

# INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

**Report No.: ISDSC7263**

**Date ISDS Prepared/Updated:** 25-Sep-2014

**Date ISDS Approved/Disclosed:** 13-Nov-2015

## I. BASIC INFORMATION

### A. Basic Project Data

<b>Country:</b>	Gabon	<b>Project ID:</b>	P146152
<b>Project Name:</b>	Gabon Skills Development Project (P146152)		
<b>Task Team Leader(s):</b>	Hamoud Abdel Wedoud Kamil		
<b>Estimated Appraisal Date:</b>	09-Dec-2014	<b>Estimated Board Date:</b>	28-Jan-2016
<b>Managing Unit:</b>	GED07	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Vocational training (100%)		
<b>Theme(s):</b>	Education for all (100%)		
<b>Financing (In USD Million)</b>			
Total Project Cost:	100.00	Total Bank Financing:	100.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Borrower			0.00
International Bank for Reconstruction and Development			100.00
Total			100.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

### B. Project Objectives

23. The objective of the proposed project is to improve and expand technical and vocational training in key growth sectors and increase youth employability.

24. The main beneficiaries of the proposed project will be youth of 15-30 years of age, of which at least 30 percent will be female. The first component of the project will target young people enrolled in technical and vocational schools and aims at offering youth quality training programs in key growth sectors. These sectors offer new prospects for growth, have a strong potential for job

creation and need skilled workforce. The second component will focus on young graduates and youth who left the education system with or with no professional qualifications in order to enhance youth employability. The improvement of youth employability will be achieved through targeted programs aimed at enhancing their professional skills and facilitating their insertion in the labor market.

25. Concerning women participation, the project will set up all necessary steps to reach the minimum of 30% of female that will benefit from the project. In this regard, information campaigns, especially for women, will be developed and launched, in particular through women organizations, NGOs and civil society. The project suggests setting up information initiatives towards rural and remote communities in order to scale up female participation to the project, especially concerning delocalized training schemes in rural areas and entrepreneurship programs for women.

### **C. Project Description**

28. Analytical Underpinnings of Project Design. The project design integrates best practices from relevant IDA projects in the region. These include youth employment and skills projects in Egypt, Yemen, Burkina Faso, Sierra Leone, Kenya, Rwanda and Liberia as well as private sector projects in post-conflict environments, such as South Sudan. It also incorporates lessons learned from on-going or recently closed IDA operations in Côte d'Ivoire, such as the Post-Conflict Assistance Project and the Young Entrepreneurs and Urban Job Creation Project, and in Senegal with the Tertiary Education Governance and Financing for Results Project. The project design also draws lessons from other IBRD projects, such as the Education and Training Sector Improvement Program in Namibia and the forthcoming Africa Higher Education Centers of Excellence Project.

29. The project will consist of the following three components: (i) training provision extension in Technical and Vocational Training and skills development in key growth sectors, (ii) developing employability, improving the integration of young people into labor markets and promoting entrepreneurship in partnership with the private sector, and (iii) strengthening institutional capacity and project management.

#### **B. Project Design**

Component 1: Training Provision Extension in Technical and Vocational Training and skills development in key growth sectors (approximately US\$65 million)

30. The component aims at helping the Government in expanding the provision of technical and professional education and professional training in key growth sectors that promote jobs creation. This objective can be achieved through the creation of new technical and vocational institutions, and possibly the extension or rehabilitation of existing ones. These institutions would address the needs of key growth sectors in accordance with the Government's Strategic Plan for an Emerging Gabon, the conclusions of the National Employment Forum of October 2013, the PSGE education sector plan and the Loi portant orientation générale de l'Éducation, de la Formation et de la Recherche adopted of 2011.

Sub-Component 1.1: Training Provision Extension and Skills Development in key growth sectors (US\$30 million)

31. The project aims at expanding training provision through the creation of two new technical and vocational institutions in the following two priority areas:

- Construction and public works: The creation of a sectoral training institution in the trades of building and public works and related trade groups such as masonry, coating, soldering, steel construction, reinforcement and shuttering, sanitary plumbing, topography and measurement, elevators construction and electricity.

- Information and communication technology-related activities: The creation of a sectoral training institution in the trade of digital technology and related to digital programming and development, project design and management, infrastructures and networks, industrial computing services...

32. The selection of the sites where these new schools are to be built would take into account an existing and sufficiently developed and dense economic environment, making it possible to promote partnerships with the private productive sector and develop dual training schemes.

33. These new schools would consist of both technical and vocational education and training. This approach would minimize operating costs as well as optimize the use of teaching space and equipment installed.

34. The direct beneficiaries would be youth of school age and who meet the required pre-requisites. The scheduled facilities would accommodate 1500 youths in technical and professional education and vocational training. This number could reach 2250 if a work/training scheme (up to 50 percent) would be introduced in these schools. The employees working in firms in the specific sectors concerned could also receive ongoing training in these establishments. The expected capacity in these schools would be 300 employees following ongoing training courses per year.

35. The project would finance construction works and the equipment of two new establishments, that include class rooms, workshops, laboratories, a living environment (school canteens and boarding houses) and staff housing, as well as the equipment of the laboratories, technical platforms, living environment and the provision of curricula and learning materials.

36. The project would support teachers and trainers training in the various agreed disciplines as well as management personnel of these schools. The project would provide the technical assistance requested and necessary to support the proposed reforms aimed at implementing a training system, which is demand-driven, and focuses on the partnership with the private sector, work/training schemes and performance-based contracts. Trainers training would be carried out within the framework of conventions and partnerships with specialized structures at the international level.

37. The implementation of this sub-component will be entrusted to the Ministry in charge of Technical and Professional education and the Ministry in charge of Professional Training with the assistance of the Project Coordination Unit (PCU) that will be responsible for fiduciary management.

#### Sub-Component 1.2: General upgrading of existing Technical and Professional Education and Vocational training establishments (US\$35 million)

38. The diagnosis of Technical and Professional Education and Vocational Training schemes, that consist of 20 institutions, shows many weaknesses, concerning in particular obsolete and aging equipment, inadequate training programs and human resources responsible for training and shortcomings associated with the management of training establishments as it does not involve the

private sector.

39. This sub-component aims at the restructuring and general upgrading of educational institutions and training structures. The project would support these schools in the following areas: equipment, trainers training, and curricula upgrading. The running of these new establishments would be based on the principles of autonomy, autonomous management of training institutions shared with the private sector and performance-based contracts. The public-private partnership (PPP) process initiated by the Gabonese authorities that involves the private sector would be necessary to implement these activities and would serve as the bedrock for the running of these new institutions.

40. This support will be made on a competitive basis open to all technical and vocational training institutions. For that purpose, operating and procedure manuals and development project preparation guides will be developed and made available to all the institutions. Training sessions will also be carried out. A public-private joint committee will be established in order to carry out evaluations of selected development projects and approve the projects that meet the required criteria. After this process has been finalized, contracts will be signed with the selected establishments and the project will support the selected activities.

#### Component 2: Employability Development, Youth Integration and Entrepreneurship Promotion (approximately US\$20 million)

41. The objective of this component is to facilitate the integration of young people into the labor market, improve employability by providing youth with better skills levels and promote entrepreneurship in partnership with the private sector. The project would promote non-formal training programs and professional integration schemes for dropouts and out of school youth, improve school-to-work transition programs for young graduates and help develop entrepreneurship. The Insertion and Reinsertion Fund (Fonds d'Aide à l'Insertion et à la Réinsertion Professionnelle, FIR) was created in 1993. Its mission is to support the insertion and reinsertion of young people in the labor market. A new format of this mechanism will be adopted by the ONE and the FIR will undertake all the activities of this component.

42. This component would include the following activities: (i) dual apprenticeship schemes and delocalized training and insertion programs for dropouts and out of school youth for rural and agricultural professional activities, (ii) professional internships to facilitate labor market integration for young graduates and on-request training, and (iii) entrepreneurship development and support a new generation of micro-entrepreneurs.

#### Sub-component 2.1: Development of a training scheme through apprenticeship

43. Article 48 of the Loi portant orientation générale de l'Éducation, de la Formation et de la Recherche adopted in 2011 introduced apprenticeship training that could be taught by professionals and craftsmen in school workshops or in centers alternating practical training and theory. The apprenticeship scheme would enable the integration of more drop-outs and out of school youth, whose number is high in Gabon, into training programs adapted to their level of qualifications. This would combine theory, practice and a better knowledge of companies. It would constitute the only alternative for out of school youth to gain access to training programs. The apprenticeship scheme would target dropouts and out of school youth. Youth who are enrolled in first grade of primary school (Cours Primaire 1, CP1) do not complete the school year. 77 percent do not make it beyond the primary level and 92 percent beyond the secondary level.

44. This sub-component would consist of two activities: (i) dual apprenticeship schemes for urban jobs that would consist of complementary theoretical training (25 percent of the total period). Its length should be modulated and meet the profession's requirements (6 to 24 months), and (ii) apprenticeships-training-professional insertion organized in a fully immersive working environment in areas where training structures are non-existent, especially in rural and agricultural professional activities. The length of this scheme will be limited to a maximum of 12 months.

45. This sub-component would also help young people into the job market through the creation of micro-projects. Young apprentices would receive training courses on entrepreneurship during the apprenticeship period to prepare them to become micro-entrepreneurs and specific support through the provision of tool kits and to strengthen their interaction with microcredit institutions.

46. The development of dual apprenticeship-training-professional insertion would require to scale up the capacities of the ONE and adopt specific operating and procedure manuals. Besides, the ONE should, in order to perform its activities, strengthen its territorial network, increase the number of employment counselors and better prepare them for their respective missions. The project would provide the technical assistance necessary to support the implementation of this scheme and support employment and apprenticeship counselors training.

47. This sub-component targets out of school youth aged between 16 and 35 years with a very limited level of instruction (primary education completed or incomplete). The project would support dual apprenticeship schemes in urban professional activities and training-professional insertion for a total of 3000 youth during the project. At least 30 percent of all participants will be female.

48. The project would provide to the participants subsistence and transportation stipends in an amount of 40 000 FCFA and accident at work insurance. The project would also finance the costs of complementary, mentoring and coaching training, tool kits for 3000 urban and rural apprentices, as well as the costs related to skills upgrading of apprentice instructors and equipment. The activities related to entrepreneurship development will be organized under sub-component 2.4, while the activities related to strengthening the institutional capacities of the ONE and organizing awareness and communication campaigns will be undertaken under sub-component 2.3. The project would also support the costs related to the prospection of apprenticeship offers, guidance and intermediation, work placement, follow-up and monitoring.

49. The ONE would implement this sub-component as the office already has appropriate experience in implementing similar programs. The ONE is a public structure in charge of implementing the FIR in partnership with the National Agency for Professional Training (Agence Nationale de la Formation et Perfectionnement Professionels, ANFPP) and other public or private training operators that deliver complementary training modules. Youth that will be placed in training-professional insertion in rural areas will receive specific mentoring from technicians recruited for this purpose.

50. The ONE would set up a central unit dedicated to the management of the program and designate a focal point in the deconcentrated agencies. The project would provide the technical assistance necessary to support the implementation of the program.

Sub-component 2.2: Employment adaptation program

51. Each year large numbers of young graduates from high education institutions and technical and vocational schools are on the labor market but fail to find a job. The main challenges that the education system faces is the disconnect between training programs and the labor market. The World Bank policy note on growth and employment of November 2012 stresses that more than 80 percent of graduates from technical and vocational education and training institutions are not hired in sectors they have been trained for, while only one in three young graduates find a job.

52. In 1993 Gabon created a fund to facilitate the insertion of young graduates and the professional reintegration of laid off employees into the labor market (Fonds d'Aide à l'Insertion et à la Réinsertion Professionnelle, FIR). This fund aims at financing training internships for young graduates and workers made redundant from public and private enterprises. The ONE helps young graduates to better integrate the labor market through three-month or six-month internships and provides scholarships equivalent to half the minimum salary to the beneficiaries. This scheme faces huge challenges, due to limited budgetary resources, an ineffective targeting mechanism as well as the lack of follow-up and of efficient monitoring tools. The National Employment Forum of October 2013 suggested putting in place appropriate incentives for employers in order to facilitate the recruitment of youth after their internship period.

53. The project would support the implementation of this sub-component in placing 2500 youth in internships in enterprises and the following activities: (i) change the internship duration to a one-year period, (ii) youth must exclusively complete their internship placement in firms in the private sector, (iii) give preference to the internship placement of young graduates from technical and vocational education, (iv) support the ONE in better monitoring youth during and after their internship period and providing coordinated information, guidance, intermediation and counseling services for youth, and (v) putting in place appropriate incentives to facilitate the internship placement and recruitment of youth after their internship period. These incentives could include tax exemptions and deductions in respect of social charges. The on-request training scheme (tailor-made training courses) would meet the needs of small enterprises and sectors of activity for skilled labor through the organization of short-term training aimed at youth who are looking for jobs.

54. This sub-component would target 2500 youth up to the age of 30, who are graduates from higher education institutions and technical and vocational schools, of which at least 40 percent will be women. More than 5000 young graduates would receive guidance, intermediation and counseling services from the ONE. This sub-component would also target about 1000 unemployed youth aged between 16 and 30 years, of which at least 75 percent would be hired by the firms that are part of the program.

55. This sub-component would finance internship stipends in the amount of 40 000 FCFA for 2500 young graduates, accident at work insurance, medical examinations and the costs linked to the organization of on-request training activities. The project would provide the technical assistance necessary to support the conception and implementation of operational procedures for the on-request training scheme, awareness-raising activities and the implementation of the training program with the possibility to grant living stipends to the participants. The reinforcement of ONE operational capacities, technical assistance and impact evaluation assessment will be undertaken under component 3.

56. The ONE will undertake all the activities under this sub-component. A unit for the schemes management would be created within the ONE. The unit would receive the required technical

assistance. The main characteristics of the implementation of procedures of these schemes will be detailed in Annex 2.

### Sub-component 2.3: Entrepreneurship Promotion

57. The other objective of this component is to foster entrepreneurial spirit among young people and to offer them support in the process of setting up businesses. This would enable the emergence of a new generation of micro-entrepreneurs. This scheme would target young people living in urban and rural areas, youths in or out of school, apprentices and young people having completed their apprenticeship as well as those with a diploma in high education or in technical and vocational education and training. It would include the following activities: (i) launching campaigns to promote entrepreneurship, (ii) organizing training and coaching sessions to support the preparation of business plans adapted to the needs of the targeted population and supporting the interaction with financing institutions, (iii) training trainers on entrepreneurship, (iv) introducing training courses on entrepreneurship in training institutions, and (v) organizing business plan competitions.

## Component 3: Institutional Capacity Support and Project Implementation (approximately US\$10 million)

### Sub-component 3.1: Project Implementation and monitoring/evaluation

58. The project would support the effective implementation of the project by the Ministry of Economy and Prospective and the other enforcement agencies in setting up, under the responsibility of the minister's office, a project coordination unit (PCU) as well as a Steering Committee involving the private sector. The PCU main task consists of ensuring the coordination, monitoring and evaluation of the project as well as implementing the information and communication strategy. This sub-component would finance the staff involved in the project implementation. The PCU will include the following core staff: Project Coordinator; procurement specialist(s); FM specialists; internal auditor; M&E specialist; social and environmental specialist; IT specialist; consultants from different areas of expertise; and any additional administrative support as necessary. The project would also finance the acquisition of the equipment needed to the general implementation of the project. The project would provide technical assistance and finance impact evaluation assessment and monitoring-evaluation studies.

### Sub-component 3.2: Institutional Capacity Support

59. This sub-component aims at strengthening the institutional capacities of the Ministry of Economy and Prospective, enforcement agencies and operational structures. It consists of two parts:

#### 3.2.1: Employability Development, Youth Integration and Entrepreneurship Promotion

60. This part includes the following activities:

(i) Strengthen ONE operational capacities: improving territorial and target populations coverage through the reinforcement of existing agencies and support the ONE in its project to create new agencies. In this regard, the project would support staff training, equipment provision and technical

assistance as deemed necessary. The project would support the ONE in the setting up of new mechanisms: elaborating operating and procedure manuals, staff training, technical assistance, communication campaign.

(ii) Support the General Direction of Human Resources (Direction Générale des Ressources Humaines), also called General Direction for Employment (Direction Générale de l'Emploi) in the following activities: designing, implementing and assessing public policies, implementing the recommendations of the National Employment Forum of October 2013, staff training and technical assistance.

(iii) Support the National Observatory on Employment and Training (Observatoire National de l'Emploi et de la Formation, ONEF) in the following activities: designing its organizational framework, developing a strategy and multi-annual operational plan of activities, implementing the identified activities, equipment provision, staff training.

### 3.2.2: Training Provision Extension in Technical and Vocational Training

61. The project would support the conduct of studies of feasibility, design, dimensioning and costing that would precede the creation of these new technical and vocational institutions. These studies would enable the project to identify the areas of training and specialties, qualification and skills levels, training flows and capacities, the needs for trainers and management personnel, the needs for technical and pedagogical training programs, the pedagogical organization of the centers, the physical organization of centers and facilities (class rooms, workshops, laboratories, documentation centers, administration, living environment with school canteens and boarding houses), equipment requirements, planning for the project implementation and investment costs (estimated costs for construction, equipment and elaboration of new training programs for trainers.

62. The project would also provide technical assistance for the conception of a new operating model for these centers, based on the principles of autonomy, autonomous management of these centers shared with the private sector, partnership and alternance. The project would also contribute to the training the management personnel of the central structures involved in the implementation of the activities as described in component 1 of the proposed project.

63. US\$5 million will be unallocated.

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

This project will target existing vocational schools in order to rehabilitate and upgrade them and to build additional facilities in training centers

#### **E. Borrowers Institutional Capacity for Safeguard Policies**

The republic of Gabon is more and more familiar with the Bank's Safeguard Policies based on experience with other Bank-funded projects across different sectors. However, the ministry in charge of education which will be responsible of the project implementation is not familiar with World Bank safeguards policies. Then, The capacity of the said ministry to address safeguard issues need to be further strengthened.

#### **F. Environmental and Social Safeguards Specialists on the Team**

Abdoulaye Gadiere (GENDR)

## **II. SAFEGUARD POLICIES THAT MIGHT APPLY**



<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The OP/BP 4.01 policy is triggered due to the civil works associated with rehabilitation and construction / extension of new Technical and Vocational training institutions. Since the exact locations and numbers of institutions to be rehabilitated or built are not known, the relevant safeguard instrument to be prepared is an Environmental and Social Management Framework (ESMF). This document will be reviewed, consulted upon, disclosed in-country and at the Infoshop prior to appraisal.
Natural Habitats OP/BP 4.04	No	This policy is not triggered as there will be no potential impact on natural habitats.
Forests OP/BP 4.36	No	This policy is not triggered as there will be no forest-related activities.
Pest Management OP 4.09	No	There will no use of pesticides or health related concerns with respect to vector management.
Physical Cultural Resources OP/BP 4.11	Yes	As civil work activities under the Project will involve excavations within the construction of new infrastructures, the probability to discover graves, vestiges, etc is not negligible. Hence the triggering of the policy. However, no specific safeguard instrument is required. The ESMF that will be prepared in compliance with the policy OP/PB 4.12 will provide guidance in case of such discoveries.
Indigenous Peoples OP/BP 4.10	No	This policy is not triggered, as no project's activities are planned to be implemented in areas where Indigenous Peoples are present.
Involuntary Resettlement OP/ BP 4.12	Yes	The project will not involve land take, but for due diligence, the borrower is in the process of preparing a Resettlement Policy Framework (RPF) that will also have to be reviewed, consulted upon, disclosed in-country and at the Infoshop prior to appraisal.
Safety of Dams OP/BP 4.37	No	This policy is not triggered, as there will be no dam construction or rehabilitation of dams that will necessitate dam safety status report.
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/ BP 7.60	No	N/A

### III. SAFEGUARD PREPARATION PLAN

**A. Tentative target date for preparing the PAD Stage ISDS: 20-Mar-2014**

**B.**

<sup>1</sup> Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

**Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing<sup>1</sup> should be specified in the PAD-stage ISDS:**

The team expect that the specific document will be done prior to Appraisal

#### **IV. APPROVALS**

Task Team Leader(s):	Name: Hamoud Abdel Wedoud Kamil	
<b><i>Approved By:</i></b>		
Regional Safeguards Advisor:	Name: Alexandra C. Bezeredi (RSA)	Date: 25-Sep-2014
Sector Manager:	Name: Meskerem Mulatu (SM)	Date: 13-Nov-2015