



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

Appraisal Stage | Date Prepared/Updated: 27-Jun-2017 | Report No: PIDISDSA21580



BASIC INFORMATION

A. Basic Project Data

Country Nepal	Project ID P163018	Project Name Enhanced Vocational Education and Training Project II	Parent Project ID (if any)
Region SOUTH ASIA	Estimated Appraisal Date 03-Jul-2017	Estimated Board Date 28-Sep-2017	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Government of Nepal	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

The Project Development Objectives are to improve access to market relevant training programs and strengthen the Technical Education and Vocational Training (TEVT) sector service delivery in Nepal.

Components

Results-based Financing
Project Management, Monitoring and Evaluation

Financing (in USD Million)

Financing Source	Amount
International Development Association (IDA)	60.00
Total Project Cost	60.00

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue

Other Decision (as needed)



B. Introduction and Context

Country Context

Over the past decade, Nepal's economy has performed reasonably well. Growth averaged 4.3 percent (at market prices) over 2005-15. Although declining as a share in the economy, agriculture continues to play a large role, contributing one third of value-added. The service sector has grown in importance, accounting for more than half of value-added in recent years. Industry in general, and manufacturing in particular, has grown more slowly and its relative share in the economy is falling. Similarly, exports continue to struggle, while imports are fueled by remittances that exceed 30 percent of GDP. Inflation was in single digits for most of the past decade, with the peg of the Nepalese rupee to the Indian rupee providing a nominal anchor. Fiscal balances remained sustainable owing to strong revenue growth and modest spending. The incidence of poverty measured against the national poverty line fell by 19 percentage points from 2003/04 to 2010/11, and in 2010/11¹, 25 percent of the population was counted as poor. Most multidimensional indicators of poverty also showed improvements across regions in Nepal. However, these gains remain vulnerable to shocks and setbacks, like the 2015 earthquakes which were followed by trade disruptions resulting in the lowest economic growth in 14 years in 2016.

Economic activity is rebounding strongly following the shocks, but risks are mounting. This rebound stems partly from a base effect, as well as a favorable monsoon boosting agricultural output and earthquake reconstruction gathering speed to raise investment. High inflation in the past two years has moderated sharply and has decelerated to 3.4 percent (y/y)² in May 2017. Government revenue continues to perform well, and spending has also picked up compared to previous years. Nevertheless, ambitious expenditure targets envisioned in the budget have not been met, leaving previously accumulated government deposits largely intact at NPR147 billion in May 2017. Meanwhile, rapid credit growth over the past year and slowing deposits are diminishing the availability of loanable funds. This has pushed up banks' credit to core capital plus deposit (CCD) ratios to 78 percent in January 2017 (the regulatory limit is 80 percent). Meanwhile, the cumulative effect of a sharp trade balance deterioration and a slow growth of remittances, has put the pressure on current account.

A new constitution that defined Nepal as a federal democratic republic was promulgated in September 2015. With the formulation of the new Constitution, Nepal is now migrating to a federal state structure with autonomous sub-national governments to be run by elected authorities. One major impact of the transition is the redundancy of the district offices and their sub offices to be replaced by Municipalities. The country will now have 7 Provinces and 744 Municipalities ^[1]. Funds, functions and functionaries hitherto managed through the 75 District Development Committees will move to new local governments. While the proposed 744 Municipalities are expected to provide better outreach and services, they will likely take significant time to become fully operational.

Nepal, though a lower-income economy, is an economy in transition. The country is experiencing increasing urbanization, the growing importance of services in its economic structure, and a demographic transition with rising shares of the workforce and the youth populations over the next two decades. The urban population in Nepal is growing at a fast pace, increasing by almost 20 percent

¹ Recent data not available

² Year on year



between 2010 and 2015. Urbanization has been fueled by the migration of rural population to more central districts for jobs. Nepal is still a largely agrarian economy with low labor productivity—agriculture employs four-fifth of Nepal’s workforce while contributing only 33 percent to its gross domestic product (GDP). Albeit, the share of services and industry in the labor force in 2015 were 15 percent, and 3 percent, respectively.³ Service, which is nearly 51 percent of Nepal’s GDP, is the fastest growing sector with a growth rate of 4 percent per year, followed by manufacturing (2.6 percent) and agriculture (1.3 percent). Of the total population of Nepal of 26.5 million (in 2011), nearly 21 percent was between 16 and 25 years, and 41 percent between 16 and 40 years, providing the country with an ongoing opportunity to benefit from the first demographic dividend (Census, 2011, Global Monitoring Report 2015/16).

In the last two decades, Nepal has made considerable progress on its human development indicators but challenges remain. Almost 97 percent children now enroll in primary education and 60 percent in secondary education, outpacing the average for low-income countries. Literacy rates in the adult population (15+ years) are 65.9 percent, and literacy rates in the age group 15–24 years have risen to 88.5 percent from less than 50 percent in 2001, as greater shares of the younger cohorts have gone to school. Between 2004 and 2014, infant mortality rate declined from 48.7 per 1,000 live births to 30.5, and life expectancy increased from 64.9 years to 69.6 years. Nepal has high labor force participation rates for all groups including youth and women—between 80 and 85 percent, which are the highest among its neighbors. However, despite growing literacy rates and education levels among the youth, underemployment rates are also high and the informal sector dominates.

While there is substantial underemployment and informal employment dominates, increased focus on skills and employability will help Nepal benefit from its potential youth dividend. The National Labor Force Survey (2008–09) estimated overall underemployment to be as high as 43 percent, and close to 90 percent of all jobs fall in the informal sector. Most new labor market entrants get absorbed in low-income jobs in the informal sector or in unskilled jobs abroad. Rural migrant youth are at a disadvantage in competitive urban economic environments due to their lower levels of education and skills. While, there is considerable wage premium from completing higher levels of education, large shares of the 16–40 years’ age group have never attended school and enter the labor market at a disadvantage. Various surveys and studies suggest that employers are also concerned about the shortage of skilled workers, especially in certain sectors—for example, plumbers, builders, industrial electricians, steel fabricators, designers, plant operators, mobile technicians, health and hospitality professionals, among others (Asian Development Bank 2015).⁴

Consecutive three-year plans of the Government of Nepal (GON) have sought the economic goal of reaching an annual growth rate of 6 percent. The Economic Survey of 2015–16 points out the need to develop skilled human resources to achieve the country’s growth targets. With the onset of the demographic transition, Nepal can benefit from the youth dividend, provided it pursues policies and interventions to help new workers get absorbed in productive jobs. While regaining the growth momentum post-2015 will require ongoing reconstruction and rehabilitation, sustaining it will need progressive economic policies that are aligned with the various structural transformations the country is

³ Data in this paragraph has been taken from the World Development Indicators, 2016, unless otherwise noted.

⁴ Innovative Strategies in TVET, For accelerated human resource development in South Asia, Nepal, Asian Development Bank, 2015.



experiencing and continuous human capital development of the country's workforce for increased productivity in domestic and foreign markets. Skill development of the workforce through investment in human capital including technical and vocational education and training (TVET) will be critical for the successful implementation of the country's emerging jobs agenda.

Sectoral and Institutional Context

The TVET sector in Nepal is an important intermediary between youth and the labor market through the provision of pre-employment skills. The TVET sector in Nepal has grown in size over time and is provided by a variety of entities located in the government and non-state sectors using formal and informal modalities. Formal TVET in Nepal includes the Council for Technical Education and Vocational Training (CTEVT) certified Technical School Leaving Certificate (TSLC) programs of 18 months, 3-year Diploma programs, and a variety of short-term training courses accredited by the CTEVT and other agencies. The minimum eligibility requirement for enrolling in TSLC/Diploma programs is successful completion of Grade 10. Short-term training is open to any person in principle, but depending on the type of training, there may be minimum eligibility requirements such as having a Grade 8 pass or lower-level certification for a higher level of training. TSLC/Diploma training is offered by the CTEVT's technical institutions, private institutions, technical institutions of the universities, and vocational education streams in secondary schools including annex schools. Short-term training is largely provided by private training providers but also through public training centers of various Ministries such as Education, Industry, Labor and Transport Management, Agriculture, and other nongovernmental organizations (NGOs) and international NGOs that support training programs. The National Skill Testing Board (NSTB) of the CTEVT provides opportunities for testing and certification of formerly acquired skills, that is, testing and certification of skills whether formally or informally acquired. These certificates are valuable in that they provide an identity to the bearers and also facilitate their vertical mobility in the TVET system. Additionally, the share of informal and non-formal training is likely to be quite high but tracking participation in such training is difficult due to lack of sufficient data. There seems to be a high incidence of on-the-job training by formal firms in Nepal (Nepal Enterprise Survey 2013), though the share of the formal sector in the economy is miniscule.

Since 2006, Nepal has taken a number of steps with respect to increasing the scale and, to some extent, the quality of the TVET sector. Two national TVET policies were approved by the Cabinet in 2007 and 2012. With the Government's own initiatives combined with donor support such as the World Bank, Asian Development Bank (ADB), Swiss Agency for Development and Cooperation (SDC), the U.K. Department for International Development (DFID), and others, between 2000 and 2010, the number of TVET graduates increased from 15,000 to 80,000 per year, the number of technical schools offering TSLC/Diploma programs increased from 150 to over 400, areas in which short-term training programs were offered increased from 45 to over 225, and the average number of certifications by the NSTB increased multifold per year.

Nonetheless, the country continues to face the challenges of providing better quality training relevant for domestic and foreign labor markets, more inclusive provision, and sector cohesion. Despite Cabinet approval, the national TVET policies have been put into action in a piecemeal way. Achieving the GON's objective of a skilled workforce will require (a) more investment and stronger incentives for improved service delivery at the institution level for better quality and market relevance of programs offered; (b) making access to long-term and short-term training more inclusive, including bringing



aspiring and return migrants into the TVET system fold; and (c) improved sector-wide governance through sufficient regulation and coordination, monitoring and evaluation (M&E), incentivized finance, and information. Skill development will need to be considered as an ongoing strategy to benefit from the country's demographic dividend.

Weaknesses in Service Delivery in the TVET Sector Undermines its Effectiveness, Quality, and Relevance

The formal TVET sector in Nepal includes a variety of formal long- and short-duration training programs and skill testing and certification of formally or informally acquired prior skills. The quality and effectiveness of the training programs, however, are compromised due to a number of factors. Effective TVET service delivery is characterized by sufficiently resourced public and private training providers that meet quality standards and offer labor market-relevant programs (World Bank 2013).⁵ Quality assurance (QA) mechanisms and guidance where available set standards, criteria, and indicators against which institutions can carry out internal (or external) assessments, reflect on the findings and results of the assessments, and use them as feedback for improving institutional quality. QA thus enables institutions to gain focus on their planning and management needs with a view to performance and generates public trust in the institutions' quality.

Restricted Access and Equity in the TVET Sector

The provision of TVET in Nepal is limited in relation to training needs of new labor market entrants and workers, and access for disadvantaged communities remains constrained. Between 450,000 and 500,000 youth come of working age every year in Nepal, most of whom will enter either the domestic or the foreign labor market with limited education and skills. On the other hand, annual intake capacity in short-term and long-term TVET programs in the country was between 100,000 and 120,000 in 2016. Equitable access to training opportunities also remains a challenge given the socioeconomic factors that constrain participation and the difficult topography of the country. Individuals are likely to underinvest in skill development because of high opportunity costs, the tendency to discount the future at high rates, and misperceptions of the social and economic value of training.

Difficulties in Making the Transition from Training to the Workplace

Youth in Nepal face many difficulties in making the transition to the world of productive work. This could be due to low school education attainment, absence of workplace skills required by the labor market, lack of information on job availability, and of access to systems and mechanisms that structure the transition to work.

System-level Issues Affecting Quantity and Quality of TVET

Improved sector governance is important for sectoral outcomes. Though two national TVET policies have been prepared, they have fallen short of laying the ground for establishing a strategic framework for skill development in Nepal aligned with national priorities or mechanisms for system-level oversight. The policies list desirable forms of TVET activities but these recommendations are not based on any

⁵ *What matters most for workforce development?* SABER, November 2013, World Bank.



manner of current and future diagnostic of skill needs (and associated fiscal costs) of the economy or linked to economic growth policies. The 17 ministries active in TVET provision in Nepal do not adhere to common norms, standards, or practices, undermining efficiency.

There is undersupply of information on skills, leading to inefficient decision making regarding TVET by individuals and a wasteful use of public and private resources. Potential candidates have limited information on their own skill needs, types of training available, quality of skill providers, and the economic returns to skills. Trained individuals are unable to signal their availability to potential employers because of lack of access to channels on job availability. Different parts of the TVET system (various Government departments providing TVET, for example) do not consolidate training data in one place, which leads to the risk of duplication of efforts and wastage of scarce resources.

Public financing for TVET is miniscule. Though public financing of TVET has increased over time, it is (a) largely subsumed under the education budget and reflects residual importance and (b) very small in size. In 2016–17, the GON’s allocated budget for TVET was 1.87 percent of the total Ministry of Education (MOE) budget. Other government department expenditures on TVET were miniscule. The allocation rules in use further reduce the effectiveness of scarce public resources as transfer of public funds is based on inputs and expenditures, which do not guarantee either the attainment of objectives or cost-effectiveness. Publicly provided training is further constrained by lack of developmental investment that can be programmed for performance as much of the current budget is absorbed by salaries and operating expenses.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

The Project Development Objectives are to improve access to market relevant training programs and strengthen the Technical Education and Vocational Training (TEVT) sector service delivery in Nepal.

Key Results

- Employment rate of supported trainees within 6 months of completion of market relevant short-term training (market relevance)
- Number of TLSC/Diploma institutions receiving performance-based quality improvement grants (market relevance; service delivery)
- Number of supported TVET instructors undergoing current occupational and instructional training (service delivery)
- Share of supported females and disadvantaged youth completing market relevant short-term training programs (equitable access)

D. Project Description

The project, through its first component, is designed to support the TVET sector in Nepal at different levels—the system, the institution, and the individual. Activities supported under the project include upgrading the quality of TVET facilities, supporting key human resources that are critical for the quality of service delivery, improving access for disadvantaged groups, supporting missing links between training and placement to help youth find work, improving the availability of information linking skills



supply and demand, and improving governance through performance-based funding of training providers. The project will also support migrants through training and skill testing and certification. The project will use a Disbursement-linked Indicator (DLI) modality for reimbursement, and a subset of outputs and outcomes supporting the achievement of the PDO have been identified as disbursement triggers. A second component will focus on project management, M&E, and sector-wide initiatives such as preparation of a skill development framework, strengthening of information systems, and communications and outreach.

Component 1. Support to Results-based Financing (IDA: US\$54 million)

Component 1 will finance results in the TVET sector that are related to the achievement of the PDO. These include results related to strengthening service delivery in technical schools offering TSLC/Diploma programs, widening access to TVET programs through short-term training leading to employment, testing of prior skills of potential labor market entrant or workers, whether formally or informally acquired, and scholarships that will permit eligible students to attend TSLC/Diploma programs, and introduction of new TVET programs and employability services on a small scale for generating evidence on their effectiveness.

Results Area 1: Strengthening Service Delivery in Technical Education

This results area aims to (a) promote a culture of quality improvement at the technical school level, (b) increase the transparency of the quality of training, and (c) improve the quality and relevance of training in TSLC/Diploma programs through strengthening multiple service delivery dimensions of technical schools such that they reinforce each other. Under this results area, performance-based quality improvement grants will be provided to selected technical schools offering TSLC/Diploma courses for improving facility quality. It will also support improved management and leadership capacity of heads of the technical schools, support the upgrading of occupational and instructional skills of TVET instructors, and curricula upgrading in collaboration with employers.

Results Area 2. Widening Access to TVET Programs

The objectives of this results area are to widen access to formal long- and short-term TVET programs for youth, especially females; migrants; and youth belonging to disadvantaged groups. Support will be in the form of scholarships/vouchers and subsidization of the cost of training and skills test.

Results Area 3. Pilots in Enabling Youth Transition to Work

This results area will pilot programs/initiatives to provide youth with mechanisms to bridge the worlds of pre-employment training and work through workplace-based learning in the form of apprenticeships and job placement services. The pilot programs will be rigorously evaluated for generating evidence on these new activities being supported through public financing for consideration for continuation and scaling up.



Component 2. Project Management, Monitoring and Evaluation (US\$6 million)

The objective of this component is to aid project management and implementation and to support selected sector-wide initiatives for improved coordination, governance, and outreach.

Sub-component 2.1. Project Management, Monitoring and Evaluation

This subcomponent will support project management and M&E through the Project Secretariat (PS) established to implement EVENT I. It will finance salaries and honoraria of staff and consultants; the operating costs needed for a functional and fully staffed PS and associated committees; for PS and field-based monitoring including the use of a joint monitoring mechanism with the MOE, other DPs, and experts; for making the results-based financing (RBF) nature of the project successful; and for communications and outreach, including holding skills competitions, and effective citizens' engagement. It will also support technical assistance, including the use of consultants for the smooth implementation of project activities, surveys and studies, and the expansion of the MIS. The PS can also hire a technical team under this subcomponent for support in the areas of FM, procurement, monitoring, and evaluation including field-based monitoring, and so on, that may be needed for the smooth implementation of project activities.

Sub-component 2.2. Sector-wide initiatives

This subcomponent will support initiatives aimed at filling certain sector-level institutional gaps. These include the following:

- (a) Preparation of a national skill strategy for Nepal that is aligned with the new political structure and will provide the framework for coordinating all TVET activities in the country.
- (b) Operationalizing and expanding the scope of the Training Management Information System (TMIS) which is a web-based modular information system linking all TSLC/Diploma providing technical education institutions in Nepal.

E. Implementation

Institutional and Implementation Arrangements

The EVENT Project Secretariat (PS) of the MOE was established for the management of the day-to-day implementation of EVENT I. The PS will also be the main implementing agency for EVENT II. It will be headed by a Project Director (PD) who will be a Joint Secretary of the GON, and it will be sufficiently staffed for smooth project implementation. The PS staff will include both government officers on deputation and temporary staff/consultants who may be hired to provide special skills and expertise to the project for a duration, as deemed necessary. The PS may hire a technical team for support on project management and technical functions, including financial functions. A Project Implementation Committee (PIC) chaired by the Secretary of Education (MOE) will be established. The PIC will include, as members, officers of the MOE, CTEVT, NPC, and other ministries and departments of the GON. The PIC will be responsible for (a) reviewing and approving the annual work plan and budget submitted by the PS, (b) coordinating among the ministries and government agencies receiving support from the project, (c) monitoring project implementation progress, and (d) monitoring project outcomes. The PIC will meet



on a quarterly basis and has the option of convening special meetings as and when required. As Nepal is currently undergoing a political transition process towards federalism, the project implementation arrangements will be suitably modified to reflect the new federal structure as necessary, and to the extent the new structure has any bearing on these arrangements.

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

The project will be implemented centrally with respect to the policy and regulatory reform components, and nationally in selected public and private institutions offering TSLC/ Diploma and short-term training. The exact location of the institutions will be known only during the implementation of the project.

G. Environmental and Social Safeguards Specialists on the Team

Jun Zeng, Rekha Shreesh, Annu Rajbhandari

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This umbrella policy has been triggered as some minor civil works such as refurbishment and/or expansion of classrooms and labs, are anticipated under sub-results area 1.1. Under sub-results area 2.2 some wastes like solvent, metal parts and lubricants will be generated from training activities which needs to be properly disposed. The project which is classified as “B” is not anticipated to cause significant detrimental impact on the ambient environment. To mitigate the impacts an Environmental Management Framework (EMF) has been prepared which outlines environmental assessment procedures and mitigation requirements for the activities to be supported by the project.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	



Indigenous Peoples OP/BP 4.10	Yes	Indigenous People and vulnerable communities exist throughout Nepal. Since beneficiary selection under the program will be done nationwide the policy has been triggered. EVENT II will be similar in approach to beneficiary selection as EVENT I. Vulnerable Community Development Framework (VCDF) prepared as part of ESMF during EVENT I has been revised to align with EVENT II project components and this will guide planning approaches on Indigenous People (IP) (and vulnerable groups) and interventions under the project.
Involuntary Resettlement OP/BP 4.12	No	There will be no involuntary land acquisition or forced eviction in the new program. Some minor civil works, such as refurbishment and/or expansion of classrooms and labs, are anticipated under sub-results area 1.1 and sub-results area 2.2 but these works will be limited within the existing premises of the recipient institutions.
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The proposed project activities are not expected to cause significant adverse environmental impacts and may be summarized as follows: spillage of machine oil, lubricants, paints, solvents and construction materials from training activities, and minor civil rehabilitation/maintenance construction works etc. In the case of inappropriate handling and disposal of these materials (from training activities), may have health and safety concern for the trainees and for the officials of the training institutes. But all these potential environmental impacts are minor and can be easily managed during project implementation. There will be no involuntary land acquisition. Some minor civil works anticipated under the project will be limited within the existing premises of the beneficiary institutions.

Positive social impacts are anticipated under the EVENT II. Most of the proposed activities aim to improve and strengthen service delivery of TVET programs. Additionally, these activities especially target vulnerable community including women, indigenous peoples among others.

Nepal has fifty-nine officially recognized indigenous groups, which make up 38% of the population. The National



Federation of Indigenous Nationalities has classified the IP (known as Adivasi Janajati in Nepal) into five different categories according to their economic and social features. Of these five sub-groups, the two most-disadvantaged are referred to as 'endangered' and 'highly marginalized groups.' While the other three groups are well integrated into the national education system, participation rates for these two groups are not proportional to their share in the national population. Besides the endangered and highly marginalized IPs, Nepal also has significant numbers of other equally vulnerable groups including Dalits, women, people with disabilities, poor, etc. These groups continue to experience marginalization, exclusion and discrimination because of their social and economic identities. EVENT aims to ensure inclusion and provide equal access of these groups to quality training, and as such, they are direct beneficiaries of the project. However, specific concerns to be addressed with respect to these vulnerable groups, including endangered and highly marginalized IPs, are: poor access to information, discrimination, and access to education in languages they understand and use, including in their mother tongues or linguistic groups, to name a few.

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

The minor civil rehabilitation/maintenance works and waste from training activities are not expected to have any negative long term impact. In terms of social impact, the project aims to improve access to socially marginalized groups including IPs through scholarships schemes and Incentive mechanism to training institutes.

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

N/A

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

The Government of Nepal drafted an ESMF, which included both Environment Management Framework (EMF) and VCDF, for the EVENT I project. EMF establishes the procedures for addressing the potential environmental impacts and outlines environmental assessment procedures and mitigation requirements for the activities to be supported under the project. It provides details on procedures, criteria and responsibilities for subproject screening, preparing of subproject specific Environmental Management Plan implementing and monitoring. For EVENT II, this EMF has been revised and updated to include lessons learnt from the earlier project and for making the document more agile. The drafted EMPs for the minor civil works will be integrated into the construction contracts for individual sites, both into specifications and bills of quantities and the Contractors will be required to include the cost in their financial bids.

Similarly, to address social issues related to the EVENT I project, VCDF was prepared as a part of ESMF. It provides procedural guidelines for screening of target groups, consultation, incentive mechanisms, grievance redressal mechanisms and proposes actions plans to ensure that intended IPs and vulnerable groups benefits. Based on experiences and lessons learnt from implementation of ESMF for EVENT I, the VCDF has been revised.

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

The key stakeholders for these project include government representatives of Ministry of Education, CTEVT, training providers, local communities and trainees themselves. For revision of ESMF, consultations were carried out with key stakeholders including IPs and vulnerable groups. Similarly, during the implementation of the project, consultation will be carried out with these stakeholders; the safeguards documents will be disclosed at project locations.



B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank	Date of submission to InfoShop	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
19-Jun-2017	26-Jun-2017	

"In country" Disclosure

Nepal
21-Jun-2017

Comments

Indigenous Peoples Development Plan/Framework

Date of receipt by the Bank	Date of submission to InfoShop
19-Jun-2017	26-Jun-2017

"In country" Disclosure

Nepal
21-Jun-2017

Comments

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

OP/BP/GP 4.01 - Environment Assessment

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

Yes

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

Yes

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

Yes

OP/BP 4.10 - Indigenous Peoples

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?



Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?

NA

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank's Infoshop?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

CONTACT POINT

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APPROVAL

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Approved By

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Country Director:	Takuya Kamata	29-Jun-2017

Note to Task Teams: End of system generated content, document is editable from here.