



Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 18-Jan-2018 | Report No: PIDISDSC23201



BASIC INFORMATION

A. Basic Project Data

Country Eastern Africa	Project ID P163399	Parent Project ID (if any)	Project Name East Africa Skills for Transformation and Regional Integration Project (EASTRIP) (P163399)
Region AFRICA	Estimated Appraisal Date May 07, 2018	Estimated Board Date Oct 30, 2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance and Economic Cooperation, Ministry of Finance, Planning and Economic Development, Ministry of Finance and Planning, The National Treasury	Implementing Agency Ministry of Education, Ministry of Education and Sports, Ministry of Education, Science and Technology, Ministry of Education, Science and Technology	

Proposed Development Objective(s)

To improve the quality and relevance of skills produced to support regional economic corridors and to deepen regional harmonization of TVET standards and qualifications in selected sectors.

Financing (in USD Million)

Financing Source	Amount
International Development Association (IDA)	270.00
IDA Grant	30.00
Total Project Cost	300.00

Environmental Assessment Category B-Partial Assessment	Concept Review Decision Track II-The review did authorize the preparation to continue
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Other Decision (as needed)

B. Introduction and Context

Regional Context

1. **Sub-Saharan Africa (SSA) has experienced remarkable growth over the last 15 years.** Gross Domestic Product (GDP) grew at an annual rate of 3.6 percent in 2000, and reached 5.4 percent in 2010. The growth rate, however, fell to just under 3 percent in 2015 and dropped further to 1.4 percent in 2016. A sharp decline in commodity prices accounted for much of the decline, placing several of the region's larger countries under severe strain. Additionally, a few countries in Eastern and Southern Africa experienced a severe drought caused by El Nino that prompted a decline in agricultural production and cutbacks in hydroelectric generation. However, the global economic outlook has since improved to support a recovery in the region and regional growth is projected to reach 2.6 percent in 2017.

2. **SSA faces serious challenges to maintaining sustainable and inclusive economic growth.** These challenges include limited diversification in the economic structure that makes the economy vulnerable to price fluctuations in primary agriculture and oil and gas products. The recent slowdown serves as another reminder of the importance and urgency of economic diversification in Africa. Contributions to GDP from service, agriculture, and industry (including extractives and manufacturing) averages about 50:20:30 percent respectively. Africa's industrial development has been stalled for some time. The share of manufacturing output remains low at about 16 percent. Traditional agriculture and the provision of services continue to dominate the structure of African economies. Low productivity further impedes the industrial transformation.

3. **African countries have shown strong commitments to transformation of the continent through industrialization.** National leaders have taken several major initiatives. The 2008 Africa Union Summit adopted the theme, "the industrialization of Africa" which endorsed and adopted a Plan of Action for accelerating industrial development in Africa. In September 2016, the G20 Summit pledged support to the Africa industrialization Action Plan from developed nations as well as China. China is Africa's largest trading partner and has undertaken steps to support the continent's industrialization drive through expanding investments and financing large infrastructure projects. In December 2015, China signed over 250 bilateral agreements with 53 African countries committing to invest over US\$ 60 billion in development projects in Africa over the following three years.

4. **Regional integration is a key development and transformation strategy for Africa.** The small, sparsely populated, fragmented, and often isolated economies across Africa make a compelling case for these economies to integrate regionally to create larger markets, reduce barriers to trade and mobility of labor, and to continue and accelerate economic growth and poverty reduction. The continent registers the lowest percentage of trade within the region worldwide – a mere 12 percent of total exports take place within Africa, compared with 25 percent in ASEAN nations and over 60 percent in the European Union. Regional integration has been an important development agenda for Africa since independence. The East Africa Community (EAC) embraces broad strategic regional integration goals of customs union, common market, monetary union, and political federation. More recently, the regional integration agenda was featured prominently in the African Union's



Agenda 2063 with an aspiration of being an ‘integrated continent with free movement of people, goods, capital and services and infrastructure to promote integration’.

5. **Regional economic corridors and sector markets are two strategic pathways that can help unlock growth potential and grow the economic pie for Africa by making the region more attractive for investment.** Recognizing the key role regional corridors play to stimulate intra-regional and global trade and foster market integration, African countries have rolled out several initiatives including the Northern Corridor Integration Project (NCIP) and agriculture product corridor. Simultaneously, it has been increasingly emphasized that market integration is critical for smoother and faster trade flows and cost reduction, thereby creating employment, industrial linkages, economic diversification and structural transformation. Some sectors may provide opportunities to develop regional markets; regional power pools; digital and telecom markets; financial services; and the market for skilled and semi-skilled labor. Specifically, it would involve improving the supply and addressing the regulatory, policy and institutional barriers to larger regional markets.

6. **The Northern Corridor Integration Project (NCIP) in East Africa seeks to open markets and support trade by providing a transportation gateway through Kenya to landlocked countries like Ethiopia, Rwanda, Uganda, and South Sudan.** The NCIP also serves Tanzania. The concept of the NCIPs was adopted in 2004 to promote regional cooperation in trade, monetary policies, energy, transport, tourism, culture, environment, information and communication technologies, as well as in telecommunications, with an emphasis on railways, oil pipelines, submarine cables and optic fiber network connections. Key NCIP projects include the construction of the standard gauge railway, regional power trade, the strengthening of a single customs territory and collaboration of infrastructure technology including regional mobile financial services and the implementation of the one area network. The NCIP activities have been grouped into sixteen clusters coordinated by Kenya, Uganda, and Rwanda (listed in Table 1).

Table 1: Clusters of Northern Corridor Integration Projects

<i>Coordinated by Kenya</i>	<i>Coordinated by Uganda</i>	<i>Coordinated by Rwanda</i>
Power generation, transmission and Interconnectivity	Standard Gauge Railway ICT infrastructure	Immigration, Tourism, Labor and Services
Crude Oil pipeline development	Oil refinery development	Single customs territory
Refined petroleum products and pipeline	Political federation	Mutual defense cooperation
Commodities exchange	Financing	Peace and security cooperation
Human resource capacity building		Air space management
Land		

Data source: Northern Corridor Integration Projects website: <https://www.nciprojects.org/about/about-us>

Individual countries in the East Africa and NCIP block also identify other sectors which may not be specifically in the NCIP cluster, but would benefit from the regional markets. In the case of Ethiopia, for example, the government’s Growth and Transformation Plan (GTP) Phase II emphasizes on the economic sector priorities that have high demand for workers due to the establishments of Industrial Parks but don’t have the capacity to deliver due to lack of centers and facilities to provide quality training. The Ethiopian Ministry of Industry has projected the need for about 400,000 skilled workers for textile leather & garments and agro-processing alone.



A regional centers of excellence approach to skills development

7. **The ongoing economic transformation of Sub-Saharan Africa is boosting the demand for a skilled workforce to manage and maintain newly developed infrastructure and services and expand trade with exports.** However, there is a large gap between the demand and supply of skills required for today's labor market, let alone for the future. While significant gains have been made in access to secondary education, only 36 percent of qualified students are enrolled. In higher education, only 6 percent of the eligible age group are enrolled compared with the global average of 25 percent.¹ Among those enrolled in higher education, less than 30 percent major in science, health, ICT and engineering programs. According to the 2015 World Bank Enterprise Surveys, over 25 per cent of the formal firms surveyed in sub-Saharan Africa identify an inadequately educated workforce as a major constraint, and over 29 percent of all production workers are rated unskilled workers by these firms. Developments in East Africa promoting greater regional integration provide an opportunity to adopt a regional approach to skills development. The impetus for regional collaboration in East Africa has become stronger with the launch of the Northern Corridor Integration Projects (NCIP).

8. **Harmonization of education standards and qualifications is an important component of the regional integration agenda.** The free movement of persons and related rights on entry, residence and establishment is an essential pillar of the long-term goal of the Abuja Treaty to create a continental free trade area and common market. Movement of persons and labor would complement (and foster) mobility of capital - foreign direct investment (FDI) and domestic business creation - which often requires movement across borders of entrepreneurs and high-skilled managers, professionals and technicians, and skilled crafts and trades workers. People and labor mobility would also facilitate specialization in goods and service sectors where member states may have a comparative advantage, such as in extraction of mineral resources, manufacturing, tourism, education and professional services. The protocols of the free movement of persons have been progressing, but the mutual recognition of qualifications remains a work-in-progress. The Regional Economic Communities (RECs) need to make additional efforts to ratify and implement protocols. Member states in the EAC signed mutual recognition agreements (MRAs) on skills qualifications as part of negotiations on the EAC Common Market Protocol, but it focuses mostly on high skilled workers (several professional service sectors), and not much on medium skilled / low skilled workers².

9. **The NCIP initiative has a special focus on building skills that sets it apart from many other regional integration projects.** In each country, ensuring that a skilled workforce is available to manage and maintain the infrastructure and services provided by these projects is key to the success of the NCIP. At the regional level, a collaborative skills development approach can ensure the harmonization of standards and qualifications for the NCIP related occupations and promote regional integration by facilitating student and labor mobility. Recognizing the critical importance of skills to the success of the initiative, the NCIP heads of state have begun establishing sector skills councils and identifying centers of excellence that could promote skills development for the key infrastructure projects as well as the sectors that are expected to grow in the region through trade and exports. In 2013, a new cluster of priority activities was established – The Human Resource Capacity Building

¹ The Africa-America Institute. *State of Education in Africa Report 2015*. New York, NY. <http://www.aaionline.org/wp-content/uploads/2015/09/AAI-SOE-report-2015-final.pdf>

² See *The East African Community Common Market (Free Movement of Workers) Regulations Annex II*.



(HRCB) Cluster³ – with the aim of building capacity for the Railways, Energy, Petroleum, and Information and Communication Technology. The HRCB Cluster, chaired by Kenya, was tasked to identify priority skills areas for development through a comprehensive skills audit.

10. **Regional cooperation in skills development can complement initiatives like those of the East African Community to harmonize labor markets and provide for the portability of skills within the region and beyond.** Creating a small number of Regional Skills Centers of Excellence serving NCIP sectors in participating countries can spread the cost of what would otherwise be costly training investments for each country, and at the same time, through demonstration help inform and guide the broader array of national TVET reforms in these countries. These Skills Centers of Excellence can serve the training needs of major regional infrastructure projects, reduce skill constraints for regional integration activities, and open the door for many to skills that lead to productive employment.

11. **The Regional Skills Centers of Excellence (RSCE) approach can provide the urgently needed capacity and leadership at the provider level to improve service delivery and at the same time propel system-wide reforms through demonstration and networking.** Over the last decade, there has been a wave of attempts to revamp the TVET systems in Africa, with prominent focus on establishing national TVET legal and regulatory framework, quality assurance, and top level mechanisms to work with private sector. On balance, however, it seems that less attention has been devoted to direct institutional capacity building at the provider level, benchmarked to regional or international standards. A recent training provider assessment in Kenya revealed a general lack of updated training facilities, most instructors with little industry experience, and graduates of these institutions have difficulty finding employment. About half of them find employment with an average monthly income of US\$175. A regional centers of excellence approach can complement the existing national programs and efforts and serve as critical catalyst for systemic reforms and generation of good practices in center governance, management, training programs, delivery modalities, through demonstration and networking effects. For example, in Uganda, there is an ongoing national skills development project to address supply side constraints at the national level. A second youth employment project focuses on improving the demand for skills training. The new proposed regional Project will focus on a few selected centers and taking them to become regional centers of excellence supporting NCIP. The three projects, while focusing on different segments of the skilling sector and targeting different beneficiary groups, intend to improve access to and the quality of skills available to the workforce in Uganda.

12. **Globally, the centers of excellence approach has been used in different sectors including in the TVET sector that has been proven effective in not only serving the short term needs of skills provision but also in catalyzing national reform and in injecting dynamism to the system.** For example, the Korean government, as recently as 2010, converted a selected number of high schools into Meister Vocational High Schools that partner with companies in specific industries to create educational experiences tailored to the needs of the workforce. Currently about 20 Meister Vocational High Schools are developing specialized skills jointly with industries. In the early 2000s, to reorient the TVET system to become more demand driven and relevant, the Chinese Ministry of Education designated 100 model tertiary TVET and 1000 model secondary TVET schools as national champions for TVET reform and provided concentrated financial and technical assistance to these schools. These schools pioneered various mechanisms in school governance, linkage with industries, incentives for instructors to promote relevant TVET programs which are not being replicated by other TVET providers, both

³ Information received from Mr. Nelson Gitau, Directorate of TVET, Ministry of Education, Kenya. April 2017.



public and private. A model of centers of excellence has been working well in the context of Africa. 46 centers were established across Africa in higher education and research sub-sector, and the progress has been made in terms of the expansion of student enrollments in the short term, master and doctoral programs that have a close linkage to the industry and the excellent and relevant applied researches, meeting global standards.

Relationship to CPF

13. **The proposed East Africa Skills Centers of Excellence Project aligns well with the Country Partnership Strategy in the proposed countries.** It will complement the ongoing World Bank financed projects that complement national initiatives on skills development in three broad ways: (i) strengthening an on-going national operation to promote skills through a regional collaboration element; (ii) support priority growth sectors; and (iii) leverage regional collaboration and public goods to raise youth employability and skills.

14. **The network of Regional Skills Centers of Excellence, to be strengthened under the proposed Project, will develop skills in priority sectors and strengthen country level strategies and investments in infrastructure, transportation, energy, and other priority sectors.** These are in line with the existing landscape of infrastructure development initiatives and investments in the proposed countries. Some of the ongoing World Bank financed projects that are expected to benefit from the proposed project focusing on NCI areas include (a) the infrastructure quality development, rail transport, and energy sector development projects in Ethiopia; (b) energy, transport, and skills development projects in Uganda, (c) electricity expansion, youth employment, infrastructure and transportation projects in Kenya; and (d) transport, energy and skills development projects in Tanzania. To align the Project with these ongoing projects, the Project team will work closely with sector specialists within the World Bank as well as from the Project countries (See Annex for Project Preparation Action Plan)

15. **The Project will also be part of the Regional Integration Assistance Strategy** that emphasizes investment in regional infrastructure, economic integration, and regional public goods. It is fully aligned with Pillar 1 of the *World Bank's Africa Strategy*⁴ that focuses on strengthening competitiveness and employment through producing quality highly skilled human resources for priority growth sectors. The economic analysis summarizes the expected benefits of the Project on the Bank's twin goals of ending extreme poverty and shared prosperity, which coordinates interventions for regional public goods. The strategy foresees the proposed operation to facilitate economies of scale in the use of facilities, equipment, and staff in specialized fields; to share innovations and good practices in teaching and learning; and to enhance cross-border research networks. In addition to addressing the issues of skills gaps in the region, the proposed Project will also try to address the specific regional integration challenges (for instance, harmonization of standards and qualifications) that were identified by different analytical work and through the dialogue with stakeholders. The participating African countries expressed their interests and commitments to address such challenges through the Project as part of their on-going efforts. The proposed Project will complement the Bank efforts to support the regional integration agenda, by adding extra resources and efforts to the existing but a small share of education lending portfolio (currently about 5 percent of overall regional lending portfolio).

⁴ World Bank. 2011. Africa's future and the World Bank's support to it. http://siteresources.worldbank.org/INTAFRICA/Resources/AFR_Regional_Strategy_3-2-11.pdf



16. **The proposed Project also complements the Bank’s ongoing regional initiatives to support skills development in Sub-Saharan Africa.** This includes the Partnership for skills in Applied Sciences, Engineering and Technology (PASET), which seeks to build the technical and scientific skilled labor force for priority sectors from the technical/vocational level to higher education and research to support the structural transformation of Africa. The proposed Regional Skills Centers of Excellence (RSCE) aim to build capacity in technical and vocational education and training in key NCIP countries to help raise the quality standards, curricula and faculty training of this level of training at the country level. This focus on building technical skills at certificate, diploma, and bachelor levels necessary for country level and regional economic sectors complements the World Bank financed ongoing higher education centers of excellence projects (ACE I and ACE II) in Africa, which aim to strengthen post graduate education and develop collaborative research capacity in participating countries.

17. **A regional approach to skills development is strongly endorsed by the East Africa countries.** There is a keen understanding of the shared nature of the development challenge on skills and lack of advanced scientific and technology capacity compared to the rest of the world, and the gains from establishing such capacity within a shared regional framework in East Africa. The proposed Regional Skills Centers of Excellence (RSCE) would also support efforts of the East African Community (EAC) to harmonize skills institutions that support quality assurance and adoption of comparable international skills standards. The East African Qualifications Framework for Higher Education (EAQFHE) being implemented by the Inter University Council of East Africa through its members states, specifically incorporates an objective to establish and maintain coherence between TVET, PET (Professional Education and Training), and HE frameworks in order to clarify and strengthen articulation between qualifications within each sector and between sectors.

18. **The regional skills Project will contribute to the dual goals of regional integration and economic transformation.** Overall, the Project will strengthen the regional initiatives by: (a) supporting the NCIP agenda for building high quality and transferable skills for the infrastructure corridor, (b) leveraging the private sector involvement in standards setting, financing, creating internship opportunities, and aligning skills with the jobs in the current market, and (c) contributing to the broader EAC agenda to harmonize skills and promote common qualifications by setting up a viable mechanism that could be adopted for other occupations and standards. The impact on country systems is a “bonus” public good.

C. Proposed Development Objective(s)

To improve the quality and relevance of skills produced to support regional economic corridors and to deepen regional harmonization of TVET standards and qualifications in selected sectors.

Key Results (From PCN)

19. Key results of the Project will be measured in terms of the following four areas of the PDO:
- a. Number of students trained at different levels
 - b. Skill certification and employment rates of graduates
 - c. Occupational standards and qualification developed with industry and adopted
 - d. Partnerships developed with private sectors
 - e. Partnerships to strengthen non-project national TVET centers

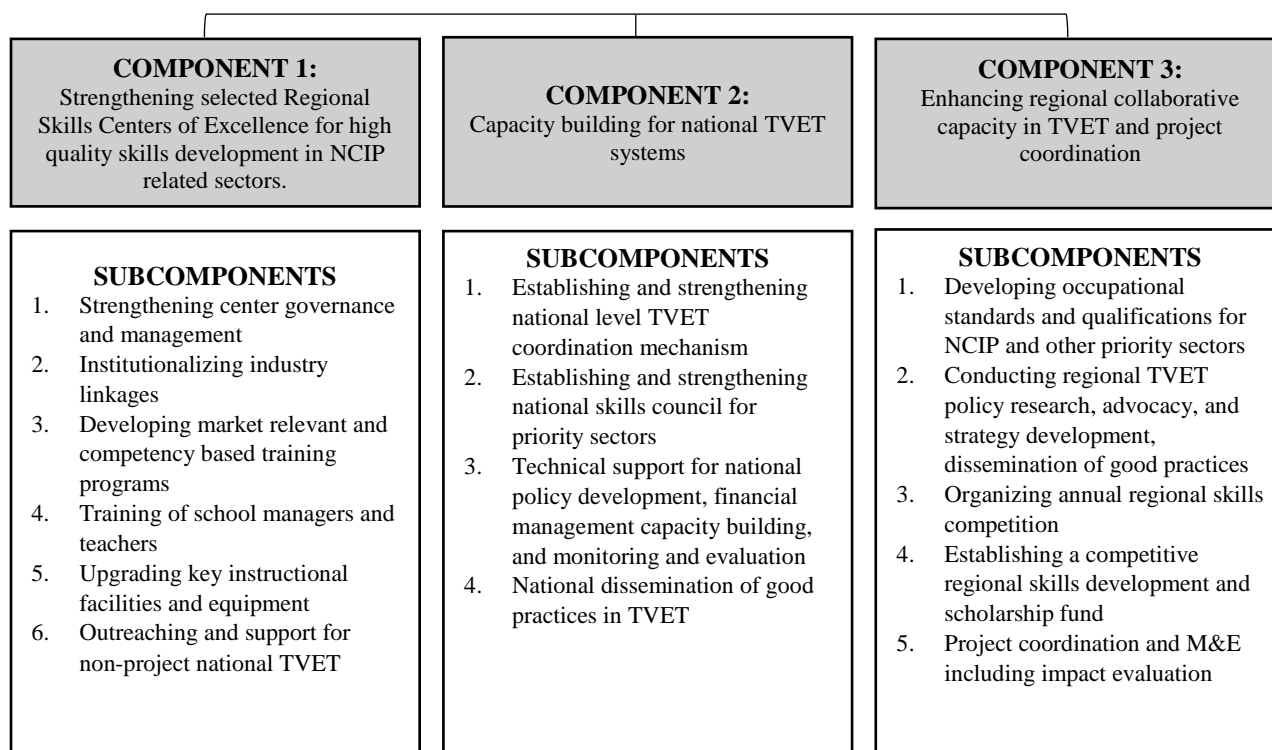


20. **Beneficiaries.** The proposed Project aims to benefit the following:
- The students enrolled in Regional Skills Centers of Excellence and their partner institutions in the country and across the region (a share of female students is monitored);
 - Employers and targeted industries who will have access to a skilled workforce matched with their needs and standards;
 - Faculty and staff from Regional Skills Centers of Excellence whose technical and pedagogical skills will be upgraded and who will function in an improved teaching environment with upgraded facilities;
 - Faculty and staff in TVET institutions partnering with Regional Skills Centers of Excellence who will receive knowledge of good TVET management and instructional practices and sector reforms; and
 - Public and private TVET institutions within the East Africa region that will have access to a network of specialized trainers, a framework of core curricular competencies, quality assurance standards, and state of the art facilities for up-to-date training of the workforce in NCIP priority sectors.

D. Concept Description

21. The regional Project will initially involve four countries in East Africa including Ethiopia, Kenya, Tanzania and Uganda⁵, but may expand to include other countries. The Project’s proposed PDO and results will be achieved through activities grouped under the following three components (see Figure 1). Specific priority sectors include transportation, energy, agriculture processing, light manufacturing, and information and communications technology. Sector focus differs from country to country depending on country priorities.

Figure 1: Project components and subcomponents



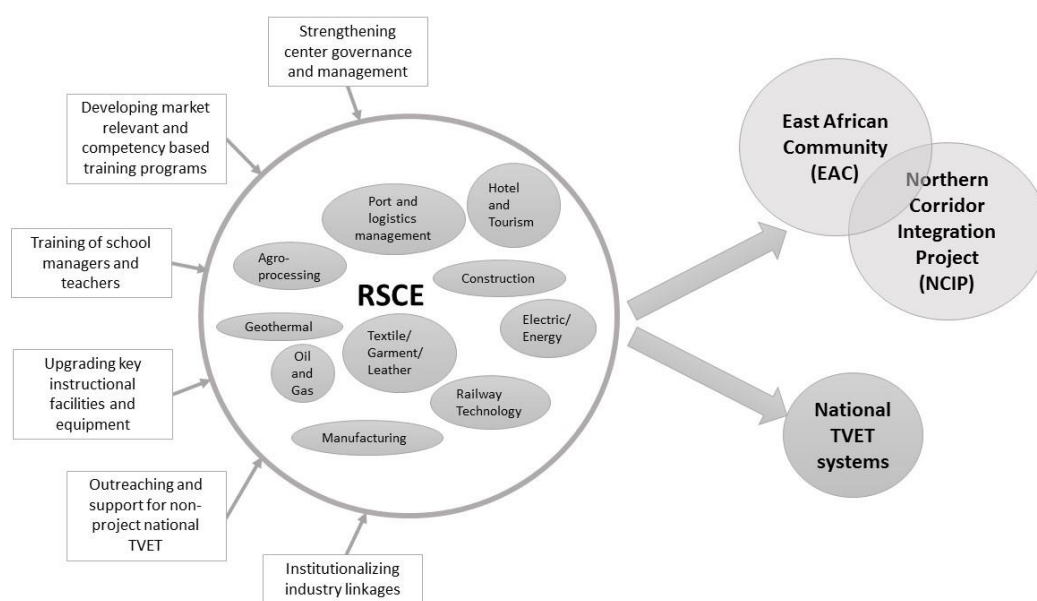
⁵ Pending formal requests from the Ministry of Finance in Tanzania and Uganda.



Component 1: Strengthening selected Regional Skills Centers of Excellence for high quality skills development in NCIP-related sectors (US\$250 million IDA credit)

22. Under this component, the Project will finance up to 20 Regional Skills Centers of Excellence, strategically selected (complemented with an element of competition) based on a priori criteria including demonstrated leadership and good governance, in Ethiopia, Kenya, Tanzania and Uganda⁶. Others may be added later. Priority sectors include key NCIP sectors of energy, transport, ICT as well as related priority sectors including agro-processing, export oriented light manufacturing including textile leather and garment industry, and construction. The Centers will receive approximately US\$ 10-15 million each over a period of 5-6 years. The selection will initially be based on government nominations, and further screened through a simplified competition process based on proposals that offer a strategy and detailed work plan outlining how each TVET institution will use project funding to establish itself as a specialized Regional Skills Center of Excellence responding to the overarching objectives for meeting the skills needs of East Africa industrialization and regional integration. Centers may elect to serve the skill needs of specific sectors or serve an array of sectors and their skill needs within the sub-region.

Figure 2: Component 1 design



23. The component will support selected Centers of Excellence with six inter-related interventions, designed to promote a virtuous and sustainable cycle of demand-driven TVET program development and implementation: 1) strengthening center governance and management, 2) institutionalizing industrial linkages at center and program levels, 3) developing market relevant and competency based training programs (modularized if possible), 4) training of school managers and teachers to upgrade their technical knowledge, practical skills, as well as to

⁶ The proposed criteria for center selection are: 1) strong demonstrated center leadership and governance; 2) existing capacity; 3) quality of program; 4) evidence of growth and strong skill needs in the sector; 5) linkage and proximity to demand from labor market; 6) balanced geographical location; and 7) clear contribution to regional integration agenda. An independent expert committee will review the proposal from each center.



promote student-centered pedagogy and ICT competency, 5) provision of key training equipment and facilities, and finally 6) outreach and support for non-project national TVET centers in order to maximize the spillover effects of the Project.

24. As illustrated in Figure 2, center level interventions collectively will ensure the delivery of quality and relevant skills in the specific areas of specialization. The cluster of the RSCEs at the national level is expected to exert a demonstration effect onto the rest of the national TVET system. In addition, a specific subcomponent is designed to incentivize the centers to partners with non-project centers through both horizontal exchanges as well as vertical articulation of programs at different levels (such as from certificate to diploma and to bachelor levels). At the regional level, with a network of 20 such RSCEs each specializing in one specific sector, the Project is expected to deliver not only the short term and much needed skills in the NCIP sectors but also to create a region wide momentum on TVET reforms and deepen the harmonization of standards and qualifications across the East Africa.

25. Financing will be available through disbursement linked indicators (DLI) linking the funding with the specific outputs aligned with the subcomponents. Worth highlighting is that the Project will explicitly encourage innovation and use of technology in the delivery of training and in promoting innovation and in-house production. These include potentially the use of Fab Lab⁷ models, smart classrooms, project-based learning, virtual reality technology, and provision of simulation training facilities such as the simulation power transmission station to provide the students and faculty a close to real life work environment to maximize the training impact. A draft list of DLIs is attached in the PCN supplemental note.

Component 2: Capacity Building for National TVET Systems (US\$20 million IDA credit)

26. A small proportion of the project funds will be used to support national TVET system capacity building in selected countries. Under this component, the Project will finance (i) establishing and strengthening national level TVET coordination mechanism, (ii) establishing and strengthening national skills council for priority sectors, (iii) technical support for national policy development, capacity building in financial management, and monitoring and evaluation, and (iv) national dissemination of good practices in TVET.

27. The Project will allocate about 10% of the total IDA credit to support national level capacity in the above mentioned sub-components. National ministries of education or relevant quality assurance agencies will act as implementing agencies for this component. Each of the participating countries will assess its own needs in this component. For countries which already have ongoing national TVET programs such as in Uganda and Tanzania, the Project will use the same implementing agencies and complement and add on to the existing activities.

Component 3: Enhancing regional collaborative capacity on TVET and project Coordination (US\$ 30 million regional IDA grant).

28. Under this component, the Project will finance regional activities aiming to strengthen regional collaborative capacity in TVET and ensure project coordination. Specifically, the following subcomponents and activities will be implemented: (i) developing regional occupational standards and qualifications for NCIP and other priority sectors, (ii) conducting regional TVET policy research, advocacy, dissemination of good practices,

⁷ <http://fab.cba.mit.edu/about/faq/>



and strategy development, (iii) organizing annual regional skills competition, (iv) establishing a competitive regional skills development and scholarship fund targeting female and disadvantaged students, and (v) project coordination and M&E including impact evaluation.

29. A Regional Facilitation Unit (RFU) will be recruited to implement the component. Explicit activities will be designed to incorporate mechanisms to strengthen private sector participation, adoption of innovative and cutting-edge technology in data management and big data analytics (through facilitating a revamp of selected public job portals), facilitation of knowledge exchange and country experience, evaluation systems and methodologies, and organization of an annual skills competition following the WorldSkills⁸ model.

SAFEGUARDS

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

The Project will be located in selected Africa TVET institutions centers in Ethiopia, Uganda, Kenya and Tanzania. There will be some upgrading of institutional facilities and rehabilitation of the selected institutions. The need for new construction will be assessed as part of the project preparations. In general the project will seek to avoid new construction as the project aims to focus on quality enhancements of the Centers of Excellence, where majority of the funding will be on "softer items" i.e. faculty and curriculum development, scholarships and learning resources being some of these quality enhancement activities. A clear covenant on limiting the civil works allowed under the project will be established. The project preparation will assess if the land acquisition and compensation will be required for upgrading activities.

B. Borrower’s Institutional Capacity for Safeguard Policies

The institutional capacity of each of the selected for participation in the project, relative to the applicable safeguards policies, will be assessed during the preparation period.

C. Environmental and Social Safeguards Specialists on the Team

Svetlana Khvostova, Environmental Safeguards Specialist
Catherine Asekenye Barasa, Social Safeguards Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	Environmental and social impacts of rehabilitating academic/research institutions are expected to be low to moderate. An ESMP will be prepared for to describe typical activities planned under the project to cover

⁸ <https://www.worldskills.org/>



		each candidate institution to manage environmental and social impacts. The ESMP will be prepared, consulted upon, and disclosed before appraisal. Before implementation, each institution will undergo a training on ESMP application and review of relevant safeguards implementation arrangements.
Natural Habitats OP/BP 4.04	TBD	The project is not expected to affect any natural habitats, as the planned infrastructure works will be contained within existing institutional grounds. However, the applicability of the Natural Habitats policy will be confirmed during project preparation.
Forests OP/BP 4.36	TBD	The project is not expected to affect any natural habitats, as the planned infrastructure works will be contained within existing institutional grounds. However, the applicability of the Forests policy will be confirmed during project preparation.
Pest Management OP 4.09	No	The project does not involve purchasing of agricultural chemicals or other pesticides.
Physical Cultural Resources OP/BP 4.11	TBD	Physical cultural resources could be affected if a supported training center is located near such resources or have physical cultural resources on their campus. Once the selection of the supported universities has been finalized, the specific location of campuses will be known and the potential impact on physical cultural resources will be assessed concretely. The determination whether this is triggered or not should be made prior to appraisal. The simplified ESMP template will include screening for PCR and procedures for chance finds.
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	TBD	Project activities are only expected to include minor civil works since the project focuses on quality improvements. All civil works will take place on existing campus grounds. During project preparation if there are activities identified that require land acquisition and/or restriction of access to resources or loss of livelihoods, a RAP or a compensation notes will be prepared for such institutions.
Safety of Dams OP/BP 4.37	No	No construction or rehabilitation of dams is planned under the project
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	



E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Feb 28, 2018

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

During project preparation, the project will prepare an ESMP covering all types of activities planned for the participating institutions.

The ESMP will describe the construction/rehabilitation component of the proposals submitted by institutions with the likely environmental and social impacts and will propose relevant mitigation measures and monitoring procedures. Each participating institution will receive training for conducting environmental and social screening and implementing the ESMP, including public consultations process. These ToR for ESMP will include the screening process and provide a list of mitigation measures to facilitate environmental and social safeguards management for the SEATIP/EASCEP grants implementation. Before approval of each proposal, the center applying for the grant will prepare an ESMP (including consultations with the project stakeholders), which will be reviewed and approved by the Regional Coordination Secretariat. The Regional Coordination Secretariat will also be responsible for ensuring proper oversight of the adherence to of selected institutions to safeguards requirements set forth in the ESMP. The ESMP will be publicly disclosed in country and in the World Bank website prior to project appraisal.

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APPROVAL

Task Team Leader(s):	Xiaoyan Liang
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Practice Manager/Manager:	Toby Linden	23-Jan-2018
Country Director:	Paul Nounba Um	06-Feb-2018
