

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)**

Additional Financing

Report No.: PIDISDSA23661

Date Prepared/Updated: 06-Feb-2018

I. BASIC INFORMATION

A. Basic Project Data

Country:	Niger	Project ID:	P163467
		Parent Project ID (if any):	P126049
Project Name:	Niger Skills Development for Growth Project Additional Financing (P163467)		
Parent Project Name:	NIGER Skills Development for Growth Project (P126049)		
Region:	AFRICA		
Estimated Appraisal Date:	02-Feb-2018	Estimated Board Date:	30-Mar-2018
Practice Area (Lead):	Education	Financing Instrument:	Investment Project Financing
Borrower(s)	Ministry of Planning		
Implementing Agency	Ministry of Labor and Professional Training		
Financing (in USD Million)			
Financing Source			Amount
IDA Grant			50.00
Financing Gap			0.00
Total Project Cost			50.00
Environmental Category:			
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate		
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

Niger is a large landlocked country with a territory of 1.27 million km² and a population of about 16 million people. Even though its 1.27 million square kilometers make it the largest country in West

Africa, the combination of the distance from the sea and a largely desert terrain present tough constraints for economic development. The country remains relatively fragile and continues to be affected by adverse weather conditions and other topological factors, which represent real obstacles to its development (59.5% of its population lives below the poverty line). Not surprisingly, the vast majority of Niger's population (about 90%) are clustered in one-third of the territory-- mainly in the southern and western regions of the country-- to take advantage of the tropical climate and more amenable agro-ecological conditions in that part of the country. Instability in neighboring countries and in the Sudano-Sahelian strip affects the border areas (exposure to violent incidents, conflicts and terrorism) and undermines the Government's development efforts.

High population growth and limited natural and human resource base undermines Niger's efforts to alleviate poverty. Niger ranks 186th out of 187 countries on the United Nations Development Programme (UNDP) Human Development Index (HDI), with a gross domestic product (GDP) per capita of US\$978 in 2016 in Parity Purchasing Power terms—making it one of the lowest in the world. Niger's population is young with nearly half of the population under 15 years of age. Women make up 50.1% of the total population. Population growth rates in Niger are in excess of three percent per annum: at the current growth rate, the population is expected to double by 2035 and reach 54 million by 2050. In view of this anticipated increase, the potential demand for social services in general, including education and the related increasing demand for education inputs, will put significant pressure on Niger's education system in the coming years. In addition, with current demographic trends, 70 percent of the population will still live in rural areas by 2035. Hence, a very large share of the population will keep relying on agriculture for their livelihood, and the economy will remain dependent on the sector as a source of growth.

Niger's economy is largely dominated by the agriculture sector, accounting for over 40 percent of national GDP and remaining the main source of livelihood for the population. About 80% of Niger's labor force is working in low skill agricultural activities, depending on rain-fed agriculture and livestock, and 80% of the workforce is employed in the informal sector which is characterized by low productivity as well as uncertain and unregulated underemployment. Unemployment is particularly high in urban areas. While Niger's economy needs to grow faster and diversify itself, the agriculture and livestock sectors present a strategic entry point to support faster economic development and job creation. Within those sectors, there are several value chains which have strong economic potential and for which Niger has a proven comparative advantage. And importantly, Niger's private sector is small and mostly comprised of micro- and small enterprises. According to 2011 data, about 70% of Niger's economic activity takes place in the informal sector and almost 9 in 10 jobs are in the informal sector. This provides evidence that any economic strategy for Niger needs to support improvements in productivity in both the formal and informal sectors.

Significant skills shortages and mismatches remain a major constraint to development and employability. While jobs and skills need to grow in parallel and many constraints to job creation exist beyond the availability of relevant skills, anecdotal evidence suggests that the lack of skills is a major constraint to development and job creation and may become increasingly binding if the projected job creation associated with the planned investments in key growth sectors is realized. About 350,000 youth enter annually the job market, 90 percent of which without qualifications. Many job vacancies go unfilled forcing companies with the financial means to import labor either directly or through sub-contractors. Investment climate data show most vacancies for semi-skilled and skilled workers to be in the agriculture and livestock, construction and mining sectors. These vacancies which cannot be filled locally co-exist with youth unemployment and/or inactivity (about 25% of youth ages 15 to 25 years are unemployed or inactive) and underemployment highlighting a strong job-skill mismatch. Additionally, skills are not only needed to “fill” existing or projected jobs but can also help create new

jobs through the development of micro, small and medium enterprises, shown to have strong potential in the Niger context. Potential profitable business endeavors are not undertaken for lack of qualified local labor.

Sectoral and Institutional Context

The acute dearth of skills in Niger is a reflection of the deficits in terms of access to and quality and relevance of the education and training system which can in turn be linked to the poverty and overall low levels of development of the country. The majority of Niger's predominantly young labor force is illiterate or has only completed some primary education. Less than 10% of the country's labor force has a secondary school certificate and only 1% a tertiary education degree. Despite some remarkable progress in access to education during the Millennium Development Goals (MDG) era, Niger still has the lowest school enrollment rate in Sub-Saharan Africa (SSA), with the exception of the Central African Republic, and cycle completion poses a major challenge. The secondary Gross Enrollment Rate (GER) is still one of the lowest in the region at only 13% compared to the SSA average of 36%. A combination of supply and demand-constraints can explain this quantitative deficit. In addition, quality and relevance issues are pervasive at all education and training levels. Quality gaps in primary education are illustrated by very low learning outcomes, which contribute to low access and low learning outcomes at all other levels. The vast majority of out-of-school youth ages 15 to 25 have at most completed primary education (about 70% have a primary education or less) drastically limiting their employability. Even those who continue in school face significant skills and employability challenges.

Gender inequalities are stark. In primary education for example, Niger faces challenges to increase access and completion among girls, particularly girls in rural areas. While the expansion of the primary education system and significant improvement in enrollment has resulted in higher enrollment of girls in primary education, large disparities still exist. In 2014, 53.6 percent of primary school age girls never attended school (Income and Expenditure Survey, 2014). In 2011, the ratio of girls-to-boys enrollment in primary education was 83.7 percent and dropout rates were higher for girls (RESEN 2010). Gender inequality in access to education is more pronounced in rural areas than in urban areas, and the problem is particularly serious among poor girls living in rural areas. Hence, the Government has placed the gender agenda front and center and has requested that the proposed project gives it a particular focus.

The lack of diversification and options at the post-primary education level constitute a key constraint. Beyond persistently low learning outcomes, over 90% of secondary level students are enrolled in the general academic secondary stream (lower secondary-college and upper secondary-lycée), with less than 10% in the TVET stream. The general secondary academic stream does not adequately prepare students for the needs of the labor market as it is too theoretical and disconnected from the workplace. Additionally, only about 29% of students managed to complete the final secondary exam (baccalaureat) pointing to huge internal inefficiencies.

TVET, if improved, could effectively address youth employability in Niger. TVET graduates earn significantly more than those who have only completed upper secondary school. They are also less likely to be unemployed (with an unemployment rate of less than 10% versus a rate of over 15% for upper secondary education graduates). However, current TVET institutions are also facing a number of challenges. The formal TVET is characterized by outdated professional streams, curricula and teaching methods, over-crowded workshops, a weak system of governance and inadequate funding. The courses offered within this system are very long in duration, emphasize theoretical knowledge and provide limited exposure to the world of work (internships tend to be few and often short in duration; workshops are insufficient). Importantly, this system often focuses on a specific skill or job (e.g.,

carpentry) without a broader picture of the jobs and skills required in the sector as a whole, including cross-cutting skills such as information technology (IT), entrepreneurship and communication skills. Finally, and this is possibly the most important constraint, there is an absence of qualified instructors. As a result of low teacher qualifications and lack of equipment TVET tracks do not prepare students adequately for key emerging sectors in Niger.

C. Proposed Development Objective(s)

Original Project Development Objective(s) - Parent

The project development objective is to improve the effectiveness of formal technical and vocational training, short term skills development and apprenticeship programs in priority sectors.

Key Results

The AF is expected to benefit an additional estimated 19,000 total beneficiaries. The following are the expected key results, directly benefiting targeted youth under each intervention:

1. Demand-Driven Approach to Formal Vocational Training. An estimated 2000 out-of-school unemployed youth would be trained in urban professions (such as mechanics/electronics, plumbing, bakery etc.) in Training Centers for Technical and Professional Education (CFPT) and 4500 would be trained in rural agriculture-related fields in training centers as well as through other agricultural education initiatives.
2. School-to-Work Transition. An estimated 3000 young graduates are expected to benefit from internship and job counseling programs run by the ANPE. In addition, close to 800 TVET graduates who have been unemployed for a long period of time will be retrained to increase their employability.
3. Apprenticeships. An estimated 6000 out-of-school youth and dropout students would be enrolled into the dual apprenticeship program, at least 3000 of whom in the agriculture sector.
3. Entrepreneurship. An estimated 3000 youth would receive entrepreneurship training. Close to 500 youth will participate in a 'business plan' competition program, where best performers will receive some start-up funds also supported by the proposed AF.

D. Project Description

The Additional Financing (AF) will continue to support the Government of Niger to scale up activities already being implemented satisfactorily under all three components of the original project. The AF will have a particular focus on the agriculture and livestock sector, as identified by the Government's Initiative 3N (Initiative 3 N – Les Nigériens Nourissent les Nigériens – Pour la Sécurité Alimentaire et Nutritionnelle et le Développement Agricole Durable) and other promising economic sectors (such as auto mechanics and construction machinery, metal construction, solar energy, carpentry, and air conditioning) as requested by the Government. More specifically, the AF will introduce new activities to (i) expand project interventions in priority sectors such as agriculture and agribusiness; (ii) provide start-up funds for young graduates who benefitted from the entrepreneurship training under Component 2.3 of the original project as well as those who will receive similar entrepreneurship training through continued activities under the AF; and (iii) improve quality of project interventions, including monitoring and evaluation (M&E), and communications for increased awareness of project activities. In all these proposed activities, the AF will promote girls' participation in the proposed activities and will highlight the need for a strong involvement of local communities and actors. An

additional estimated 19,000 in- and out-of-school youth are expected to directly benefit from the new and scaled up activities under the AF.

Component I. Improving the Effectiveness of Formal Training

Sub-component 1.1 (Demand-Driven Approach to Formal Vocational Training) will be scaled up to support the restructuring, rehabilitation, and expansion of select technical and professional education training centers, technical and vocational secondary schools, and agricultural training centers, with a particular focus on emerging priority sectors such as agriculture and livestock, auto mechanics and construction machinery, metal construction, solar energy, carpentry, and air conditioning. Key institutions have been identified to be supported under the AF through extensive field visits and based on (i) the existence of premises already constructed but requiring rehabilitation/readjustment in order to avoid new construction activities and (ii) the absence of support from other development partners active in the area (such as Swiss Contact and LuxDev). These institutions are : CFPT (Centre de formation professionnelle et technique) of Maradi; CFPT of Diffa; CFPP (Centre de formation et de perfectionnement professionnel) of Niamey; Lycée agricole de Tera; CFJA (Centre de formation des jeunes agriculteurs) of Keguel; CFJA of Béлиндé; and a Regional Fashion Training Center to be established in Niamey. In addition, the AF will further support the operationalization of reforms in the TVET sector, in particular the implementation modalities of the 2015 Law on Technical and Professional Education. A new operational model will be implemented in the selected institutes benefitting from rehabilitation and expansion activities with the aim to effectively engage with the private sector. Training centers and lycées are required to establish an autonomy-based organizational model that allows real partnership with local productive sectors. The private sector will be engaged in the management of the centers, development of curricula as well as the creation of units for youth placements or apprenticeships. This relationship will be formalized within the framework of a performance contract which will be developed solely for this purpose. Pluri-annual performance contracts will be prepared, clearly indicating key institutional goals and internal and external performance targets to be met including qualitative objectives related to the upgrading of training programs, in-service training of trainers, placements, and partnership with the private sector.

Sub-component 1.2 (Improving the School-to-Work Transition), the internship and job counseling programs run by the National Employment Agency (Agence nationale pour l'emploi-ANPE), particularly aimed at young graduates and designed with support from the original financing and promulgated in 2016, will be improved and scaled up. In addition, target beneficiaries will be extended to allow young higher education and TVET graduates who have been unemployed for more than two years to benefit from the programs. The monitoring and evaluation (M&E) system, established with support from the original project, tracking graduates' internship experiences and post-internship outcomes will also be strengthened.

Component II. Strengthening Short-Term Skills Development and Apprenticeship Programs

Sub-component 2.1 (Expanding Apprenticeships) quality will be improved and activities scaled up. Specifically, the dual apprenticeship program will be implemented with a tailored approach for both urban and rural professions. The rural dual apprenticeship program will be delivered by newly established training entities named Sites d'Apprentissage Agricole (SAA) which will offer targeted youth between the ages of 17 and 30, particularly girls, a 4-month formal training combining theory and practice. The AF will finance the initial investment and operating costs of ten SAAs. Apprentices in rural areas will receive an allowance of 3000 FCFA per month and will be provided a meal on site during training days attended. The dual apprenticeship program in urban professions will build on gaps identified during the implementation of the original project and will focus on quality improvement of

the complementary training program for young apprentices. Urban apprentices will benefit from a transport allowance of 15,000 FCFA per month.

Also under Component 2, Sub-component 2.3 (Promoting Entrepreneurship Training), new complementary follow-up activities will be added. In addition to the expansion of the entrepreneurship training program implemented under the original project, the AF will support the design, preparation, and implementation of a 'business plan' competition program, and will provide start-up funds for young graduates (among whom 40 percent will be for female graduates) who benefitted from the entrepreneurship training under the original project as well as those who will receive similar entrepreneurship training through continued activities under the AF. In addition, the AF will support the introduction of entrepreneurial training modules in educational curricula at various levels and streams. And lastly, the sub-component will take into account the newly created Ministry in charge of youth entrepreneurship and will provide support to this new structure particularly to strengthen the definition of its strategies, coordination mechanisms, and monitoring and evaluation. Capacity building activities will be included in Component 3.

Component III. Institutional Capacity Strengthening and Monitoring and Evaluation

The AF will continue to support institutional strengthening and further enhance the monitoring and evaluation (M&E) of the project both at the central and implementing agency levels. Capacity development activities will be introduced to strengthen FAFPA and its related professional organizations to effectively establish all aspects of M&E, both at the technical level (i.e. in terms of prospecting and placing youth in training centers and placement firms and post-training monitoring of graduates) and administrative level (i.e. ensuring that established performance contracts are executed). Moreover, the AF will introduce communications activities for increased awareness of the project.

Component Name:

Component I. Improving the Effectiveness of Formal Training

Comments (optional)

Component Name:

Component II. Strengthening Short-Term Skills Development and Apprenticeship Programs

Comments (optional)

Component Name:

Component III. Institutional Capacity Strengthening and Monitoring and Evaluation

Comments (optional)

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

The project areas will potentially cover the eight regions of the country. The salient physical characteristics both for known and unknown locations, relevant to safeguards analysis are to be determined

F. Environmental and Social Safeguards Specialists

Bougadare Kone, Environmental Safeguards Specialist

Cheikh A. T. Sagna, Social Safeguards Specialist

II. IMPLEMENTATION

The implementation arrangements under the proposed AF are expected to remain the same, as in the parent project. The AF would be administered by the current Project Coordination Unit (PCU) set up within the Ministry of Professional Training and Employment (MFPE). The performance of the PCU in the management and supervision of the original project is considered satisfactory, and the risk rating as Moderate (M). The PCU has acquired extensive experience in areas related to training and employment as well as in procedures for managing World Bank funds. The PCU also has overall responsibility to handle safeguards issues, including for activities implemented by FAFPA - Fond d'Appui à la Formation Professionnelle Continue et à l'Apprentissage. The PCU includes two Social and Environmental Safeguards Specialists, one in each ministry, who have shown a relatively determined behavior to work on safeguards. These two will work in tandem with the World Bank Safeguards Specialists who will support them in strengthening their technical capacity on safeguards both face-to-face during joint-missions and virtually throughout the project life cycle. The coordinator would continue to be responsible for overall project coordination and supervision of AF activities. The Secretary-General of the MFPE would be responsible for overseeing the activities of the PCU. The Steering Committee would also continue to undertake the same responsibilities under the chairmanship of the MFPE.

III. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>As the AF is intended to support the scaling up of the successful parent project interventions and because its new related activities do not trigger any additional safeguard policy, it is expected that the adverse environmental and social risks and impacts of this AF will remain moderate and globally site-specific and therefore easily manageable. Thus, the AF project classification remains category B as its parent-project.</p> <p>Building on the footprint of the parent project, this AF will scale up the footprint and outreach by establishing, in addition to the usual TVET centers, ten (10) agricultural training centers (Sites d'Apprentissage Agricole - SAA) to be made available by local municipalities (Communes) on their existing properties that are all free of any claim for which the exact sites locations remain and still be unknown by appraisal. Based on the fact that few of the sites locations have already been identified while the remaining ones will only be known during project implementation, the Borrower has thus prepared for each of the already known sites, a site-specific standalone</p>

		<p>Environmental and Social Management Plan (ESMP) and for all the remaining ones which footprints will only be determined during project implementation an Environmental and Social Management Framework (ESMF).</p> <p>Both the ESMF and respective site specific ESMPs have been prepared in an amply consultative manner (i.e. inclusive of comprehensive sections on public consultation and participation, gender and vulnerability/social inclusion of vulnerable and disadvantaged populations, a locally grounded grievance redress mechanism (GRM), and citizen engagement (CE) to ensure beneficiary ownership and accountability, etc.) highlighting lessons learned from the implementation of the parent project and innovative approaches worth exploring during the implementation of this AF (i.e. the systematic social and environmental screening of sub-projects, community awareness raising on HIV/AIDS-STIs, community consultation and engagement with special focus on gender and vulnerability, etc.), and publicly disclosed in-country and at the World Bank Info Shop before appraisal.</p>
Natural Habitats OP/BP 4.04	No	The policy is not triggered as the project will not affect natural habitats.
Forests OP/BP 4.36	No	The policy is not triggered as the project activities are not expected to overlap or cause adverse impacts on forests or forestry activities.
Pest Management OP 4.09	No	The policy is not triggered as the project does not involve the use of pesticides or pest management schemes.
Physical Cultural Resources OP/BP 4.11	Yes	The policy is triggered because the small scale civil construction activities under the Project may result in the unearthing of Physical Cultural Resources. As a precautionary measure, “chance finds procedures” will be included in both the ESMF and subsequent ESMPs and adequately embedded in civil works contracts terms of reference as social and environmental clauses to be complied with.
Indigenous Peoples OP/BP 4.10	No	The policy is not triggered as there are no

		Indigenous Peoples in the project areas, as defined by OP/BP 4.10.
Involuntary Resettlement OP/BP 4.12	No	The foreseen project activities that involves civil works are expected to occur on already existing TVET and Agriculture training centers facilities most of which are communally owned and thus free of any claim. In light of the above, the OP/BP 4.12 policy is not triggered. The project will not finance activities involving involuntary taking of land, loss of assets or access to assets, loss of income sources or means of livelihood or the voluntary restriction of access to legally designated parks and protected areas. These pre-dispositions have been adequately captured in the negative list of the ESMF, amply discussed about during stakeholders consultation and engagement and publicly disclosed both in-country and at the InfoShop prior to appraisal.
Safety of Dams OP/BP 4.37	No	The policy is not triggered as the project interventions are not expected to require the construction of dams or impoundment structures, use waters from such dams nor cause impacts to existing structures as governed by this policy.
Projects on International Waterways OP/BP 7.50	No	The policy is not triggered as the project interventions are of small scale, mostly site specific and very negligible in terms of impacts and thus none of the farmer-field school activities would result on the intervention on or usage of surface and ground waters that would affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered as the project interventions are not in any disputed areas.

IV. 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 AF activities are no large scale, significant and/or irreversible impacts as the best part of the project is rehabilitation of existing structures /buildings and limited new construction in designated areas. In the construction /rehabilitation and decommissioning phases, adverse effects will include increased noise, vibration, air pollution (dust) levels due to decommissioning and construction, and to a lesser extent soil erosion, water flows obstruction, impairment of non-critical natural habitats, and minimal water pollution due to

construction related activities. No major contamination of soil or surface water is envisaged. The bidding documents will include “chances finds procedures” for any physical cultural artifacts that may be encountered during construction phases.

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

No direct or indirect long term impacts are anticipated from the implementation of the project.

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

Since there is no long term direct or indirect impacts anticipated from the project activities, alternatives to the proposed approach were not considered.

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 Project is expected to have no or moderate adverse environmental and social risks and impacts on the human and biophysical environment. These impacts and risks are globally site-specific and therefore easily manageable as it will finance the rehabilitation of existing training facilities and the construction of new facilities in designated areas. Measures taken to address safeguard policy issues are primarily to prepare a standalone ESMF for unknown project activities locations, and various standalone site-specifics ESMPs for few of the known sites so to ensure that the activities at each site will be implemented with no or minimal negative risks and impacts on the environment and the beneficiary populations. Measures required to prevent, minimize, mitigate, or compensate for any potential adverse risks and impacts include improved environmental and social performance to be included in the bidding documents and contracts documents to ensure that good engineering, environmental and social management, and occupational health and safety practices will be applied during construction/rehabilitation. The contractors will be made aware of this obligation and their safeguard performance during construction/rehabilitation will be closely supervised and monitored by the two recently hired and fully on-board project social and environmental safeguards specialists with close supervision by the World Bank Safeguards Specialists.

The Executing Agency (MFPE) although its recent creation has satisfactorily implemented the environmental and social due diligence of the parent project and benefited amply from the May 2-5, 2017 World Bank-led Environmental and Social Safeguards training workshop held in Niamey. This technical safeguards support will continue throughout the project lifecycle.

The two social and environmental safeguards specialists of the project PIU will work closely with Niger’s EA enforcement entity (Bureau des Evaluations Environnementales et des Etudes d’Impacts – BEEEI) which is been fully involved in the implementation of the project. Just as the World Bank Safeguards Specialists, BEEEI’s role will be to assist the PCU with the safeguards compliance on applicable national legislations and ensure project is fully in compliance. Existing capacity of the co-executing agencies will be strengthened to effectively monitor and enforce the simple environmental safeguards required for the rehabilitation of training facilities and the construction of new ones. Both the BEEEI and the World Bank Safeguards specialists will work in tandem to ensure project performance as well as support project social and environmental safeguards specialists throughout the lifecycle of this project.

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 in this process are:

- Direct beneficiaries of skills training
- The local communities in the participating Districts
- The District Administrations
- The Prefectures
- The Government
- Local NGOs
- Other international donor agencies
- Local civil society associations
- The Chamber of Commerce, University of Niger, Center of Arts, National Environment Agency, etc.

STAKEHOLDERS CONSULTATION AND ENGAGEMENT. This stage involved consultation with the client, and all the relevant key stakeholders who were identified through a Stakeholder Identification and Engagement Process. Through a scoping study which entailed an initial and broad assessment of the project, policies, regulations and baseline data, the team generated a scope for the study including geographical coverage, stakeholders (interested parties), significant impacts (areas of study) and the levels of detail in each particular impacts study. This is an iterative process that will be continued throughout the project lifecycle.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	30-Jan-2018
Date of submission to InfoShop	01-Feb-2018
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Niger	01-Feb-2018
<i>Comments:</i>	
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.	
If in-country disclosure of any of the above documents is not expected, please explain why::	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment

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 Practice Manager (PM) review and approve the EA report?	Yes	<input type="checkbox"/>	No	<input checked="" 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"/>
OP/BP 4.11 - Physical Cultural Resources						
Does the EA include adequate measures related to cultural property?	Yes	<input type="checkbox"/>	No	<input checked="" 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"/>
The World Bank Policy on Disclosure of Information						
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes	<input type="checkbox"/>	No	<input checked="" 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 type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
All Safeguard Policies						
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"/>

V. Contact point

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VII. Approval

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