

# INTEGRATED SAFEGUARDS DATA SHEET

## CONCEPT STAGE

**Report No.:** ISDSC1147

**Date ISDS Prepared/Updated:** 28-Jan-2015

**Date ISDS Approved/Disclosed:** 28-Jan-2015

### I. BASIC INFORMATION

#### A. Basic Project Data

<b>Country:</b>	Tunisia	<b>Project ID:</b>	P151059
<b>Project Name:</b>	Tunisia Tertiary Education for Employability Project (P151059)		
<b>Task Team Leader(s):</b>	Nina Arnhold, Karine M. Pezzani		
<b>Estimated Appraisal Date:</b>	06-Apr-2015	<b>Estimated Board Date:</b>	12-Jun-2015
<b>Managing Unit:</b>	GEDDR	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Tertiary education (80%), Vocational training (10%), Other social services (10%)		
<b>Theme(s):</b>	Education for the knowledge economy (80%), Improving labor markets (20%)		
<b>Financing (In USD Million)</b>			
<b>Total Project Cost:</b>	70.00	<b>Total Bank Financing:</b>	70.00
<b>Financing Gap:</b>	0.00		
<b>Financing Source</b>		<b>Amount</b>	
Borrower		0.00	
International Bank for Reconstruction and Development		70.00	
Total		70.00	
<b>Environmental Category:</b>	C - Not Required		
<b>Is this a Repeater project?</b>	No		

#### B. Project Objectives

The objective of the proposed new project is to improve the employability of future graduates and modernize the management of higher education.

#### C. Project Description

The project would have two main components: (i) improving employability of graduates and (ii) modernizing the management of higher education through technical assistance and capacity building

to support the implementation of a comprehensive quality assurance system, increased autonomy of universities and the development of a performance-based steering approach, e.g. through performance contracts and a performance-based financing (PBF) mechanism. Supporting effective project management would form part of the second component. More specifically, the components would be described as follows:

Component 1: “Improving employability of graduates” would support a competitive grant scheme (that will build on an existing model developed under the recently closed PARES II project) supporting innovation, enhancement of curricula and learning environments, school-to-work transition programs, entrepreneurship and public private partnerships (PPPs). The grant scheme would consist of two types of grants (“PAQ 1” and “PAQ 2”).

□ “PAQ 1” grants would support projects related to: (i) university autonomy and reinforcement of their capacity in management (especially for HEIs with an EPST status ) ; (ii) modernization of teaching and learning with a focus on general and specialized skills expected to enter the labor market ; (iii) application of the Bologna Process (in the form of LMD – described earlier); (iv) research and innovation (including for higher education); (v) entrepreneurial university, education and training of self-entrepreneurs ; (vi) ‘young’ universities and HEIs contributing to regional development ; (vii) transition programs and any other activities supporting the transition between secondary and higher education ; (viii) internships and other activities linking higher education to the labor market. The competition would be open to all HEIs, including the ISETs, and would give preference to projects promoting public-private partnerships.

□ “PAQ 2 grants” would support the reinforcement of co-constructed programs (prepared in collaboration with employers and HEIs) which were developed and piloted under the PARES II with the aim to align higher education with labor market needs.

As under PARES II, PAQ grants could also finance the provision of needed equipment and materials for labs and the renovation of obsolete installations.

This component could possibly be opened to vocational training institutions.

A total of 50 million US\$ would tentatively be allocated to Component 1.

Component 2: “Modernizing the management of higher education” would seek – under a sub-component 2.1 of technical assistance and capacity building - to support:

- (i) the full implementation of a university internal and external quality assurance system (including a fully-developed Bologna-compatible quality assurance agency and revitalization of university-internal quality assurance units);
- (ii) increased autonomy of universities, inter alia through the creation of external advisory boards to reinforce the relationship between employers and other external entities and HEIs and support of legislative measures to allow universities to access the EPST status mentioned above; and
- (iii) development of performance-based steering mechanisms for the higher education sector, e. g. through the (re-)introduction of performance contracts and development and piloting of performance-based financing (PBF) mechanisms.

Sub-component 2.2. “Supporting effective project management” would assist the Coordination Unit (“Unité de Coordination”, UC), which is the implementation agency for previous donor-financed projects, including PARES II, to reinforce its coordinating capacity by recruiting - on a competitive basis – additional qualified and experienced technical staff fully dedicated to project components and/or sub-components. The detailed activities to be financed under this component will be further discussed during project preparation.

A total of US\$ 20 million \ would tentatively be allocated to Component 2.

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

The project will benefit all higher education institutions in Tunisia and will mostly focus on technical assistance and training, with - through the PAQ grants - some provision of equipment and potentially minor renovations (such as upgrade of electrical installations, minor repairs to ensure minimum working conditions, etc.). No construction, land acquisition or rehabilitation of buildings are planned under the project. Since we're still at a very early stage of project preparation, the team will discuss in more detail with the Ministry - as preparation is moving forward - the type of equipment to be procured as well as the type of renovations which are envisaged. The team will work proactively with the safeguards team during the upcoming months, and update on any activities which could trigger safeguards policies.

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

The Borrower has acquired extensive experience while implementing previous WB-financed projects. The ICR which was prepared for the Second Higher Education Reform Project doesn't mention any particular issue with regard to Bank's safeguards policies.

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

Arbi Ben Achour (GSURR)

Suiko Yoshijima (GENDR)

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

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	No	
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	No	
Involuntary Resettlement OP/ BP 4.12	No	

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	

### III. SAFEGUARD PREPARATION PLAN

**A. Tentative target date for preparing the PAD Stage ISDS:** 11-Mar-2015

**B. 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:**

No civil works are anticipated in this project. Thus, no environmental study or assessment will be needed. Social safeguards assessment will be conducted during project appraisal, scheduled in early April 2014.

### IV. APPROVALS

Task Team Leader(s):	Name: Nina Arnhold, Karine M. Pezzani	
<b>Approved By:</b>		
Regional Safeguards Coordinator:	Name: Nina Chee (RSA)	Date: 28-Jan-2015
Practice Manager/Manager:	Name: Prateek Tandon (PMGR)	Date: 28-Jan-2015

<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.