

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA12056

Date ISDS Prepared/Updated: 21-Feb-2015

Date ISDS Approved/Disclosed: 12-Jan-2015, 23-Feb-2015

I. BASIC INFORMATION

1. Basic Project Data

Country:	Kazakhstan	Project ID:	P150183
Project Name:	KZ SKILLS AND JOBS PROJECT (P150183)		
Task Team Leader(s):	Keiko Inoue, Mohamed Ihsan Ajwad		
Estimated Appraisal Date:	26-Jan-2015	Estimated Board Date:	31-Mar-2015
Managing Unit:	GEDDR	Lending Instrument:	Investment Project Financing
Sector(s):	General education sector (50%), Other social services (50%)		
Theme(s):	Education for the knowledge economy (50%), Improving labor markets (50%)		
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:	137.00	Total Bank Financing:	100.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			37.00
International Bank for Reconstruction and Development			100.00
Total			137.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

To improve employment outcomes and skills of target beneficiaries and to improve the relevance of technical and vocational education and training and higher education programs.

3. Project Description

The estimated total project cost is US\$137 million. The project will contribute to the higher level, national goal of diversifying the economy and increasing the productivity and earning capacity of the

working age population. The total duration of the project is five years, and a phased-in approach is built into the project design to allow activities that are ready to proceed with implementation. Component 1 builds on the experience of the Technical Vocational Education Modernization Project (see lessons learned in Section C and further details in Annex 2) and thus will launch upon project effectiveness. Component 2 will start with a pilot, followed by gradual scaling up after a thorough evaluation.

Component 1. Building the Foundation of a National Qualifications System (Total US\$14m). The purpose of this component is to enhance the institutional capacity for improving the relevance of technical and vocational education and training (TVET), higher education, and in-service training. This will be achieved by establishing the key building blocks of a national qualifications system that is well aligned with labor market demands. Those key building blocks are: Occupational Standards, Educational Standards and Curricula, and Qualifications Assessment and Certification.

Sub-component 1.1. Enhancement of occupational standards, including improvement of approval and updating processes (US\$5m). This Sub-component will support the following specific activities: (i) development of a national classification of occupations; (ii) carry out a review of existing regulatory framework to identify gaps for adjustment; (iii) conduct a harmonization of the processes and methodologies for the development and approval of the occupational standards, including the development of occupational qualifications cards; and (iv) maintain a national repository of occupational standards with technical capacity built for maintenance and oversight.

Sub-component 1.2. Development and implementation of a framework to review and update the educational and training standards and curricula for technical and vocational education and training and higher education (US\$5m). The Sub-component will support the following activities: (i) review of international experiences and ongoing pilots on quality assurance practices for providers and modernization of educational and training standards and curricula within the context of the NQF; (ii) carry out the competitive selection of developers of educational and training standards and curricula of TVET and higher education, (iii) develop a framework for regular review and update of educational and training standards and curricula of TVET and higher education; and (iv) define the measurement of the learning competencies of national education and training programs by module and by curriculum. A national body will coordinate this effort through a competitive selection of developers in accordance with established criteria to assure quality and cost effectiveness. This process will be adopted in higher education on a pilot basis with a small number of universities/institutes in a limited number of program areas.

Sub-component 1.3. Development of a roadmap for establishing an independent qualifications assessment and award system through the provision of technical support for piloting sector-specific skills testing and professional certification (US\$4m). The Sub-component will support the following activities: (i) provide advisory support to pilot sector-specific skills testing for assessing and recognizing competency for levels 1-4; (ii) launch a pilot program for the creation of professional certification bodies and mechanism for a select number of professions, selected based on criteria in the POM; (iii) align higher education qualifications to the NQF; and (iv) evaluate pilot programs and develop a roadmap and capacity for establishing an independent national qualifications authority with responsibility for promoting the NQF, guiding the development of new standards and curricula, awarding qualification diplomas, and establishing quality assurance practices among providers at all levels.

Component 2. Enhancing Skills for Improved Employment Outcomes and Productivity (Total US

\$110m). The purpose of this component is to provide relevant workforce training to unemployed persons, unproductively self-employed persons, and current employees in need of training, all identified and selected in accordance with the criteria set forth in the POM.

Sub-component 2.1: Improvement of public employment services for unemployed and unproductively self-employed people (US\$33m). This Sub-component aims to improve employment services for unemployed and unproductively self-employed people, especially through enhanced use of the LMIS. Employment services have traditionally focused on the needs of unemployed people, and therefore, expanding the mandate of EC or EU to serve unproductively self-employed people better will require that staff understand the labor market challenges that are specific to this group. Two key activities are supported. First, it supports the design and implementation of an action plan to improve and expand public employment services through the EC or EUs, including in rural areas, based on an assessment of current capacity to serve both unemployed and unproductively self-employed people (in accordance with the POM), including addressing gaps in staffing, capacity and qualifications, furniture, and equipment. In particular, the project will focus on training of EC or EU staff to ensure that they are able to deliver improved employment services to both unemployed and unproductively self-employed people. Second, it supports the improvement of the capacity of EC or EU to provide better advice to beneficiaries through introduction of a profiling tool, strengthening of the existing LMIS to enhance the information available to EC or EU staff, and training of staff to adopt a more proactive approach to public employment service provision. Rural areas will also be connected to the LMIS and, hence, jobseekers in remote areas will be able to benefit from job matching and information about other employment services.

Sub-component 2.2: Improvement of the relevance of workforce training (US\$17m). This Sub-component aims to identify and assess existing workforce training providers, and where needed build capacity of providers which have the potential but require support to provide more relevant training. Activities targeted to workforce training providers include: (i) review of the regulatory framework concerning workforce training provision; (ii) development of an inventory of workforce training providers; (iii) assessment of relevance of workforce training and, on the basis of such assessment, development of a list of pre-qualified workforce training providers; and (iv) provision of support to workforce training providers to improve the relevance of training delivery, including through the provision of technical assistance and goods. The training providers on the pre-qualified list will provide training to unemployed, unproductively self-employed, and current employees under Sub-component 2.3. Both public and private training providers are eligible for support, however, only public providers are eligible for goods. Evaluations will be conducted to assess the outcomes of the training, the results of which will be made publicly available to address the dearth of information on the relevance of workforce training.

Sub-component 2.3: Establishment and implementation of a skills enhancement training program (US\$60m). This Sub-component establishes and then finances training offered through the Skills Enhancement Training Program (SETP), which applies a demand-driven approach to financing training activities to target beneficiaries. The SETP will first be piloted in three regions and then rolled out nationally. The pilots will be evaluated and lessons learned will be used to improve operational guidelines and procedures. During the pilot, different approaches will be tested to improve incentives to invest in training and align the supply of skills with the demand; these may relate to different mechanisms for targeting/selection of beneficiaries and firms, contracting and payment (including performance-based pay) to training providers, and management and implementation guidelines for the SETP. Two types of training packages will be offered through the SETP: (i) packages for the unemployed and unproductively self-employed and (ii) packages for

current employees in need of training.

Component 3. Project management and monitoring and evaluation (Total US\$13m). This component will support project management, monitoring and evaluation activities, and operating costs. A Project Management Unit (PMU) will be financed within the MHSD to manage the day-to-day implementation of the project. The project will finance expenses related to the sufficient implementation and monitoring and evaluation of the project, including goods, consultants' services, training, and operating costs. A full list of project-related evaluations is included in Annex 2. This component will also ensure that the activities outlined in Component 2 benefit the hard-to-reach and vulnerable population, that stakeholder feedback is regularly gathered and integrated into the design, and that good practice and lessons learned are widely shared. In particular, the component will support the development and implementation of: (i) an Information and Communication Campaign, (ii) a Feedback and Resolution Mechanism, and (iii) an Awards of Excellence Program. ment and implementation of a framework to review and update the educational and training standards and curricula for technical and vocational education and training and higher education (US\$5m). The

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

The project is expected to cover multiple locations throughout Kazakhstan.

5. Environmental and Social Safeguards Specialists

Lola Ibragimova (GSURR)

Rustam Arstanov (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The project does not foresee financing civil works. However, civil works may be launched once project interventions commence, particularly civil works financed by other sources that include upgrading of EC, EU, or training provider facilities. Potential environmental impacts associated with the above interventions are minor, short-lived, and primarily limited to the project sites (except for movement of equipment and materials to/from the site). These issues are primarily dust, noise, disposal of waste material and/or older equipment, some traffic disruption (depending upon specific location), worker safety (e.g. works at height), etc. All these impacts are addressed with good engineering and construction practices and with mitigation measures specified in the project Environmental Management Plan (EMP) checklists. An EMP checklist with project description and potential environmental issues related to rehabilitation as well as typical mitigation measures was disclosed on the website of the MHSD and the Infoshop on December 19, 2014.</p> <p>The Safeguards Policies are also relevant for</p>

		Component 1 in that the educational standards and the certification standards developed under the project should incorporate environmental and social Safeguards aspects that are relevant to the fields in question (notably for the pilot of sector-specific skills testing and certification centers, environmental and social sustainability and protection are important elements to include in capacity building and certification/standards processes).
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	No resettlement or land acquisition is envisioned under the project, thus OP 4.12 is not triggered. The client agreed to ensure that any minor works requiring upgrading of existing facilities will be done within the footprint of existing facilities. The POM will incorporate screening checklist to ensure compliance.
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/ BP 7.60	No	

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>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> <p>Most of the potential impacts are limited to small scale construction works and might include occupational health and safety issues (works on height, limited access/ regress, working with asbestos, noise and vibration, dust), waste management and traffic safety.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>The overall social and gender impacts of the project are expected to be positive, especially in terms of enhanced employment outcomes. Project activities will pay particular attention to vulnerable groups, including the unemployed, unproductively self-employed, and current</p>

<p>employees. The project is expected to have a positive impact on women's employment outcomes by matching them with training programs that will lead to higher earnings and productivity jobs once the profiling tool is functioning. Rather than reinforce norms about what is considered desirable skills for vulnerable groups, including women, the project will ensure that they have access to better information about labor market opportunities and more relevant training, therefore more control over their own career choices. The results of project interventions will be monitored using gender-disaggregated data. The project is expected to have an ongoing positive impact on employment outcomes for the beneficiaries and can therefore potentially have a large impact on shared prosperity.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p>
<p>No alternatives were considered at the appraisal stage since the exact nature of activities is not known. Should the activities, once known, include a potential significant impact alternatives will be considered.</p>
<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>
<p>The borrower has developed a Checklist Environmental Management Plan (EMP) which includes the assessment and typical mitigation measures for major activities associated with the refurbishment works. In case, any of the project activities will be related to civil works, site specific EMPs shall be developed. This is the first World Bank project for this particular unit in the Ministry of Healthcare and Social Protection that triggers Environmental Policies. Should site-specific EMPs be required, technical environmental, health, and safety knowledge shall be provided by the environmental professional(s) who will be involved by the borrower presumably from the other related agencies (environmental protection, emergency management) who have a relevant expertise. The final EMPs will be reviewed and approved by the environmental safeguards specialist in the Task Team. The PMU will include a designated specialist to ensure the POM compliance with the social screening checklist and provide regular monitoring and oversight.</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p>
<p>Checklist EMP was posted on the website of the borrower on Dec 19th, 2014. Two weeks timeframe was given to the general public to comment on the document.</p>

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	11-Dec-2014
Date of submission to InfoShop	19-Dec-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
"In country" Disclosure	
Kazakhstan	19-Dec-2014
<p><i>Comments:</i> The Checklist EMP was disclosed at the following URL in Russian and Kazakh: http://www.mzsr.gov.kz/node/319236. At PCN stage, the decision was taken to require the MHSD to publicly disclose the document on its website, with an invitation for comments and questions, for at least one week prior to completion of appraisal. The document was disclosed on December 19 and as of February 19, 2015, no comments or questions have been received.</p>	

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 checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input type="checkbox"/>]
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 type="checkbox"/>]	No [<input type="checkbox"/>]	NA [<input checked="" 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(s):	Name: Keiko Inoue, Mohamed Ihsan Ajwad	
<i>Approved By</i>		
Practice Manager/ Manager:	Name: Mario Cristian Aedo Inostroza (PMGR)	Date: 23-Feb-2015