



Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 10-Oct-2018 | Report No: PIDISDSC25530

**BASIC INFORMATION****A. Basic Project Data**

Country Senegal	Project ID P167681	Project Name Senegal Youth Employability Through Informal Apprenticeship	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 10-Oct-2018	Estimated Board Date 21-Nov-2018	Practice Area (Lead) Social Protection & Labor
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance and Budget	Implementing Agency Ministry of Professional Training, Apprenticeship and Craft	

Proposed Development Objective(s)

The project development objectives are to strengthen the apprenticeship system and improve the employability of selected apprentices.

Components

Component 1: Strengthen the system of informal apprenticeship

Component 2: Improve the quality of apprentices' skills formation processes

Component 3: Project management

PROJECT FINANCING DATA (US\$, Millions)**SUMMARY**

Total Project Cost	53.00
Total Financing	53.00
of which IBRD/IDA	53.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	53.00
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IDA Credit

53.00

Environmental Assessment Category

C-Not Required

Decision

The review did authorize the team to appraise and negotiate

B. Introduction and Context

Country Context

1. *Poverty and inequality are widespread in Senegal and limit household's investments in capital and productive capital.* Almost half of the Senegal's population was poor in 2011. After three decades of economic slowdown, the economy started growing, with growth rates of almost seven percent since 2015, which can be expected to lead to some reduction in poverty. Overall, poor households have low human development outcomes. Children aged 7 to 12 from the poorest two quintiles are twice as likely to be out of school than their peers from the wealthiest quintile. Low enrollment rates for poor children translate into weak literacy rates later in life.

2. *Weak labor market outcomes limit the potential of work to lift people out of poverty.* Senegal has a large share of population that do not work, with 41.6 percent of the working age population inactive in 2015, and inactivity is very high among youth, especially women. In addition, the conditions of those who work are often precarious and characterized by underemployment, informality, and low earnings. Youth employment is particularly precarious – only 9 percent of youth are employed in the formal sector, only 6 percent report having a written employment contract, 27 percent experience underemployment, and their incomes are significantly lower than those of adults in the same sectors. As a result, 67 percent of working 15-34 years old are poor despite their work. Prospects tend to be worse for women and, within this group, for younger women. Job creation has been too slow to absorb rising demographic pressures, and this imbalance could worsen. While the share of 15-24 years old was stable since the 1950s and represented about one fifth of the population, demographic growth means that their number continues to increase. About 300,000 of them try to enter the workforce each year starting from 2015, and the number is expected to increase to 400,000 by 2025. Without an expansion of the labor market, a larger share of these labor resources will not be used. The underutilization of youth's productive potential can limit growth, the impact of growth on poverty, and social cohesion.

3. *What factors explain the situation of youth on the labor market?* The formal education system is plagued by problems of coverage and quality. Although education is one of the main determinants of the transition out of poverty, enrollment rates remain low, at 61 percent for primary education, 38 percent for secondary education, and five percent for tertiary level. Among those who attend school, about 40 percent of the children do not finish primary cycle, either because they never go to school or because they are dropping out. Overall, only about 35-37 percent of the children finish the primary cycle and have functional literacy. Technical vocational education shows good employment results but only 7.7 percent of those completing basic education in 2017 had access to it. For most young people, on-the-job training in the informal sector seems to be a key skills acquisition mechanism. Young people working in the



agricultural sector and family businesses report having acquired their skills mostly from their parents and employers. Overall, informal apprenticeship is the most widespread mode of learning in the Senegalese economy, especially among men, both in urban and rural areas. More than a third of young men and 12 percent of young women spent time as apprentices. Prevalence is particularly high for those who started or finished primary school (65 to 80 percent among young men). Young people also often have limited access to productive inputs, particularly funding to invest in productive assets.

Sectoral and Institutional Context

4. *The government has put social protection and employment at the heart of its development plan.* The second pillar of the Plan Sénégal Emergent (PSE) focuses on the construction of a national social protection system to address chronic poverty and protect vulnerable households from shocks. The Government has made a significant effort to develop the national targeting mechanism (RNU, National Unique Registry, *Registre National Unique*). Poverty reduction has been at the center of Senegal's main social safety net, the PNBSF (*Programme National de Bourses de Sécurité Familiale*). While substantial progress has been made to provide social assistance coverage to the poor population, significant gaps remain with respect to employment support programs. Multiple programs have been deployed to support the employment strategy, but they remain fragmented, focus mostly on rural areas, and tend to exclude the most vulnerable and informal. Despite many interventions (57 programs were identified in 2016/7), relatively few young people are being covered, especially in urban areas and non-agricultural sectors. Employment programs have largely lacked the comprehensive focus required to address youths' multiple constraints. The labor market values a broad range of skills: technical, cognitive, and behavioral or non-cognitive skills, which have been increasingly recognized as essential for learning and labor market outcomes. Depending on target groups' constraints, the most effective interventions combine different types of skills training with literacy interventions, technical and financial support, mentoring/coaching, and skills certification, among others. Partial programs have more limited impact, especially for the poor and vulnerable.

5. *Informal apprenticeship is the most prevalent path for skills acquisition for Senegalese.* Informal apprenticeship training represents the most important skills development sub-system in Senegal in terms of numbers of youth served. There are about 418,000 apprentices in informal apprenticeships, against 54,318 students in formal TVET. Informal apprenticeship describes a defined training relationship between an informal master craftsperson/ artisan and a young person. Training is usually long-term but not based on a prescribed curriculum, and learning contents are determined by the kind of work conducted in the workshop. The typical sectors where these units operate are masonry, carpentry, drivers, mechanics and tailoring for men, and hairdressing and tailoring for women. The sector is loosely organized, without strong leadership from the business sector, despite several existing structures including various Professional Associations of Craftspersons (OPAs), Union of Professional Associations of Craftspersons, and Chambers of Trade (CTs, *Chambres de Métier*).

6. There are positive returns to apprenticeship on the labor market, with former apprentices more likely to participate to the labor market (97 percent of former apprentices with primary education have worked in the last 12 months). However, despite its wide acceptance in the informal sector, the quality of skills development through informal apprenticeship training is curtailed by skills limitations of the master craftspersons, especially in relation to modern technology and business practices and low foundational skills (i.e. literacy and math, social-emotional skills). Many apprenticeships take place during long periods, at times beyond what is necessary to acquire the skills of the trade. Furthermore, most apprentices have



no way to convey their skills to informal sector employers either, beyond the word of their master.

7. Improving and modernizing apprenticeship training has become a focus of skills development in Senegal. A new sectoral policy for the education and vocational training during 2012-2015 calls for mainstreaming of informal apprenticeship as part of the technical vocational training. To operationalize the policy, the Ministry in charge of professional training, apprenticeship and *artisanat* (MFPAA) has embarked on key reforms to promote a competency-based approach and dual system in the vocational training as part of what is known as “renewed” apprenticeship (*apprentissage rénové*). In 2014, the ministry initiated a process of deployment of the renewed apprenticeship with the objective to form 10,000 youth throughout the country, with support from the Luxemburg cooperation agency among others.

8. Strengthening informal apprenticeship training in terms of quality and recognition would substantially improve the skills development options for disadvantaged youth, especially from low-income families and with low levels of education. It is considered an effective approach to improve the quality of training by building on its self-governing and self-financing structures, and on its strength for developing work readiness through on-the-job learning. Assessments in other countries have shown that comprehensive approaches to improving the system of informal apprenticeships can also positively impact on the overall productivity of the informal sector. Effective apprenticeship strengthening programs address the development needs of master craftspersons, provide additional foundational skills and social-emotional skills for informal apprentices to learn better, and introduce a process of certification of skills to better signal competencies on the labor market. Broadening the range of apprenticeship options and creating a more conducive learning environment is also important to attract more young women into informal skills development.

C. Proposed Development Objective(s)

9. The project development objectives are to strengthen the apprenticeship system and improve the employability of selected apprentices.

Key Results

10. The project’s performance in achieving its development objective will be measured through the following indicators:

- A national framework for certifying competencies acquired through informal training is operational
- Number of complete referentials and guides produced or revised
- Number of youth obtaining skills certification after informal apprenticeships, by gender
- Percentage of apprenticeship completers who are employed or self-employed 6 months after certification, by gender

11. The main beneficiaries are young apprentices aged between 15 and 25 engaged in informal apprenticeship. The indirect beneficiaries are the master craftspersons and the Professional Associations of Craftspersons (OPAs). The project aims at training 32,000 apprentices with the goal of certifying at least



24,000 apprentices and strengthening the pedagogical and technical skills of 8,000 master craftspersons in 8,000 workshops (on average 4 apprentices per workshop over the project period). The project will also consider enrolling a small number of youth (up to 10 percent) who are not in the apprenticeship system and are out of school and illiterate. Around 136 Professional Associations of Craftspersons (OPA) will also benefit as indirect beneficiaries from capacity building for them to play a central role in strengthening the sector, especially in the certification of informally acquired competencies and skills. Indirect beneficiaries are also the future generations of apprentices trained by the same masters who have seen their skills and capital upgraded, as well as future apprentices who could take advantage of the competency-based certification system. The project activities focus on poor and vulnerable areas in the country's 13 regional capitals and four departments in the Dakar region. The choice of location reflects the wish to complement the interventions targeting youth already taking place in rural areas (see section on sectoral context). Moreover, informal apprenticeship is more prevalent in urban area and especially in Dakar.

D. Project Description

12. The project aims to improve the quality and relevance of informal apprenticeship, building on its self-governing and self-financing structures, to boost the employability of young people relying on this system to acquire skills and become gainfully employed. The project will include three components: (i) Strengthen the national system of informal apprenticeship; (ii) Improve the quality of skills formation of apprentices; and (iii) Project management.

Component 1: Strengthen the system of informal apprenticeship (US\$ 13.2 million)

13. This component aims to strengthen the national system of informal apprenticeship by addressing constraints in selected regulatory and support functions that impact on the quality of training delivery and management effectiveness in the system by financing key investments in:

- *Analysis and selection of trades.* The Project will formulate objective criteria for the selection of promising trades, including criteria related to the trade's potential for job creation, productivity and earnings; geographical distribution; ability to integrate a large number of apprentices; and potential to attract young women¹. To ensure rapid implementation, the project will select its first six trades within the 20 trades for which some competency-based training programs already exist, before opening the field to other trades.
- *Development of integrated competency-based training programs for selected trades.* For each trade, it is essential to define the industry-validated competencies that apprentices have to master and develop instructional material to facilitate learning and certification². This process is participatory, and involves training experts, content developers, industry representatives, and professional associations, among others.
- *Development of certification system for informally-acquired competences and occupational skills.* The project will support the development of a system to allow apprentices and craftspersons to demonstrate their vocational knowledge and skills. Certification with institutional, professional, and societal recognition can play a significant role in easing a worker's entry into labor markets

¹ Likely to include clusters in the metal work, auto mechanic, electrical, woodwork, hairdressing and tailoring trades.

² A "competency" is defined as a set of knowledge, abilities and behaviors required to exercise a function, activity or task in a given situation and according to a certain level of performance.



and quality jobs (“visa for work”) and providing access to formal education and training³. The certification will be anchored in the existing system of Certificate of Professional Aptitude (CAP).

- *Periodic organization of examinations for certification.* The project will support the certification of young apprentices and VAE of master craftspersons. By the end of the project, the certification system set in place should be open not only to apprentices that have been directly involved in the program, but to all free candidates.
- *Capacity building of key actors.* The project will support the strengthening of the capacity of the government to regulate, guide, monitor and provide oversight of the informal apprenticeship sector.
- *Promotion of apprenticeship as an accepted and worthy mechanism for skills acquisition.* The project will support a process of promoting informal apprenticeship, including by highlighting the new opportunities to get skills certification and promoting the inclusion of women in non-traditional occupations.

Component 2: Improve the quality of apprentices’ skills formation processes (US\$ 35.2 million)

14. This component aims to improve skills formation for youth and supporting the apprentice’s transition to gainful employment, through a series of activities:

- *Strengthening the pedagogical and technical skills of master craftspersons.* Both pedagogical and technical (including knowledge about modern technologies) skills of masters are critical for apprentices to effectively learn and acquire high-level and up-to-date skills in their field. The project will support pedagogical training including on the use of competency-based instructional material (guides for masters and apprentices) developed under component 1. The project will support the provision of training to masters by specialized training providers competitively selected. As part of these trainings, master craftspersons will be sensitized about basic principles of personal safety, gender sensitivity, and environmental management aspects.
- *Providing capital grants to upgrade the technology in informal workshops.* This grant (up to US\$2,000) will help master craftspersons upgrade their workshops’ technology and is expected to increase the workshops’ level of production; the productivity of employees and apprentices; as well as the skill level of apprentices (indirect effect through technology upgrade).
- *Strengthening the literacy, social emotional, and business skills of apprentices.* To ensure master craftspersons let their apprentices participate, the scheduling will minimize disruptions to workshop activities. Literacy classes will be offered to apprentices who express interest, under a partnership between the MFCAA and the Directorate for Alphabetization and National Languages (DALN) in the Ministry of Education and as part of the existing national literacy system. To facilitate entry in the labor market, the project will provide youth with training in social emotional skills, including self-confidence, emotion management, empathy, conflict resolution, communication, leadership, problem solving, goal-setting, decision making, and gender roles. The business management training will provide young people with an understanding of how to develop a business. As part of the training, youth will also benefit from career guidance, followed by monitoring visits within six months after apprenticeship completion. The project will finance

³ Werquin, P. (2010), *Recognising Non-Formal and Informal Learning: Outcomes, policies and practices*, OECD, Paris.



the curricula development and the training of trainers; while 3FPT will finance the actual training provided by competitively-selected providers. ONFP will be responsible for the quality assurance.

- *Providing financial assistance to enable youth to embark on the path of self-employment.* Two grants will be provided to apprentices. First, an economic inclusion grant will be provided to young apprentices after completing the business management skills training (one-off cash grant of about US\$200 on average, with a 50 percent premium for women), to increase young people's access to economic opportunities. Second, a performance grant (additional grant of US\$170 on average) will be provided to apprentices who have obtained the validation of their skills.

Component 3. Project Management (US\$ 4.6 million)

15. The component will support project management, including fiduciary matters, communication, planning, monitoring and evaluation. It will support the different positions including project coordinator, fiduciary staff, and technical experts for various areas including training, validation and recognition of competencies, MIS, M&E, and communication. As part of the monitoring and evaluation it will finance various consultancies to carry out spot checks, process and implementation assessments, beneficiary satisfaction surveys, as well as an impact evaluation. It will also finance annual audits as well as independent assessment of achievement and quality of the competency-based training programs realized by the ONFP which is be subject to output-based disbursement.

E. Implementation

Institutional and Implementation Arrangements

16. The project will be implemented by the Ministry of Vocational Training, Apprenticeship, and Craftspersons (MFPAA). An institutional capacity assessment of the MFPAA has been prepared during project preparation and confirmed that, while the ministry has the capacity to implement projects with external financing, there are several weaknesses in terms of planning and budgeting practices, information systems and data management, competitive procurement, contract management and quality assurance, and monitoring and evaluation. The project will support technical assistance to strengthen capacity and address these weaknesses during implementation. Moreover, the project will use the same fiduciary arrangements as the one currently used by the Skills for Jobs and Competitiveness Project (P145585)

17. A project technical committee led by the Secretary General of MFPAA will provide the main strategic directions and oversee the implementation (Diagram 1). The committee will be composed of the directors of the relevant directorates in the MFPAA (Apprenticeship; Exams and Certification; Artisanat; and General Administration and Equipment), the directors of 3FPT and ONFP, director of the Department of Alphabetization and National Languages, and a representative from the Ministry of Women. The committee will be responsible for overall planning, coordination between various departments, review of progress and financial reports and audits, promoting the use of the new tools and systems developed by the project, and external communication and project branding. The Directorate of Apprenticeship will ensure the permanent secretariat of this committee.

18. A project implementation team led by a dedicated project coordinator working under the direct supervision of the Secretary General of MFPAA will be responsible for day to day planning of activities in



coordination with relevant directorates, implementation of project activities, operational monitoring, and progress and financial reporting. The team will be comprised of one dedicated staff assigned from the relevant directorates in MFPA, 3FTP and ONFP; and specialists and temporary experts hired with project funding.

19. The project will use an output-based disbursement mechanism to finance ONFP for the development of complete sets of trade specific competency-based training programs (to include the trade and job analysis, definition of competencies, training framework, certification of competences, trainer's manual and learner's guide among others). The ONFP already has a methodology to develop these programs including a detailed breakdown of unit costs, which has been in use for some time. The detailed procedures for the output-based disbursement and the verification of achievement will be described in the project implementation manual.

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

The project activities focus on poor and vulnerable areas in the country's 13 regional capitals and four departments in the Dakar region. The choice of location reflects the wish to complement the interventions targeting youth already taking place in rural areas.

G. Environmental and Social Safeguards Specialists on the Team

Lucienne M. M'Baipor, Social Specialist
Fabienne Anne Claire Prost, Environmental Specialist

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	
Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	



Projects on International Waterways OP/BP 7.50	No
Projects in Disputed Areas OP/BP 7.60	No

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:

There are no safeguard issues or negative impacts associated with the proposed project.

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

There are no negative indirect or long term impacts associated with anticipated future activities in the project area.

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.

There are no safeguard issues associated with 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.

n/a

B. Disclosure Requirements

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

NA

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?

NA



All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

NA

Have costs related to safeguard policy measures been included in the project cost?

NA

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

NA

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

NA

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APPROVAL

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