

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA8533

Date ISDS Prepared/Updated: 06-Aug-2014

Date ISDS Approved/Disclosed: 25-Aug-2014

I. BASIC INFORMATION

1. Basic Project Data

Country:	Guinea	Project ID:	P146474
Project Name:	Stepping Up Skills Project (P146474)		
Task Team Leader:	Nathalie Lahire		
Estimated Appraisal Date:	26-Jun-2014	Estimated Board Date:	30-Sep-2014
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	Tertiary education (50%), Vocational training (50%)		
Theme(s):	Administrative and civil service reform (20%), Education for the knowledge economy (80%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	20.00	Total Bank Financing:	20.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			0.00
IDA Grant			20.00
Total			20.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The objective of this project is to boost the employability and employment outcomes of Guinean youth in targeted skills programs.

3. Project Description

The Guinean tertiary education and TVET systems are dominated by programs that do not meet the

needs of the labor market. Inappropriate orientation of training is one of the causes of programs' lack of relevance to business requirements. The system lacks scientific technical and professional training opportunities. Tertiary education graduates rarely develop entrepreneurial skills, as most of them aspire to enter the public service. Challenges include overstaffing, poor linkages between universities and businesses, an overabundance of theoretical courses, dilapidated laboratories and lack of practical activities. These factors result in a very high unemployment rate among young graduates, despite many years of study.

Component 1: Set up of a Competitive Innovation Fund to support short term professional programs linked to growth sectors (US\$10 million)

The project will establish a competitive Innovation Fund contributing to reforms by incentivizing and supporting innovative approaches to improve skills, employability, and self-employment. The fund will create opportunities to design and test new training program models with a view to improving quality and relevance. Public tertiary education institutions may submit proposals for short-term professional programs developing key skills meeting labor market needs, with an emphasis on practical training. The Fund will be established between the central Ministry and institutions through performance agreements with defined measurable outcome indicators. Initially, the fund will be set up for tertiary education institutions, and in year 3, TVET institutions will be invited to participate in the Fund, using the lessons learnt for tertiary intuitions and ensuring adequacy with the proposed tertiary programs linked to economic sectors.

Each institution will be encouraged to identify key areas in which to develop new professional training programs. The relevant department will prepare a project proposal to be endorsed by the institution's decision-makers before being submitted to the Ministry for consideration. Selected project proposals will be reviewed closely and adjusted jointly by the submitting institution and Ministry experts if necessary, before the two parties sign a three-year contract. To be eligible for a grant from the competitive fund, institutions must propose short-term (2-3 years) professional programs with a strong focus on practical training and learning modules developed in close collaboration with the private sector. At least 40 percent of training hours must be delivered by professionals, and the program must require and facilitate an internship for credit. Cooperation between training and businesses will thus be ensured and responding to their immediate skills needs.

The Fund will follow best-practice principles critical for long-term success and sustainability. These include (a) security of income: ensure sustainable and adequate volume of fund's income (b) autonomy and control: secure autonomy for fund's management and its control over budget allocations (c) stakeholder ownership: foster ownership through substantial representation of major stakeholders of labor market (d) activities will be aligned to national training needs only, and (e) decision-making transparency to ensure allocation is open, consistent, and competitive.

For sustainability and vibrancy, the Fund will use a public private partnership (PPP) approach that leverages external and non-donor financing to create a well-diversified capital structure and augment limited IDA/donor funds. The Fund aims to exploit three methods of non-donor external and internal funding: (a) public resources: government's budgetary as well as non-budgetary means to augment the fund (i.e public investment program ; (b) private resources, through grants or equity based investments made by corporations, subsidiaries, or parent holding companies that have active or potential business interests in Guinea. For instance, several mining corporations active in Guinea have stated interest in contributing to education and skills growth (c) revenue generation is another potential source of income for the fund. Revenue generation activities can include but not be limited

to splitting of earnings generated at the level of financial institutions (for e.g. through fees to recover unit costs which could be an option down the road).

The Fund's governance will be through a Steering Committee, composed of 10 members, 5 of whom will be professionals (areas to be determined) will be responsible for reviewing and selecting proposals to finance. The IDA project, technical and financial partners, and private sector partners will support the fund in Year 1. Beginning in Year 2, the Government will contribute 25 percent from public budget or non-budgetary resources (such as levies), and gradually increase its share to reach 100 percent in Year 4. The Fund will be set up as an autonomous not-for-profit entity under the Ministry of Higher Education. A professional Fund Manager will manage the fund, reporting directly to the Steering Committee. The Fund Manager will have a core staff team (procurement experts, financial analysts) supporting daily functions.

The Fund will also support self-employment/business start-up activities with IFC as the leading implementation partner. The project is exploring the idea of conducting an access to finance diagnostic for self-entrepreneurs, to determine need and feasibility to set up a small seed grant facility for educational institutions who wish to encourage graduates to set up their own business.

The project would finance:

- TA for the set-up of the competitive innovation fund and the accompanying procedures manual.
- Training for teachers and technical personnel.
- Re-engineering, equipment, and light rehabilitation.

Component 2: Education-to-employment intervention (US\$4.6 million)

The E2E program's central approach is based on development of skills for job roles identified by industry, based on standardized occupational standards that ensure minimum employability.

Objectives and corresponding indicators are:

Objectives of e2e - Indicator

Building a critical mass of skills - Number of candidates trained

Make skills training relevant to industry - Training content linked to job roles and occupational standards

Increase employability - Assessment shows increase in Employability Index

Feedback into education system reform - Curriculum incorporates e2e training modules

Reduce cost of talent recruitment and training - Firms indicate benefits from e2e labor matching

Increase in placements with industry - Number of jobs and internships

The education-to-employment intervention (E2E) would provide training and certification to unemployed graduates to increase their employability and quickly connect them to jobs. The E2E intervention, to be piloted in select high-potential sectors (mining, tourism, telecommunications), would bridge the education-employment gap using industry-based standards for skills training. E2E program will scan best practices observed in similar programs in other countries, including Egypt, India, Nigeria, USA, and Australia, and incorporate elements suitable for Guinea's context. Moreover, the employers survey suggests that significant synergies exist between skills demanded in mining, and in related sectors (construction, infrastructure). E2E will build on these synergies and

develop core and foundational skills that are fungible across industries and sectors.

Core elements of the E2E program would include:

1. development of industry-led competency/occupational standards in two key sectors;
2. an industry-based assessment, training, and certification instrument;
3. partnership with leading private sector companies in a particular sector to create jointly endorsed, industry wide certification frameworks
4. a network of accredited training providers with a corps of certified trainers recruited from industry; and
5. an integrated job information management portal.

The intervention would involve:

- a. Requirement gathering from industry sectors building on Employers Survey, identification of prevalent training programs/mechanisms in firms in Guinea, selection of industry champions for anchoring E2E, and development of a 'live' database of companies willing to commit as future potential employers,
- b. Selection of a competency framework for (a) foundational skills certification (cognitive, computer, communications, entrepreneurship training (Business Edge) in partnership with IFC to promote self - employment) and (b) identification of domains for advanced skills certification (e.g. in mining, tourism, telecom, other trades),
- c. Development of industry-endorsed assessment and certification tool, linked to the competency framework. Certification will follow a flexible vocational model. Certification will signal a minimum expected level of skills gained. Certification will indicate completion of training and attainment of minimum standards (pass/fail). Certification will have the following characteristics: (a) it will be consistent nationwide, (b) it will be accepted and recognized by industry, (c) the underlying standards will be subject to periodic review (alternate years) to reflect changing demand structure for skills.
- d. Development of modular curriculum and content derived from private sector's existing training initiatives.
- e. Set up of a robust Labor Market Information System. The LMIS (upgrade version of l'AGUIPE) will contain a live, continuously updated database of trained candidates and potential employers (SMEs, large firms). Each candidate will have an individual profile page. Candidates will be matched with employers based on their skills profile. The LMIS will contain information on certifications that the candidate has obtained.

This component will be governed by a committee and sectoral councils including private sector partners, professional associations, sector-specific labor unions, and line ministries. The committee will be supported by an executive secretariat comprising a coordinator and a communications specialist. This program may be integrated as a separate window of the competitive fund in component 1.

Only accredited training providers would be considered for funding. Criteria for accreditation would include capacity to provide training delivered by professionals meeting occupational standards in an environment facilitating practical training. Funding to institutions would be provided on a contract agreement with payments made based on enrollment.

The project would thus finance technical assistance for

- a. the development of professional standards in the priority sectors covered, the development of

training modules and assessment/certification tools. and

- b. the establishment of an information system/database to provide the AGUIPE (agency for the promotion of employment) and employers have to give priority to these certified graduates, including
1. employers who participated in the development of occupational standards,
 2. certified graduates.

The project would also finance the costs associated with the training as per the contract agreements. The E2E component is a targeted, fixed-term intervention specifically for unemployed graduates. Once the target number of trainees is reached in the selected sectors and xx graduates find employment, the training and certification model will be broadly incorporated into professional training curriculum throughout the country.

Using a randomized control approach, an impact evaluation will be introduced to assess the effectiveness of the training program improving employment. Following an expression of interest, the sample of eligible eligibility criteria (i.e. years since graduated < 5 years, applied within the timeframe trainees will be drawn randomly from a pool of applicants, possibly stratified by sector, and assigned by cohort. Given the policy relevance of recruitment strategy and its interaction effect with skills training, two types of recruitment approaches will be evaluated in conjunction with the training program. Therefore, four groups will be defined:

1. Control: trainees not receiving any treatment and assigned to cohort 3 or thereafter.
2. Training only
3. Training and recruitment approach through AGUIPE
4. Training and recruitment approach 2 (tailored information system database with additional efforts to match with certified employers)

To inform the evaluation, extensive data will be collected including pre and post-test to assess knowledge gained through training, employment outcomes, salaries, and duration in employment.

Component 3: System Strengthening and Support for Reforms (US\$2 million)

Improving management and governance is a critical prerequisite to achieve the main goals of developing high-quality and relevant programs, establishing closer links with enterprises, and strengthening the efficiency of the sector. To this end, the project would aim to improve the management of the tertiary education system in alignment with the current reforms for increased autonomy of tertiary education institutions.

The TVET ministry (MEETFP) benefits from substantial financial support from development partners but does not yet have a strategic plan laying out its vision and objectives. To this end, the proposed project would provide technical support to develop a strategy in alignment with tertiary vocational training.

The TVET student body has increased, though less than that of higher education, due to insufficient training availability. The surplus of learners in higher education is partly attributable to the shortage in this branch. The Government intends to develop and diversify supply by creating ERAM and other institutions, but the hiring freeze during the past x years, aging teaching staff, and slowdown of trainer-of-trainer schools has impeded its efforts. Without the necessary human resources, a training development and diversification strategy has little promise. Although the new database developed with IDA additional financing offers a starting point for a better analysis of available human

resources, it is not enough. A training development and diversification strategy must be accompanied by capacity-building in the following areas:

- i) What training programs, in which (high-growth) sectors, with what expected staffing level/participation level?
- ii) What human resources are needed to develop these programs, and under what conditions?
- iii) What are recruitment and training needs in the short and medium terms? Can recruitment and training be implemented by existing structures or do they require capacity-building?

The project could support the Government in refining its sub-sector policy through:

- i) technical support to perform a diagnostic to establish a realistic strategy and operationalize it in a recruitment plan (number of teaching staff, proportion, discipline), and training plan that is realistic in the short and medium term;
- ii) logistical and technical capacity-building in sector planning and management
- iii) technical support to develop a recruitment and training plan for ETFP teaching staff following the decisions made above (i and ii)

The MESRS has made important strides in laying out its strategy with the support of the President for the advanced of the agenda on providing autonomy to institutions in accordance with international practices. Decrees 62 and 63/PRG/SGG, approved by the President on April 3, 2013, stipulating the governance of public tertiary education and scientific research and private institutions, have clearly endorsed the autonomous status of training institutions in the administrative, financial, educational, and scientific realms, allowing institutions to define their own vision, goals, strategies, and activities based on accountability mechanism to their leaders. These decrees involve a radical change in practices and in the Ministry's functional relationship with institutions. This implies a need to rebalance the Ministry's powers with the new responsibilities of institutions under their new mandates.

The project would support:

- Recruitment of a consultant to carry out the organizational diagnostic;
- Technical support for the review of the major management functions in MHESR, as well as standard profiles, based on the recommendations of the organizational diagnostic and training;
- If necessary, logistical support for the new national evaluation and accreditation bureau for tertiary education and research, and technical support in the development of its standards and procedures.

The Decree states that the institutions are directed by a Board of Directors, an Establishment Board and a Rector. The powers of the Board, a majority of whose members are from the business world are considerable. The present framework could constitute an obstacle to the immediate implementation of certain provisions of the decrees, namely recruitment and payroll management. A transitional phase focusing on the delegation of these powers could accompany the first milestone of autonomy. In this regard, a draft transitional procedures manual is being developed by an MESRS-led team.

The project would support:

- Investment in the preparatory phase for the preparation and analysis and alignment of texts by an inter-ministerial commission (Finance, Budget, Public Service, Unions etc)
- Technical and financial support for the development and implementation of a training plan for senior and middle level staff from institutions whose mandates are particularly affected by the

new regulatory framework for the autonomy.

With regard to improving tertiary education management, the project would support:

- Purchase of compatible software to enhance the transmission of data and information from institutions to MESRS.
- Capacity-building for education services to strengthen management of the License Master Doctorat (LMD) system offering more choices for students, different academic paths, etc., and student monitoring which could require creating a financial aid and scholarships agency.
- Set up of a fiduciary team (FM and procurement) well-versed in Bank procedures to fulfill the fiduciary responsibilities of the project.
- Support for monitoring and evaluation to monitor the strategy and project.

Improving tertiary education faculty performance: Given current capacity and conditions of Guinean graduate schools, will require partnerships with foreign universities, preferably in the sub-region, would be a necessity. Under these agreements, the student would alternate between the Guinean and partner institution, culminating in a joint degree. To encourage graduates to return to Guinea and quickly enter the CAMES (Conseil africain et malgache pour l'enseignement supérieur) system, a start-up fund would be provided to initiate research and develop a scientific product.

The project would finance:

- Technical support for the definition of university partnership frameworks (technical assistance and study tour);
- Financial support for training and costs incurred by post graduate students during training (travel, research costs, etc.);
- A small start-up fund for graduates upon completion of training; and
- Technical support to conduct an analysis for a medium-term strategy to improve motivation of teachers and researchers.

Financing reforms, with a focus on scholarships: Following the survey of higher education students' living conditions supported by the World Bank, 92.3 percent of students would welcome financial aid/scholarship reform (see summary of results in Annex 3). There is a general consensus on the need to review the grant allocation system. The Government has worked on a number of proposals for allocation reforms to be considered at the policy level. Technical support has been requested for the establishment of the Agency of scholarships. This support could be envisaged in the project only if the government has a clear timetable for reform.

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

Project location will be nationwide

5. Environmental and Social Safeguards Specialists

Upulee Iresha Dasanayake (AFCF1)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	The project is proposed as an EA Category B. It will primarily finance technical assistance, capacity building activities, and re-engineering, equipment, and light rehabilitation of facilities

		made available by the Recipient. It is not expected to have any significant direct, irreversible negative environmental or social impacts. Given the limited number and low-risk topology of works to be supported, the Environmental Assessment safeguard policy (OP/BP 4.01) has been triggered and an Environmental and Social Management Framework (ESMF) has been prepared, reviewed, cleared and disclosed in-country and in the World Bank InfoShop prior to appraisal. The ESMF is designed to meet the World Bank Environmental Assessment requirements under OP/BP 4.01 for civil works contracts with small, localized impacts. The ESMF outlines the safeguard procedures to be followed when conducting the re-engineering, equipment, and light rehabilitation activities proposed under the project.
Natural Habitats OP/BP 4.04	No	The project does not affect or involve natural habitats.
Forests OP/BP 4.36	No	The project does not affect or involve forests or forestry.
Pest Management OP 4.09	No	The project does not involve pest management.
Physical Cultural Resources OP/BP 4.11	No	The project does not affect or involve physical cultural resources.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	No	This policy is not triggered as the potential rehabilitation supported by the project will take place in existing training institutions. There are no encroachers or squatters in or near the stations. Therefore, the project will not require the preparation of a resettlement framework.
Safety of Dams OP/BP 4.37	No	n/a
Projects on International Waterways OP/BP 7.50	No	n/a
Projects in Disputed Areas OP/BP 7.60	No	n/a

II. 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:
<p>The impacts of the proposed project on Guinea are expected to be overwhelmingly positive as it responds to the pressing issue of youth unemployment in the country by improving the skills and the employability of youth. Project activities are not expected to have any significant direct negative environmental or social impacts. The project will primarily finance technical assistance, capacity building activities, and re-engineering, equipment, and light rehabilitation of facilities made available by the Recipient. The minor potential impacts may include inter alia: increased noise, dust, solid and liquid waste, increased vehicular and foot traffic, etc, due to building rehabilitation. The project has triggered one safeguards policy: OP/BP 4.01 on Environmental Assessment. An Environmental and Social Management Framework (ESMF) has been prepared, reviewed, and cleared for public disclosure in-country and at the World Bank InfoShop. The ESMF was disclosed at the World Bank InfoShop on May 06, 2014 and in-country on May 19, 2014. The ESMF provides guidelines to prepare ESMPs as necessary to mitigate potential negative impacts associated with the minor works supported under the project. The general environmental management clauses for civil works rehabilitation will be inserted into the bidding documents and contracts. Detailed Environmental Assessments or Environmental Management Plans, if necessary, would be carried out for all project activities that will trigger them and disclosed in-country and at the World Bank InfoShop before specific rehabilitation civil works start.</p>
2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:
<p>The potential environmental and social impacts are likely to be small-scale, site-specific and thus easily mitigated. There are no indirect or long term adverse impacts expected during project implementation.</p>
3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.
<p>Not applicable</p>
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.
<p>The borrower capacity for safeguards monitoring and implementation is limited. Institutions in charge of environment (Ministry of Energy and Environment) and social affairs (Ministry of Social Affairs and of Women and Children Promotion) are few, often understaffed and with little equipment. As of now, they cannot be considered as familiar with the Bank and Bank-funded projects and procedures. To counteract this, a safeguards specialist is included in the Bank team to provide guidance to the Executive Secretariat and the TTL as the project evolves.</p> <p>As mentioned above, although the direct impacts expected to arise as a result of project activities are likely to be extremely limited in scale and reversible, the borrower has nevertheless prepared an ESMF for the project's re-engineering, equipment and rehabilitation activities under component 1. The ESMF outlines Bank screening procedures to identify, assess, evaluate, mitigate and monitor the impact of the minor works associated with the project. These assessments will involve consultations with key stakeholders and will inform the design of specific ESMPs as necessary. Once the plans have been drafted according to the guidelines provided in the ESMF, public consultations will be held and community systems to handle grievances will be established. All key stakeholders will be sensitized and trained on the mitigation measures.</p>
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The project will target three groups of beneficiaries, broadly: (a) Private sector and SMEs (individual firms and federations); Private sector employers, both SMEs and larger corporations who can potentially employ a large number of Guinean youth; (b) Training institutions; and (c) Individual unemployed youth – including current graduates, labor market candidates, as well as youth ‘trapped’ out of labor market due to prolonged unemployment—i.e. exceeding 2 years—or socio-economic/gender-related constraints. Other key stakeholders include the local communities (urban and rural), tertiary education and TVET students, teachers, school administrators, and ministries for higher education, TVET and employment.

The safeguards instrument governing the project, the ESMF, includes institutional arrangements, and outlines the roles and responsibilities for the various stakeholder groups involved, for screening, reviewing, as well as implementation and monitoring of mitigation measures.

The preparation of the ESMF involved public consultation with the government ministries and a diverse group of stakeholders from the groups mentioned above. The ESMF, prepared through this highly participatory process was disclosed in-country and through the Bank’s InfoShop prior project appraisal. Any subsequent ESMPs will similarly be subject to a discussion and validation with representative groups of these key stakeholders.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	18-Apr-2014
Date of submission to InfoShop	06-May-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Guinea	19-May-2014
<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 type="checkbox"/>] No [<input checked="" 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 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"/>]
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"/>]

III. APPROVALS

Task Team Leader:	Name: Nathalie Lahire	
<i>Approved By</i>		
Regional Safeguards Advisor:	Name: Alexandra C. Bezeredi (RSA)	Date: 07-Aug-2014
Sector Manager:	Name: Peter Nicolas Materu (SM)	Date: 25-Aug-2014