbox"/> Uncertain</p>
<p>IV. PROJECT PREPARATORY TECHNICAL ASSISTANCE/DUE DILIGENCE RESOURCE REQUIREMENT</p>			
<p>1. Do the TOR for the PPTA (or other due diligence) include poverty, social, and gender analysis and the relevant specialist(s)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please explain why.</p> <p>2. Are resources (consultants, survey budget, and workshop) allocated for conducting poverty, social, and/or gender analysis, and C&P during the project preparatory TA or due diligence? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please explain why.</p> <p>There is provision for the following: (i) 3 person-months of gender and social development specialist to take stock of the progress under the ongoing project, to develop an updated gender analysis, and to prepare a consultation and participation plan; (ii) one national (4 person-months) public finance specialists that will review the poverty analysis, (iii) and budget for workshops and surveys reserved (\$26,000).</p>			