

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

**Report No.: ISDSA9002**

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

**Date ISDS Approved/Disclosed:** 25-Jun-2014

**I. BASIC INFORMATION**

**1. Basic Project Data**

<b>Country:</b>	Russian Federation	<b>Project ID:</b>	P144167
<b>Project Name:</b>	Enhancing Workforce Skills for Regional Development (P144167)		
<b>Task Team Leader:</b>	Mario Cristian Aedo Inost		
<b>Estimated Appraisal Date:</b>	15-Sep-2014	<b>Estimated Board Date:</b>	12-Feb-2015
<b>Managing Unit:</b>	ECSH2	<b>Lending Instrument:</b>	Specific Investment Loan
<b>Sector(s):</b>	Vocational training (47%), Secondary education (30%), Adult literacy/non-formal education (13%), Public administration- Education (1 0%)		
<b>Theme(s):</b>	Education for the knowledge economy (75%), Education for all (25%)		
<b>Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?</b>			No
<b>Financing (In USD Million)</b>			
Total Project Cost:	410.00	Total Bank Financing:	330.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Borrower			80.00
International Bank for Reconstruction and Development			330.00
Total			410.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

**2. Project Development Objective(s)**

The project development objectives (PDO) are to increase the relevance of the skills of technical and vocational education and training graduates to the needs of the labor market in selected pilot regions and to expand best practices to other selected dissemination regions in the Russian Federation.

**3. Project Description**

The proposed project aims to support the Russian Federation and its regions in two main endeavors: (i) introducing up-to-date models of training in selected regional TVET systems and (ii) enhancing the capacity of the federal government to support regional TVET systems.

Component 1: Introducing modern workforce training models for regional economies (US\$325 million; 79.3 percent of total project cost).

The purpose of this component is to develop different models of a regional TVET system that can be replicated in other regions in Russia. Ten regions were selected to pilot the modernization of their TVET systems: Chelyabinsk oblast, Kaluga oblast, Krasnoyarsk krai, Leningrad oblast, Perm krai, Rostov oblast, Stavropol krai, the Republic of Sakha (Yakutia), the Republic of Tatarstan, and Tambov oblast. The regions were selected in accordance to the criteria agreed between the Ministry of Education and Science of the Russian Federation and the Bank. The project team assumes that, by supporting key selected regions and building institutions to implement reforms in their TVET system, this will influence similar efforts in other regions even if they are not supported directly by the project. This component is divided into four thematic subcomponents.

Subcomponent 1.1: Bringing the content, technologies, and infrastructure used in vocational education in line with the current and future requirements of the labor market. This subcomponent will ensure that the substance and outcomes of vocational education are aligned with labor market demand. It will support regional ministries of education in: (i) assessing regional labor market demand (including the development of assessment tools); (ii) designing and implementing activities to establish links between enterprises and vocational education; (iii) developing competence-based modular TVET programs; (iv) improving the physical infrastructure of vocational educational institutions; (v) supplying specialized hi-tech training equipment; and (vi) training teachers and occupational instructors to deliver the new training programs. This component will be implemented in parallel with the federal component (Component 2) to ensure a unified approach to and dissemination of the outputs produced. Each region will develop a unique set of TVET programs to avoid any duplication of efforts. Each program developed in the pilot regions will be shared nationally (after passing through the quality assurance procedures).

Subcomponent 1.2: This subcomponent will ensure that the network of TVET services providers is aligned with the demands of the regional economy. It will support activities to: (i) design regional roadmaps for restructuring and developing vocational educational institutions and for implementing priority training programs; (ii) introduce innovative institutional models to enhance the network optimization; and (iii) establish a system for the certification of skills and qualifications.

Subcomponent 1.3: Developing and introducing relevant management and financial instruments and building the human capacity to apply them.

The subcomponent will ensure that the management and financing models used in the TVET sector and institutions are efficient and aligned with the requirements of the regional economy. It will support activities to: (i) develop financial regulations to create incentives for employers participation and introduce targeted funding mechanisms; (ii) introduce governance and management systems based on labor market information that include employers' representatives; (iii) train regional administration and college staff in the new financing and management policies; (iv) organize career guidance and counseling services; and (v) prepare and publicly disseminate regional reports analyzing TVET sector development and skills development.

Subcomponent 1.4: Disseminating information to additional selected regions about the models used in and the experiences of the pilot regions. This subcomponent will support the dissemination of information on the piloted models and on the experiences in the pilot regions to additional regions to extend the benefits of the project system-wide. Up to 7 regions will be competitively selected for the dissemination exercise, and each of these regions will then choose a model or project output (or a combination of outputs) that it is willing to introduce. This component will support the following activities, among others, on request from the dissemination regions: (i) staff training; (ii) the development of regulations; (iii) organization of study visits and other experience exchange activities; and (iv) TVET infrastructure improvements.

Component 2: Building national-level capacity for workforce development (US\$75 million; 18.3 percent of total project cost)

This component will support system-wide changes in the TVET sector in line with national policy priorities including the development of enabling regulatory frameworks and guidelines, assessment tools, and TVET programs, the creation of institutional capacity for developing competency-based curricula, the enhancement of human capacity, and information sharing activities. This component is divided into four subcomponents.

Subcomponent 2.1: Developing regulatory frameworks and guidelines to make regional vocational education systems responsive to changes in the labor market. This subcomponent will provide tools and guidance to help the pilot regions to align their skills training with the demands of the regional economy and society. It will support activities to: (i) assess the labor market's needs, develop assessment tools and enable the exchange of information between employers and TVET institutions; (ii) develop management and financing mechanisms to align the TVET sector and institutions with the development needs of the economy and society; and (iii) introduce TVET quality assessment systems and establish a system to provide methodological support to the TVET sector and educational institutions.

Subcomponent 2.2: Supporting the updating of TVET programs and pedagogical technologies. This subcomponent will support updating the design and contents of vocational education programs, the adoption of modern educational technologies and teaching methods, and the alignment of secondary vocational education in the Russian Federation with labor market demand. It will also support the development of toolkits for assessing training skills and of digital educational resources and information systems to support the new TVET programs and teaching/learning aids. The component will focus on cross-cutting occupational competencies and widely used occupational competencies. The subcomponent will also support the development of a digital management system for TVET institutions and for regional ministries of education and the establishment of a depository of guidelines for teachers' professional development and training.

Subcomponent 2.3: Disseminating information about best practices and innovations related to the modernization of regional TVET systems. This subcomponent will inform the public, authorities, employers, educational institutions, and consumers of educational services about new developments in the Russian TVET system and make the outputs produced under the project widely available. The subcomponent will support: (i) development and implementation of information sharing programs; (ii) development of web-based information resources; and (iii) technical assistance to review best national and international to provide advice to selected dissemination regions on the implementation of their TVET strategies.

Sub-component 2.4: Building the staff capacity of the TVET system. The subcomponent will support the building of capacity and the development of institutional frameworks for the professional development of all staff in all of the educational institutions and regional TVET administrations that will be participating in the project. The federal government will provide retraining and professional development for the following target groups in pilot regions: (i) the managers of regional TVET systems and educational institutions; (ii) economists and finance specialists from the regional TVET systems; and (iii) the managers and faculty of TVET institutions and the foremen of on-the-job training in associated businesses. The subcomponent will support the following activities: (i) conducting assessments of human resource capacity in regional TVET systems; (ii) developing training programs for TVET staff including Master's degree programs; and (iii) designing toolkits for assessing the competencies and skills of teachers, foremen of on-the-job training, and managers of TVET institutions.

Component 3: Project Management and Monitoring and Evaluation (US\$10 million; 2.4 percent of total project cost)

The objective of this component is to provide resources for the day-to-day implementation of the proposed project by a Project Implementation Unit (PIU) as well as for monitoring and evaluating the project's implementation and outcomes. This component will finance the project's operating and monitoring costs, including the salaries of the staff of the PIU and other operating expenses such as translation and interpretation services, utilities, equipment, audits, communications, and supervision (transportation costs and a per diem), as well as the arranging of project-related monitoring and evaluation activities.

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

The project location is nation-wide and in ten selected pilot regions of the Russian Federation. The selected regions are: Chelyabinskaya oblast, Kaluzhskaya oblast, Krasnoyarskiy krai, Leningrzdskaya oblast, Permskiy krai, Rostovskaya oblast, Saha Yakutiya - Republic, Stavropolskiy krai, Tambovskaya oblast, and Tatarstan - Republic.

#### **5. Environmental and Social Safeguards Specialists**

Nicolas Perrin (ECSSO)

Arcadii Capcelea (ECSEN)

<b>6. Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	In accordance with the Bank's OP/BP/GP 4.01 Environmental Assessment, the project is placed into the Bank's Category B. The proposed project activities are not expected to cause significant adverse environmental and social impacts. An Environmental Management Framework (EMF) was prepared, which outlines environmental assessment procedures and mitigation requirements for the sub-projects 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	Yes	In the case the selected building for renovation is included in the list of cultural heritage, its renovation designs would have to be cleared with the national authorities responsible for the preservation of cultural heritage to ensure that historic/cultural value of such buildings are not compromised as a result of the improvement works. These provisions are included in the EMF.
Indigenous Peoples OP/BP 4.10	Yes	The Social Assessment confirmed the presence of indigenous peoples (IP) in one of the 10 project pilot regions, the Republic of Sakha (Yakutia). A draft Indigenous Peoples Framework (IPF) was prepared, disclosed and consulted in the Republic of Skaha (Yakutia) prior to Appraisal. The project is expected to directly benefit indigenous peoples and no negative impacts are foreseen. The IPF will be integrated into the Project's Operational Manual.
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	

## II. Key Safeguard Policy Issues and Their Management

### A. Summary of Key Safeguard Issues

<p><b>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b></p> <p>In accordance with the Bank's OP/BP/GP 4.01 Environmental Assessment, the project is placed into the Bank's Category B. The proposed project activities are not expected to cause significant adverse environmental and social impacts and may be summarized as follows: (a) Dust and noise due to the rehabilitation activities; (b) Dumping of construction wastes, accidental spillage of machine oil, lubricants, paints, and solvents, etc.; and (c) Asbestos (although at this stage it is not known if asbestos has been used in premises to be proposed for rehabilitation, but taking into account its large usage in the former USSR it is possible to find such material used as an insulation material and/or roofing material). In the case of inappropriate handling of asbestos this material might be a real health concern for the construction workers, and the general public in the vicinity of the rehabilitated premises in particular when it is inhaled. All these potential environmental</p>
--

impacts are minor and could be easily managed during the project implementation.

The TVET school buildings that may be suggested for rehabilitation by the pilot regions with the support of the project may be predominantly old, and some of these buildings may have some historic value, which triggers OP/BP 4.11 Cultural Heritage.

The project will also bring positive social impacts as the proposed activities would increase the youth employability and capabilities for continuous skills upgrading. There will be no expansion of buildings beyond existing site boundaries, and no land acquisition will be required. Thus OP4.12 is not triggered and no resettlement documents have to be prepared.

The Social Assessment confirmed the presence of indigenous peoples (IP) in one of the 10 project pilot regions, the Republic of Sakha (Yakutia).

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

The minor rehabilitation and provision of equipment are not expected to have any negative long term impact, if the mitigation measures listed in the EMF are correctly followed. No negative impacts are expected from the proposed project on the indigenous peoples. No construction is likely to affect indigenous people communities but access to vocational training opportunities may be of particular significance for some IPs population.

**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.**

As part of project preparation an Environmental Management Framework (EMF) was prepared, which outlines environmental assessment procedures and mitigation requirements for the sub-projects to be supported by the project. It provides details on procedures, criteria and responsibilities for subproject screening, preparing Environmental Management Plans and their implementing and monitoring. The document also includes Environmental Guidelines for proposed sub-projects, containing an assessment of potential impacts and generic mitigation measures to be undertaken for identified sub-projects in all stages - from selection, and the implementation phase, to the monitoring and evaluation of results. The EMF will be integrated into the Project's Operational Manual, as well as an Environmental Management Plan "Checklist" will be used as part of all contracts involving equipment and works. In the case the selected building for renovation is included in the list of cultural heritage, its renovation designs would have to be cleared with the national authorities responsible for the preservation of cultural heritage to ensure that historic/cultural value of such buildings are not compromised as a result of the improvement works. These provisions are included in the EMF. The Bank is expected to provide a special EA training to the PIU team, so they can promote compliance with the EMF and EMP. The Bank will also supervise this aspect of implementation. The subproject EMPs will be also 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. The project beneficiary institutions will also receive a copy of the EMF and EMP so, when appropriate, they can oversee their compliance on the part of contractors.

A draft Indigenous Peoples Framework (IPF) was prepared, disclosed and consulted in the

<p>Republic of Sakha (Yakutia) prior to Appraisal. The project is expected to directly benefit indigenous peoples and no negative impacts are foreseen. The IPF will be integrated into the Project's Operational Manual. The Bank is expected to provide a special training on the implementation of OP 4.10 to the PIU team, so they can promote compliance with the IPF. The Bank will also supervise this aspect of implementation.</p>
<p><b>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</b></p>
<p>The draft EMF was disclosed in the country and consulted with key stakeholders. The Ministry of Education and Science (MoES) has disseminated the draft summary EMF to Moscow State University of Civil Engineering for review and comments, also posting it on May 30, 2014 for the wide public on the website of the Ministry of Education and Science of the Russian Federation (<a href="http://xn--80abucjiibhv9a.xn--p1ai/static/ministry_eng.html">http://xn--80abucjiibhv9a.xn--p1ai/static/ministry_eng.html</a>, <a href="http://www.fer.ru">http://www.fer.ru</a>) in Russian language. On June 6, 2014, the MES conducted a public briefing and consultation meeting on the EMF documents. The meeting concluded that the draft EMF document covers practically all potential impacts and possible mitigation measures. The draft document was revised after the meeting, taking into account outputs from the consultation. The final version of the EMF (Russian translation) and its English version were posted on the MES website and submitted to the World Bank. The EMF will be used by the client during the project implementation.</p> <p>As part of the IPPF preparation and Social Assessment, in-depth stakeholder consultations were conducted in April-May 2014 to solicit stakeholders' feedback on the project design, validate project assumptions and identify any negative impacts which the project could entail. Additional consultations on draft IPPF were conducted on June 9, 2014 with a particular focus on soliciting feedback from representatives of indigenous communities. The draft safeguards document was revised after the meeting taking into account outputs from the consultation. The final version of the IPPF (Russian translation) and its English version were posted on the web page of the Republic of Sakha (Yakutia) and submitted to the World Bank. Indigenous Peoples Plans would be prepared at the outset of project implementation in accordance with IPPF and the Project Operational Manual, which stipulates involvement of Indigenous Peoples in project implementation activities, consultations, grievance mechanisms and participatory monitoring.</p>

### **B. Disclosure Requirements**

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	12-Jun-2014
Date of submission to InfoShop	12-Jun-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
<b>"In country" Disclosure</b>	
Russian Federation	30-May-2014
<i>Comments:</i> Disclosed in Russian language in <a href="http://xn--80abucjiibhv9a.xn--p1ai/static/ministry_eng.html">http://xn--80abucjiibhv9a.xn--p1ai/static/ministry_eng.html</a> , <a href="http://www.fer.ru">http://www.fer.ru</a> . Document consulted on 06/06/2014.	
<b>Indigenous Peoples Development Plan/Framework</b>	
Date of receipt by the Bank	12-Jun-2014
Date of submission to InfoShop	12-Jun-2014

"In country" Disclosure	
Russian Federation	30-May-2014
<i>Comments:</i> Disclosed in Russian language in the web page of the Republic of Sakha (Yakutia): <a href="http://sakha.gov.ru/node/175289">http://sakha.gov.ru/node/175289</a> . Document consulted on 06/05/2014.	
<b>If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

### ***C. Compliance Monitoring Indicators at the Corporate Level***

<b>OP/BP/GP 4.01 - Environment Assessment</b>	
Does the project require a stand-alone EA (including EMP) report?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>OP/BP 4.11 - Physical Cultural Resources</b>	
Does the EA include adequate measures related to cultural property?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>OP/BP 4.10 - Indigenous Peoples</b>	
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Sector Manager?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>The World Bank Policy on Disclosure of Information</b>	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
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 [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>All Safeguard Policies</b>	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]



Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]

### III. APPROVALS

Task Team Leader:	Name: Mario Cristian Aedo Inost	
<b><i>Approved By</i></b>		
Sector Manager:	Name: Andrea C. Guedes (SM)	Date: 25-Jun-2014