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

Appraisal Stage | Date Prepared/Updated: 07-Sep-2019 | Report No: PIDISDSA25022
### BASIC INFORMATION

#### A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Project Name</th>
<th>Parent Project ID (if any)</th>
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<tbody>
<tr>
<td>Nigeria</td>
<td>P166239</td>
<td>Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS)</td>
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<table>
<thead>
<tr>
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<th>Estimated Board Date</th>
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<td>AFRICA</td>
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<td>26-Nov-2019</td>
<td>Education</td>
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<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
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</thead>
<tbody>
<tr>
<td>Investment Project Financing</td>
<td>Ministry of Finance</td>
<td>Federal Ministry of Education</td>
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</table>

**Proposed Development Objective(s)**

To enhance the capacity of the Nigerian skills development system to produce relevant skills for the formal and informal sectors.

**Components**

- Incentivizing partnerships with industry for enhanced quality and labour-market orientation of public Technical Colleges
- Improving skills formation in the informal sector
- Increasing the availability of competent and motivated technical teachers and instructors
- Strengthening the regulatory environment and public management capacities for market-oriented skills development

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

### SUMMARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (US$ Millions)</th>
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<tr>
<td>Total Project Cost</td>
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</tr>
<tr>
<td>Total Financing</td>
<td>200.00</td>
</tr>
<tr>
<td>of which IBRD/IDA</td>
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<td>Financing Gap</td>
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### World Bank Group Financing

<table>
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<th>International Development Association (IDA)</th>
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<tbody>
<tr>
<td>IDA Credit</td>
<td>200.00</td>
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**Environmental Assessment Category**

**B-Partial Assessment**

**Decision**

The review did authorize the team to appraise and negotiate

**Other Decision (as needed)**

### B. Introduction and Context

#### Country Context

1. **The Nigerian economy emerged from a recession in 2017 with GDP growth of 0.8 percent.** The recovery was driven by higher oil prices and production. Agriculture and the non-oil industry grew by 3.4 percent and 0.6 percent, respectively. However, services, which account for over half of GDP, continued to contract (-0.9 percent). Unemployment increased in 2017 to 18.8 percent, with a further 21.2 percent underemployed in Q3. The share of the population living below the national poverty line declined from 46.0 percent in 2004 to 38.8 in 2016—with 74 million persons living in poverty as of 2016. Persistence of high poverty is partially due to the concentration of the poor in low productivity jobs including in the agriculture sector. Low skills are trapping the poor in low-productivity, subsistence activities.

2. **In March 2017, the government launched the National Economic Recovery and Growth Plan (ERGP) for the 2017-2020 period.** The ERGP has the ambitious target of achieving 7 percent real annual GDP growth by 2020, to be initially driven by the oil sector and then increasingly by strong non-oil sector growth. The ERGP sets out to restore macroeconomic stability in the short-term and to undertake structural reforms, infrastructure investments and social sector programs to diversify the economy and set it on a path of sustained inclusive growth over the medium- to long-term. To increase growth above the baseline of 2 percent will require effective implementation of the structural reforms laid out in the ERGP.

3. **Through its Investing in People pillar, the ERGP recognizes that youth will form the foundation of Nigeria’s growth for decades to come.** Nigeria will soon have one of the youngest and largest working-age populations in the world. Adolescents make up 23 percent of Nigeria’s population, and the already large number of adolescents is expected to more than double in the coming decades from 41 million to 84 million by 2050. Currently, due to weak human capital investments early in the lifecycle, many leave school without the required academic, cognitive, or behavioral skills needed to modernize the Nigerian economy.

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4. **Nigerian children lag their peers in human capital formation—as measured by the World Bank’s Human Capital Index (HCI)—suggesting that the future productivity of the labor force is at risk.** The HCI measures the amount of human capital (HC) that a child born today can expect to attain by age 18. It conveys the productivity of a country’s next generation of workers compared to a benchmark of complete education and full health. According to the HCI, a child born in Nigeria today will be 34 percent as productive when she grows up as she could be if she enjoyed complete education and full health. On the HCI, Nigeria’s ranks low at 152 out of 157 countries. Nigeria’s HCI is also lower than the average for its region and income group (figure 1). To harness the full potential of the Nigerian youth, the ERGP highlights the importance of increased and better human capital investments throughout the lifecycle.

![Figure 1. Human Capital Index versus GDP per capita](image)

Source: HCI website, African countries are in green, all other countries in blue

5. **To address these challenges, the World Bank is a member of the Human Capital Working Group established in the Office of the Vice Presidency.** On December 2018 the Government launched their Human Capital Development vision. Subsequently, the World Bank is partnering with the Government to design and implement a series of high impact results-based programs aligned with the vision and aimed at (i) improving the education and health outcomes of children and mothers through addressing the alarmingly high levels of under-five infant mortality, malnutrition, fertility, illiteracy, and out of school

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3 Three elements reflect the building blocks of the HCI: (i) survival of children born today to reach school age; (ii) schooling of children in terms of how many years and how much they learn; and (iii) health such that they leave school healthy and ready to continue work and/or further learning.
youth and (ii) improving the skills base of youth and adults already in the workforce for reasons of both political stability and economic efficiency. Life-long learning is imperative to develop a competitive and well-qualified workforce capable of adapting to changing world markets and technological progress. For this reason, in addition to the HC vision, the Government’s Framework for Job Creation and Youth Employment endorsed in 2017 accords high and systematic attention to “address[ing] skills development and talent supply gaps”.

Sectoral and Institutional Context

6. **Developing economies require various types and levels of qualified professionals:** specialists with advanced university degrees, professionals and technicians with middle-level vocational qualifications, as well as lower-level skilled craftpersons and semi-skilled workers. This calls for a balanced skills development system combining education and training at universities and technical and vocational education and training (TVET) institutions, as well as recognition of informal skills development. In the 21st century, furthermore, the World Development Report 2019 argues that technology is reshaping the skills needed for work. Professionals at all levels need to be digitally literate, and acquainted with the dynamics of modern technological progress.

7. **Nigeria’s differentiated, and multi-pronged system of skills development takes the diversity of skills needs into account.** While universities, polytechnics and specialized colleges and institutions offer formal tertiary education to train professionals and technicians for the public sector and private industries, the skills development space at lower levels is more diverse. It mainly comprises (i) formal TVET, provided as part of the formal secondary education system in Technical Colleges (TCs) and Vocational Enterprise Institutions (VEIs) (Table 1); (ii) various types of job-related non-formal training, often of shorter duration, serving various segments of the labour market, and (iii) informal apprenticeship training provided in the informal economy. A differentiated institutional framework governs and manages the different skills sub-system, comprising institutions such as the Federal Ministry of Education (FMoE) with its Department of Technology and Science Education (DTSE), state-level TVET agencies, the National Board of Technical Education (NBTE), the Industrial Training Fund (ITF) and others (Annex 1).

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of institution</th>
<th>No/accredited institutions</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Polytechnics</td>
<td></td>
<td>111</td>
<td>174,047</td>
</tr>
</tbody>
</table>

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5 Informal apprenticeship training in the informal sector refers to non-recognised pre-employment training provided as on-the-job training to young labour market entrants by master craftpersons in the informal sector. This type of training is widespread throughout Nigeria. Formal apprenticeship training (i.e. apprenticeship training regulated by law and leading for formal certification) is emerging through pilot projects in Lagos, Abeokuta and Abuja. Furthermore, some large companies run their own enterprise-based training schemes, for example the Dangote group.
8. The World Bank has been supporting the Government of Nigeria to strengthen skills acquisition at all levels to increase youth employment. The projects have focused on improving the employability of vulnerable youth (Youth Employment and Social Support Operation/YESSO), promoting public-private partnerships (PPP) in skills development (Lagos EKO Secondary Education Project\(^7\), State Education Program Investment Project/SEPIP, Ogun State Economic Transformation Project/OGSTEP), and training for MSMEs and start-ups (State Employment and Expenditure for Results Project/SEEFOR, Growth and Employment in States Project/GEMS) (Table 2). Many of these projects have had a positive impact on labour market outcomes in selected sectors and states\(^8\). Other development partners including British Council, Department for International Development (DFID), United Nations Educational, Scientific and Cultural Organization (UNESCO), Japan International Cooperation Agency (JICA), United States Agency for International Development (USAID), German cooperation and the European Union (EU) also support projects, which aim to promote skills acquisition among vulnerable groups, apprenticeship training and technical teachers’ training.

<table>
<thead>
<tr>
<th>Tertiary level</th>
<th>Specialized Institutions</th>
<th>27</th>
<th>22,008</th>
<th>12,013</th>
<th>34,021</th>
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<tbody>
<tr>
<td>Colleges of Agriculture</td>
<td>34</td>
<td>1,530</td>
<td>722</td>
<td>2,252</td>
<td></td>
</tr>
<tr>
<td>Colleges of Health</td>
<td>35</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation Enterprise Institutions (IEIs)</td>
<td>140</td>
<td>68,552</td>
<td>12,108</td>
<td>80,660</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary level</th>
<th>Vocational Enterprise Institutions (VEIs)</th>
<th>77</th>
<th>266,137</th>
<th>144,588</th>
<th>410,725</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Colleges(^6)</td>
<td>110</td>
<td>34,021</td>
<td>12,013</td>
<td>34,021</td>
<td></td>
</tr>
</tbody>
</table>

Total | 534 | 266,137 | 144,588 | 410,725 |

\(^6\) Figures include only NBTE accredited Technical Colleges. In addition, non-accredited State TCs are operated, but there is no consolidated information on the number of these institutions.

\(^7\) Project closed.

\(^8\) For example, the Lagos EKO and SEPIP projects as documented in: Report on Qualitative Impact of the Public – Private Partnership (PPP) between the Government Technical Colleges, the Private Companies and Non-State Actors: Lagos, Anambra, Ekiti and Bauchi States. Abuja 2018.
The development of a globally competitive industry will require the country’s formal TVET system to train a cadre of highly-skilled technical personnel. Sectors of the economy that will drive economic growth in Nigeria – such as infrastructure, manufacturing and services – require good post-basic technical vocational skills, which are currently in very short supply. The emerging digital economy will require workers with new and up-to-date skills to keep Nigeria abreast of global market developments. Moreover, economic transformation towards increased diversification will continue to change skills development requirements. Currently, in Nigeria, employment is slowly increasing in the formal private sector while shifting away from agriculture and public services. The formal private sector is dominated by services, as only 5 percent of registered firms are in the agriculture sector and about 20 percent of firms are manufacturing firms. There are, however, important regional variations in terms of the growth of the formal sector and in the types of skills which are needed. The formal sector is concentrated in the relatively dynamic South-West and North-West regions, with their share of total formal firms being
around 37 percent and 22 percent, respectively. The skills content of jobs diverges across regions, reflecting differences in the evolution of economic activities around the country. The southern part of Nigeria is experiencing an increase of jobs requiring cognitive skills, suggesting a move toward higher productivity and more modern economic activities.9

10. **Creating a stronger pipeline of skilled workers requires greater access to high quality long-term skills training.** The skills training landscape in Nigeria is characterized by both market and institutional failures. Since firms cannot fully appropriate returns from skilling workers, the private sector under-invests in training. The public TVET system represents the authorities’ response to this market failure: at the level of technicians and artisans Technical Colleges (TCs) form the backbone of long-term training for developing an increasingly competitive and well qualified workforce capable of flexibly adapting to changing world markets and technological progress.10 Government has also put in place a regulatory framework and enabling conditions for the private sector to invest in formal TVET through the establishment of Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs).11

11. **TVET institutions, especially TCs, are currently not able to fulfill their mandate of training needed skilled workers for industry and business sector development.**12 TCs, offering technical education at senior secondary level in a variety of industrial and service professions, encounter challenges in staying responsive to the needs of modern industry. The limited involvement of the private sector represents a major obstacle to improving and maintaining market relevance, which is alarming in view of the rapid changes and digitalization in modern markets (Box 1). Cooperation with industry takes place when industrial attachment is provided to students, but it is not incentivized by government in a systematic manner, i.e., involving industry in institutional planning, management and training delivery. Enrollment in TCs is also low. Only about 2 percent of all secondary education students are accommodated in TCs resulting from years of under-investment in the secondary-level TVET eco-system. Facilities and equipment of most of the public (federal and state) TCs need updating. Limited resources for training in workshops and labs often prevent TCs from providing adequate practical skills - including digital skills - for future jobs.

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**Box 1: The need for inclusive digital skills**

The global use of technology has not only broadened the scope of skills needed, but also changed the way...

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9 World Bank 2015.
10 Technical Colleges offer long-term training (one to three years) at secondary education level. They form the core of Nigeria’s formal TVET system at that level.
11 VEIs are operating at the secondary, and IEIs at the tertiary level. Programs offered in these institutions are modular courses over two to three years, including part-time courses, leading to distinct, but nationally recognized certificates and diploma.
12 Accordingly, the Ministerial Strategic Plan of the Ministry of Education emphasizes the need to invest in the rehabilitation of existing and construction of new colleges.
jobseekers, such as females and people with disabilities, can connect to the labour market. Digital skills can empower and create new opportunities for persons who have difficulties in accessing traditional job markets. It is also important to assure that new investments do not inadvertently widen the digital divide or lead to further marginalization of certain groups. New skill sets for digital jobs are needed for Nigeria’s manufacturing and service sector to raise the country’s global competitiveness and for Nigerian youth to establish themselves in modern online markets. Even in traditional occupations, tomorrow’s labour market will require digital literacy and mastering of specialized technology (such as robotics) for adapting innovation.

Three different types of digital skills are relevant for Nigeria’s economic future:

i) **Digital literacy**: use of internet, accessible technology, applications and software. All Nigerians are required in the future to be digitally literate.

ii) **Specialized digital skills**: use of robotics and digital equipment in the world of work; skills required for researching, installing, managing and maintaining of digital tools, systems, equipment. To be used in jobs in the formal and informal sectors.

iii) **Skills for ICT professions**: skills to develop and design new inclusive digital solutions and products, software engineers, programmers, e-business skills, etc.

The skills development system has the potential to become an essential facilitator of building digital skills in the workforce. Transforming the skills space at all levels towards digital skills requires dedicated investments in new programs for jobs in the ICT labour market, an overhaul of curricula to address emerging digital developments in conventional professions, as well as interventions to increase the digital literacy of all. For deepening digital literacy of the overall population, use of technology in teaching and learning provides an important starting point.

12. **Partnerships between TCs and industry would help leverage private finance for sustainable development of skills development institutions.** The examples where linkages between TCs and industry have been built systematically, such as the Bank-supported Government Technical College Agidingbi in Ikeja/Lagos, demonstrate an enormous potential for quality and relevance improvement in formal TVET once private sector involvement in colleges is systematically strengthened and institutionalized. A recent qualitative assessment of different World Bank-funded interventions to support PPPs in TVET suggested a significant positive impact of partnerships on: (i) the quality of teaching and learning, (ii) the interest of industry in TCs and their graduates, (iii) graduates’ understanding of modern technology and thus employability, and (iv) the reputation of TVET among parents and youth. Opportunities for hands-on practical training within formal sector companies, through apprenticeship and industrial training, can be further developed. The pilot introduction of dual apprenticeship training in Lagos, Abuja and Abeokuta, for example, found considerable interest of private sector companies to partner with technical institutions in training delivery. These pilots were implemented by local chambers of commerce, industry, mining and agriculture with support from German cooperation, and after initial success in these three cities, more chambers in the country have expressed an interest in becoming involved.

**Box 2: Increasing female participation in skills development**

Nigeria can capitalize on the digital revolution and the opportunities arising from it for female employment. Broadening the range of training options and creating a more conducive learning environment is important to attract more young women into formal and informal skills development. Better opportunities for women to earn and

13 The College was one of the centers in Lagos supported by the EKO project.

control income could contribute to broader economic development\textsuperscript{15}. However, in Nigeria, females are underrepresented in skills development. Only one in three TVET students overall, and only 15 percent of students in TCs are female. TVET courses in Nigeria are still centered on conventionally male-dominated sectors such as engine and mechanical repair, construction, welding and others. Most women do not aspire to work in these occupations due to high entry level barriers, lack of family support and strong gender-bias stemming from discriminatory social norms and attitudes. Experience in other countries has shown that female participation rates improve once the range of sectors covered in technical institutions and apprenticeship systems is broadened towards modern occupations, notably service sector professions.\textsuperscript{16} The challenge, therefore, is to broaden the range of programs offered towards digital jobs and trade specializations with high growth potential in the labor market that are more attractive to young women. In addition, sensitizing young women on the benefits of entering a vocational career, as well as improving the attractiveness of training institutions for females, including by employing more female teachers and reducing gender-bias of existing teachers and personnel, enhancing accessible sanitary facilities, options for safe access to institutions, provisions for disability-related accommodations and supports, and introducing women-targeted counselling and employment promotion programs, can be effective in supporting increased female participation in skills development.

\textit{Skills for Enhanced Productivity in the Informal Sector}

13. \textbf{Accounting for 90 percent of total employment, the informal economy dominates the Nigerian labour market.} However, the level of basic, entrepreneurial, digital and technical skills among workers is generally significantly lower in the informal economy than in the formal wage sector. Individuals working in the informal sector tend to have lower numeracy and literacy skills and much less formal schooling. Modern technology platforms for enhanced market linkages are hardly used. Formal vocational programs are rarely tailored to their specific needs, constraints and potential.\textsuperscript{17} Instead, the large and self-sustaining system of informal apprenticeships provides training for many of these youth and supports the development of skills needed in the informal economy.

14. \textbf{Informal apprenticeship training (IAT) represents the most important skills development sub-system in Nigeria in terms of the number of youths to which it caters.} It is also the most accessible skills training opportunity for youths with low education and from poor households\textsuperscript{18}. As elsewhere in Africa\textsuperscript{19},

\textsuperscript{18} An overview about informal apprenticeship training practice in Africa is provided in Franz, Jutta, 2017. Apprenticeship Training in Africa. World Bank Africa Regional Study on Skills Background Paper.
\textsuperscript{19} Based on household and labor force surveys Filmer and Fox established for five different countries in West and East Africa a higher share of young adults with experience in apprenticeship training as compared to TVET institutions. With wide variations among countries ranging from 6% in Uganda to 35% in Ghana, the average rate among the analysed countries was 20%, compared to 4% of young adults that attended a TVET institution. See Deon Filmer and Louise Fox (with others), 2014, Youth Employment in Sub-Saharan Africa. Agence Francaise de Développement/World Bank. Darvas and Palmer were estimating for Ghana that informal sector training accounts for 80% of all basic skills training, compared to 7% public and 13% private training institutions. Peter Darvas and Robert Palmer, 2014. Demand and Supply of Skills in Ghana. How can Training Programs Improve Employment and Productivity? World Bank.
master craftspersons (MCPs) throughout Nigeria are traditionally engaged in training young labour market entrants through informal apprenticeships. IAT is usually long-term but not based on a prescribed curriculum, and learning contents are determined by the kind of work conducted in the training enterprise. IAT is embedded in social traditions and local economic structures, and accordingly differs between regions in the way it is implemented. Usually, local business associations play a critical role in implementing and controlling access to and rules of training. A survey conducted in Port Harcourt in 2012 showed that a large portion of apprentices (38.6 percent) are older than 30 years of age, potentially indicating the importance of informal apprenticeships as a second chance route to skills development.

15. **IAT is the most effective pathway for youth to transition to employment and acquire skills required in a rapidly changing labor market**. Contrary to formal TVET, which requires incentives for PPP to enhance market relevance of training provided, apprenticeship training – being delivered by enterprises and within enterprises - is by nature demand-driven and linked to the real world of work and labor market needs. International experience shows that apprenticeship training facilitates an early link of learners to the labor market. Analysis of labour force data in Nigeria found that participation in IAT enables workers to find employment in the informal sector and represents a typical route into self-employment. However, despite its wide acceptance in the informal sector, the quality of skills development through IAT is curtailed by skills limitations of the MCPs, especially in relation to modern technology and business practices, as well as by the low foundational skills (i.e., in literacy and math) among Nigerian youths. Furthermore, such training in the informal sector does not provide a route into the formal labour market as learning outcomes of informal apprenticeships are usually not certified and formally recognized.

16. **Improving and modernizing IAT has become a focus of skills development interventions throughout Africa.** It is considered an effective approach to improve the quality of training by building on its self-governing and self-financing structures and its strength for developing work readiness through on-the-job learning. Such approaches have also been slowly developing in Nigeria. While the National Open Apprenticeship Scheme (NOAS) of the National Directorate of Employment (NDE) worked partly through the IAT system, systematic approaches to improving the system are now emerging within the DFID-funded Mafita Project and the Construction Skills Training and Empowerment Project. These projects suggest that strengthening IAT in terms of quality and recognition would substantially improve skills development options among the apprentices, especially for disadvantaged youth from low-income families and with low levels of education. Assessments in other countries have suggested that a comprehensive approach to improving the informal apprenticeship system can have a positive impact on the overall productivity of

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23 The trade testing system is theoretically open for informal sector workers but not widely used by apprenticeship completers.
the informal sector\textsuperscript{24}. Effective support programs address the development needs of master craftspersons - especially in terms of technical and pedagogical training and providing them with access to modern technology, which in turn makes them better trainers; provide additional theory classes and foundational skills (literacy/numeracy) for traditional apprentices; and introduce certification of artisanal skills.

\textit{Creating a dynamic environment for skills development through improved regulation, innovation and better teachers}

17. Re-engineering Nigeria’s skills development eco-system to meet labor market needs and preparing Nigeria’s youth for tomorrow’s digital economy requires an enabling environment. While the government is scaling up its investments in skills development institutions\textsuperscript{25}, supportive and regulatory capacities must also be strengthened in parallel to ensure that the growth in number of institutions and programs is accompanied by good and motivated teachers and instructors, innovative delivery systems to improve the teaching and learning, systems for industry involvement, and strategies for inclusive development especially for increasing the participation of females and people with disabilities in skills development programs.

18. To improve the market responsiveness of skills development the government launched the Nigerian Skills Qualifications Framework (NSQF) in 2013. The NSQF represents an important tool for the development of an outcome-based, demand-driven skills development system that will eventually foster labour mobility. The framework provides a platform for transparency, articulation and integration of different public and private training sub-systems and qualifications\textsuperscript{26}. Supported by the International Labor Organization (ILO) and UNESCO, the formulation of National Occupational Standards (NOS) registered on the NSQF has commenced\textsuperscript{27}. The NBTE is cooperating with many training providers (including the Industrial Training Fund, the Mafita Project, and others) to ensure that non-formal training is also certifiable under the NSQF. Key for ensuring that the framework is demand-driven and reflects qualifications and competencies that are needed in the labour market is the work and further development of sector skills councils (SSC). SSCs are mandated to advise on sector skills needs and oversee standards and curricula development and assessment. With the majority of members drawn from the private sector, SSCs represent core institutions for formalized private sector involvement in the skills system. Now, three SSCs are operational. The NBTE has plans to disseminate NSQF-aligned training and certification throughout the country. Rolling the NSQF further out to be applied to the entire skills development system, as envisaged by government, will ensure that the framework becomes an effective tool for integration and improvement of skills development throughout the country.

19. Innovation is required to enhance the availability of well qualified teaching staff. Competent, motivated and skillful teaching staff is among the most important inputs into successful and high-quality

\begin{footnotesize}
\textsuperscript{25} For example, the Government of Gombe State has opened five new TC during the last years. New schemes to increase short-term employability skills training has been launched by the federal government, e.g. through the N-Power scheme of the Office of the Vice President, and by states, for example the Lagos State Employment Trust Fund (LSETF).
\textsuperscript{26} For more analysis also see World Bank, 2016. Nigeria: Skills for Competitiveness and Employability.
\textsuperscript{27} 24 standards in four key economic sectors (energy, hospitality/tourism, construction and services) have been developed thus far.
\end{footnotesize}
skills development. Teachers should also be trained to take into account learners with disabilities/different abilities and provided with technical resources to support persons with disabilities. In the absence of a continuous in-service upgrading and professional development scheme, technical teachers and instructors in Nigeria are often not acquainted with modern technologies and production realities in the trades, in which they teach. In other countries, for example in India through the World Bank-supported *Vocational Training Improvement Project (VTIP)* (P099047) and the *Skills Strengthening for Industrial Value Enhancement (STRIVE)* Project (P156867), technology-enabled solutions using distance education, e-learning and self-learning, and improved technology-based teaching and learning materials have proven to significantly enhance the quality, accessibility and efficiency of technical teachers and instructor training and further training. In addition, technical teachers and instructors are in short supply. In Ogun state, for example, the vacancy rate for technical teachers in the state’s TCs is 44 percent with vacancies outstripping filled posts mainly in high demand trades such as fabrication/welding, motor vehicle mechanics, plumbing, or catering. Various universities throughout the country provide technical teachers education programs, but reports indicate that technical teaching staff tends to leave the system because working conditions are not sufficiently attractive, and alternative work opportunities for skilled technicians are available in the private sector. Improving the working conditions for technical teachers and instructors and recruiting trade experts as well as master craftspersons as contract teachers, are potential options used by other countries to address the shortage of technical teaching staff.

**Programmatic Approach**

20. The proposed *Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS)* project represents a first step of a long-term programmatic approach of the Government of Nigeria to re-engineer the skills development system in Nigeria. The long-term policy framework for skills development, which is currently under preparation under the auspices of the FMoE, aims to systemically align skills development in Nigeria with the needs of a dynamic and increasingly diversified economy and the skills requirements of modern employment, which go beyond narrowly defined technical competencies and include digital, foundational, socio-emotional and life-long learning skills as well. Substantial groundwork towards skills development reform has already been achieved by launching the NSQF and establishing TVET Boards in different states. The IDEAS project will help the government further to lay and consolidate critical foundations for this long-term program: strengthening the regulatory framework, institutionalizing industry involvement, introducing the concept of digital literacy across the skills development system, improving training delivery structures though the use of technology, reforming the system of technical teachers and instructors training and management, and building planning and research capacities.

**C. Proposed Development Objective(s)**

**Development Objective(s) (From PAD)**

21. The Project Development Objective of IDEAS is to enhance the capacity of the Nigerian skills development system to produce relevant skills for the formal and nonformal sectors.
Key Results

22. Progress towards achieving the PDO will be measured through the following key results indicators:

(a) Percentage of employers of graduates from supported TC programs indicating that they are satisfied with the performance of graduates;
(b) Female participation rate in Project-supported programs in TCs;
(c) Number of youths obtaining recognized skills certification after completing an informal apprenticeship (and percentage of whom are female);
(d) Number of youth completing supported skills development programs with basic digital skills competencies (and percentage of whom are female);
(e) Number of direct project beneficiaries (and percentage of whom are female).

D. Project Description

23. The IDEAS project is structured into four components:

a. Incentivizing public-private partnerships for enhanced quality and labour-market orientation of skills development in public Technical Colleges
b. Improving skills formation for the informal sector
c. Increasing the availability of competent and motivated technical teachers and instructors in the Nigerian skills space
d. Strengthening the regulatory environment and public management capacities for market-oriented skills development


24. The objective of Component 1 is to sustainably enhance the labour-market responsiveness of selected TCs with the aim of increasing the pool of competent craftspersons for industry and enhancing the chances that labour market entrants will transition into good jobs. This requires TCs to transform into dynamic and performance-oriented skills development hubs delivering market-driven training at high quality. The key lever to initiate this transformation is to bring industry onto the campus. To this end, under this Component, the project will provide grant funding for the rehabilitation and upgrading of about 30 Federal and State TCs with the aim of transforming their operational models into public-private partnerships, in which industry partners assume a prominent role in institutional governance, management and planning, in training and service delivery. Fourteen Federal TCs to benefit from the project have been selected by the FMoE based on defined criteria. In the case of State TCs, State Governments have nominated 16 State TCs to benefit from this intervention, based on a similar set of defined criteria. The selection is still subject to approval by the project’s national and state steering committees. Partnership models, including the contribution of the private sector, may vary depending on specific regional and labour market contexts building on successful practices to date in Nigeria (e.g., Lagos Eko Secondary Education Project, SEPIP) and internationally. The private sector partners are expected to provide their expertise in needs assessment, planning, institutional management and curriculum development.

28 For more details on criteria, see Component Implementation Arrangements in Annex 1.
development, and offer improved internship opportunities to students. Additional contributions such as donation of equipment, and internship opportunities for technical teachers, may emerge on a case-to-case basis.

25. As a pre-condition of being awarded a grant, TCs must sign a Memorandum of Understanding (MoU) with relevant companies or business institutions and agreed with the private sector partners on an Institutional Development Plan (IDP) that sets out goals and strategies for the development of the TC in line with market needs. An IDP will identify priority occupational groups for which training will be upgraded, priority training programs to be delivered, as well as an investment plan to upgrade the TC to the expected standards, which includes climate and gender appropriate structures including safe transportation options, sanitation facilities and power sources. The identification of priority sectors/occupational groups for upgrading of each TC and of partnering private sector companies or business associations is currently ongoing informed by labour-market assessments and subsequent stakeholder consultative events. Supported TCs are expected to improve their capacities for long-term formal technical education as well as short-term skilling programs, focusing on current and future skills needs in existing occupations and emerging job markets, notably in the digital and green economy. This includes upgrading and/or further training of technical teachers and instructors, as well as management staff in the TCs. By engaging in short-term skilling programs, TCs will broaden their mandate to also cater to the skills needs of unemployed persons and workers in industry, using capacities more efficiently and at the same time filling supply gaps in the broader training market. Grants will also incentivize TCs’ efforts to increase female enrolment and to invest in strategies to promote labour market transition of its graduates.

26. Funding will also be instrumental to introduce innovation in the way skills are delivered. This will entail the delivery of new NSQF-based curricula, or dual vocational training programs, where applicable, building on the pilot projects in Lagos, Abuja and Abeokuta. Modern e-learning technologies will be piloted and the introduction of green skills incentivized. While supported TCs will have sharpened their focus on needs-based training, they will also be in a position to cooperate with other Bank-supported projects that support youth employment and special sector development, such as YESSO, FADAMA, Renewable Energy & Energy Efficiency Project (REEP) and others.

27. For the management of the IDP, a College Implementation Unit (CIU) with a majority of members from the private sector will be formed. The CIU will be charged with the responsibility of preparing the IDP, managing the IDP budget, and overseeing the appropriate implementation of the reforms at the college level. Details of its composition, and its roles and responsibilities, are defined in the Project Implementation Manual (PIM). The project will provide the TCs with comprehensive technical assistance (TA) to conceptualize and implement the intended reform projects.

Component 3 of the project focusses on technical teaching staff, but the target group of the component are all teaching staff in Nigerian TCs. To ensure that grant-supported TCs can immediately implement revised and new programs, targeted and specific further training of teaching and management staff in the colleges will be covered under the component 1 funding.

The term “dual training” refers to modern apprenticeship training whereby learning takes place in an integrated manner at two locations: in an enterprise (practical training on the job) and in a technical training institution (basic and theory training).
Component 2: Improving Skills Formation for the Informal Sector (US$ 29 million)

28. Component 2 aims to support skills development and acquisition in the informal sector by improving the quality and recognition of informal apprenticeships provided by master craftspersons. Informal apprenticeships are often trapped in a vicious circle of low training quality and low enterprise productivity. By improving the quality of this training segment, the project will provide support, in particular, to youth from poor families. It will enable them to acquire modern relevant skills facilitating gainful employment in the informal sector and chances to transit into the formal labour market. Interventions will be overseen by NBTE supported by service providers (such as business associations, consultancy firms and NGOs) and build on good practices in IAT in Nigeria and other African countries, including Ghana, Benin, Cameroon, or Tanzania.

29. In close cooperation with local trade associations, the project will deliver a comprehensive capacity development intervention package for the improvement and modernization of informal apprenticeships to selected informal sector clusters. The package may include: (i) organizational development support to trade and cluster organizations, support to set-up digital platforms and business networks; (ii) skills upgrading training, digital literacy training, pedagogical and business management training and environmental awareness creation for MCPs; (iii) supplementary basic skills, theory, soft and digital skills and entrepreneurship training for apprentices, as well as foundational skills training as needed; (iv) access to NSQF-based assessment and certification for formal recognition of training outcomes to both MCPs and apprenticeship completers; and (v) business development support through mentoring, limited provision of tools and shared modern equipment, and facilitation of access to other needed business development services. While the component targets mainly existing apprentices in the informal sector, stipends to cover transport and other training costs will be provided to incentivize especially vulnerable youth to participate in apprenticeships, including female youth and young people with disabilities. Through a stakeholder consultative process, facilitated by NBTE and informed by the ongoing state-level analyses of trade activities and economic opportunities, trades and intervention locations within the states are selected and approved by the State Project Steering Committees (SPSCs). The specific intervention package varies among clusters depending on trades, markets and their specific challenges and constraints.

30. Where appropriate, component support to IAT will be linked - or coordinated – with other active projects and schemes in support of business and value chain development in selected sectors. This would allow interventions of the IDEAS project to contribute to a holistic informal cluster development approach.

31. A rigorous impact evaluation (IE) will be conducted to assess whether the enhancement of informal apprenticeships is associated with improved labour market outcomes. The evaluation would aim to assess the effectiveness of individual interventions for improving training quality and of targeted foundational and soft skills training, especially for female youth. A detail IE plan would be designed at the beginning of the project implementation. The IE is expected to significantly contribute to increased knowledge and public dialogue about a sustainable long-term approach to strengthen and enhance skills development in

31 See the more detailed outline of implementation arrangements in Annex 1.
32 These are likely to include clusters in the automotive, electrical, metalwork, woodwork, hairdressing and tailoring trades, and others.
Nigeria’s informal economy. The evaluation will also clarify potential cost implications for the beneficiaries of improvements and formalization of informal apprenticeships, for example, through certification, and their impact on accessibility.

Component 3: Increasing the Availability of Competent and Motivated Technical Teachers and Instructors in Nigeria (US$25 million)

32. Under this component, the proposed IDEAS project aims to improve the availability of appropriately skilled and competent technical teachers and instructors in the skills development space throughout the country, including teaching staff of private skills development institutions, and starting with technical teaching staff in TCs. As outlined before, human resources for skills development, especially teaching staff, are scarce in Nigeria, and those already in the system often lack methodological skills, updated technical skills, as well as knowledge and skills to pro-actively extract the advantages from the digital learning space. The project will address this using a two-pronged approach, by: (i) supporting immediate remedial solutions to capacity shortcomings, while at the same time (ii) initiating systemic change in the way teaching resources for skills development are built and strengthened.

33. To address immediate shortcomings, the project will support the Government to launch an in-service training scheme for existing technical teachers and instructors in TCs focusing on technical skills upgrading, modern pedagogical skills and ICT skills using selected tertiary education institutions as well as industrial attachment arrangements. In addition, a scheme to upskill MCPs and to recruit them as contract teachers for TCs will be introduced on a pilot base in selected states. To systemically approach the challenge of building a sufficient corps of qualified and competent technical teachers/instructors, the proposed project will support the government in formulating a comprehensive Skills Development Human Resource Policy for Nigeria. Based on agreed policy directions, it will fund activities to improve teaching capacities for technical teachers’ pre-employment training programs in selected tertiary education institutions (curriculum development, further training of faculty staff, equipment upgrading), as well as conceptualizing and piloting a continuous professional development scheme in selected trade areas. In line with emerging international and national best practice, technology-enabled solutions (distance and e-learning; multi-media - incl. interactive - teaching and learning aids and materials) will be introduced for enhanced quality and efficiency.

Component 4: Strengthening the Regulatory Environment and Public Management Capacities for Market-Oriented Skills Development (US$45 million)

34. The fourth component of the IDEAS project aims to enhance capacities and systems of Nigeria’s regulatory and management structures by addressing critical shortcomings in the expansion of the NSQF and in the capacities of federal and state authorities in charge of skills development, with a focus on

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33 While acknowledging the differences between general education and skills development teachers, project interventions are inspired by recent Bank research on teachers, notably Tara Béteille and David K. Evans, 2019. Successful Teachers, Successful Students: Recruiting and Supporting Society’s Most Crucial Profession. World Bank Policy Approach to Teachers.

34 Such as policy would address critical challenges such as working conditions, career progression and incentives for technical teachers and instructor, a sustainable strategy for effective and needs-based pre-employment and in-service training, options to incentivize career jumpers and industry experts for teaching in TCs, strategies to improve the share of female teachers and instructors in the system, among others.
stakeholder involving planning processes, monitoring and research. The planned activities are expected to have a significant impact on the quality and relevance of training delivery and management effectiveness in the system.

35. To accelerate the implementation of outcome-based skills development, the project will support further rolling-out of the NSQF reform, which involves capacitating SSCs, curriculum development and revision based on NOS, training and certification of assessors and trainers. Curriculum development will incorporate climate change awareness and environmentally friendly technologies, where applicable, and digital skills requirements across occupational areas. The project will support federal and state-level agencies involved in skills development to strengthen their human capacities and management systems through staff training, study tours, peer-to-peer learning structures and strengthening modern management information systems. To increase state-level capacities for demand-driven skills development, the project will provide a special budget-line for states to fund innovative training initiatives, notably to support digital skills, job-matching and business start-up promotion. Furthermore, the project will be instrumental to strengthening the skills development sector’s management information system (MIS) and improving the availability of timely labour market information essential for skills development planning. It will conduct impact assessments of innovative skills programs and initiatives and policy studies upon need. Innovative methods to facilitate continuous regular tracer studies will be explored and tested. A study to explore options for inclusion of people with disabilities in TVET is planned at the beginning of project implementation.

36. Under the component, the project will develop and implement a comprehensive communication strategy with the aim of: (1) informing stakeholders, decision-makers and the wider public about the project, its interventions and results; and (2) informing and sensitizing the public, especially young Nigerians, about options and career opportunities arising from skills development. Cutting across components, the strategy is expected to support the government’s efforts to increase the reputation of and interest in TVET and skills development among the population.

Cross-cutting issues

37. Across components, the IDEAS project promotes digital skills in Nigeria’s skills development system. It rises to the challenge of supporting skills development in Nigeria in its transition to meet the skills needs of the digital era. By strengthening the skills system to respond to emerging labour market needs, the project will facilitate the development of courses in new digital professions, the adaptation of existing curricula to meet the skills needs arising from modern technology, as well systematically addressing digital literacy in all skills development programs. Building on international and national expertise with e-learning adaptation in skills development, the project will support the introduction and dissemination of technology-based solutions in teaching and learning.

38. The IDEAS project will introduce and strengthen mechanisms to address gender inequality in the skills system. It will work closely with the Africa Gender Innovation Lab and other stakeholders to increase female participation in TCs and apprenticeship training and enhance employment and self-employment chances of female completers. This will comprise introduction of new occupational areas with good employment prospects for female graduates, notably in the field of digital skills, but also cross-over interventions, which incentivize women to get involved in male-dominated sectors where returns are higher. Another emphasis will be on curricula targeting the range of socio-emotional skills that would be
most beneficial to women in this setting. Concretely, activities will be geared towards strengthening programs that are attracting female students including digital skills areas; increasing the attractiveness of traditionally male-dominated trades for female youth; increase the availability of information about trades available in skills development programs including on contents, labour market prospects and earning opportunities; sensitization programs in communities (involving civil society groups and community leaders); incentives for female students to enter TCs and informal apprenticeships; supporting the recruitment of female teachers and instructors into the system; as well as improving facilities in training institutions (e.g. dormitories) to make them more attractive to females. Curricular and extra-curricular approaches to women empowerment will be tested. To ensure that all interventions under the project are consequently gender-mainstreamed, special gender focal points will be appointed at the PCU and the PMU. Relevant officers, as well as staff from implementing partners, will be trained accordingly. Managers and teaching staff in participating training institutions will undergo gender sensitization training with a focus on socio-emotional skills such as communication, self-awareness and impulse control, cognitive empathy and conflict resolution and persuasion. All participating training institutions will be required to develop institutional codes of conduct for teachers and administrative enforcement mechanisms that, among other elements, prohibit sexual harassment, sexual contact with students, or other abuses of students/trainees.

39. The project is designed to support Government’s climate change agenda. Mainstreaming green skills and sustainability concepts in skills development can influence people’s understanding and awareness of climate and environmental challenges and increase the capacity of the economy to adapt environmentally compatible technologies. The project will facilitate the mainstreaming of sustainability knowledge in occupational standards and curricula, including in the technical teachers and instructors training space. Especially TCs will be incentivized to introduce green skills training programs in line with labour market needs, related, for example, to renewable energy, wastewater treatment, solid waste management and green construction. When rehabilitating technical colleges, renewable energy sources will be used as far as possible to power the institutions.

40. The IDEAS project will support the Government to foster the integration of people with disabilities in the skills development system. The scholarship scheme aiming at increasing the participation of disadvantaged youth in IAT will specifically target people with disabilities, with a quota of scholarships reserved for them. Furthermore, in order to fill prevailing knowledge gaps, the project will fund a study assessing barriers and opportunities of people with disabilities accessing skills development programs with the aim of identifying feasible activities to foster integration that can be implemented under IDEAS. The study is expected to look at issues such as disability-related accessibility needs and barrier-free design options in TCs and other skills development institutions, accessible technologies (such as screen reader software for computers, magnifiers for screens), potential access barriers in skills assessment, and modules on supporting students with disabilities in technical teacher training, among others. The findings of this study will be used for developing a

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35 Training programs may apply lessons from psychology to encourage women to act with an entrepreneurial mindset and focus on socio-emotional skills development. An impact evaluation of such training was conducted by the Africa Gender Innovation Lab in Togo and showed positive and significant effects on sales and profits of female-led micro-enterprises. Training in socio-emotional skills for women could be cross-cut with training in socio-emotional skills for the men they work with, particularly in strategically targeted male-dominated occupations.
more inclusive approach to skills development in the project and informing specific interventions, incentives, and resources to promote the participation of persons with disabilities in TCs and other opportunities. Close co-operation with other donors focusing on vulnerable groups will also guide inclusion of vulnerable groups.

E. Implementation

Institutional and Implementation Arrangements

41. **Lending instrument**: The financial instrument to be used for IDEAS will be *Investment Project Financing* (IPF).

42. **Scope of the project**: The IDEAS project is a federal government project supporting federal government systems and institutions (NSQF, technical teachers and instructor training, federal TCs) as well as delivery systems in select states (state TCs, IAT, and related management capacities). The first phase of the project will focus key interventions at state level in the following six states: Kano, Gombe, Benue, Abia, Edo and Ekiti. The interventions may be expanded to additional states after the first phase has been completed. The selection of states was based on the agreed criteria: (i) that each of the six geographical zones would be represented; (ii) that states should have shown commitment to skills development by having already invested in skills acquisition; (iii) availability of industries in the state; and (iv) availability of existing infrastructure.

43. **Project steering**: Responsibility for project oversight rests with the **National Project Steering Committee (NPSC)**, which is already established, and the **State Project Steering Committees (SPSCs)** in the initially participating states. The NPSC is composed of key public and private (industry) stakeholders as well as representatives from SPSCs. It will be in charge of overall guidance of project implementation. It will approve the PIM, major project directions such as selection of TCs and informal sector clusters to be supported, as well as annual budgets, operational and procurement plans. SPSCs will be in charge of guiding the implementation of project activities in their state and for supervising the work of the State Project Implementation Unit (SPIU). SPSCs will decide upon the selection of State TCs to be supported under IDEAS (to be approved by NPSC), approve the IDPs of the State TCs and advise on all other activities under the project that take place in or affect the state skills development system. SPSCs comprise relevant public officials with a stake in skills development, as well as representatives from the business sector.

44. **Project implementation responsibilities**: Reporting to the NPSC, both the FMoE/DTSE and NBTE will implement the IDEAS project with specific responsibilities depending on their institutional mandate\(^{36}\). The DTSE has formed a **Project Coordination Unit (PCU)** to implement the grants and support to federal TCs; all activities under Component 3 in consultation with relevant stakeholders such as state governments, Department of Higher Education, Teachers Registration Council, and others; capacity development of public agencies in charge of skills development, notably the FMoE and state skills development agencies; as well as to facilitate the work of the NPSC and report to the World Bank. The main tasks of the Project

\(^{36}\) See also Table A-1 in Annex 1.
Management Unit (PMU) in the NBTE will be to provide technical assistance to states in the support of state TCs; implement the entire Component 2 including the management of service providers that assist individual informal sector clusters; as well as drive all activities under Component 4 that are related to the NSQF roll-out, monitoring, evaluation and research.

### Table 3: IDEAS Project Cost, by Component/Area

<table>
<thead>
<tr>
<th>Component/Area</th>
<th>US$ million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: Incentivizing public-private partnerships for enhanced quality and labour-market orientation of skills development in public Technical Colleges</td>
<td>101</td>
</tr>
<tr>
<td>Component 2: Improving skills formation for the informal sector</td>
<td>29</td>
</tr>
<tr>
<td>Component 3: Increasing the availability of competent and motivated technical teachers and instructors in Nigeria</td>
<td>25</td>
</tr>
<tr>
<td>Component 4: Strengthening the regulatory environment and public management capacities for market-oriented skills development</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

45. Reporting to the SPSCs, State Project Implementation Units (SPIU) are, in their respective states, responsible for driving all activities implemented under state auspices, including facilitating the grant project support to state TCs; managing the participation of state-employed technical teachers and instructors in further training; and liaising with NBTE, business associations and service providers in the support of IAT. SPIUs also function as secretariats to the SPSCs and will be in charge of all communication related to the project within the state and between the state and federal bodies.

46. **Funding:** The overall budget of the IDEAS project over five years is estimated to be US$200 million, as shown in Table 3 (above).

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

Specific project location are yet to be determined.

G. **Environmental and Social Safeguards Specialists on the Team**

Olukayode O. Taiwo, Social Specialist
Amos Abu, Environmental Specialist
Joy Iganya Agene, Environmental Specialist
### SAFEGUARD POLICIES THAT MIGHT APPLY

<table>
<thead>
<tr>
<th>Safeguard Policies</th>
<th>Triggered?</th>
<th>Explanation (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Assessment OP/BP 4.01</td>
<td>Yes</td>
<td>The Development Objective of proposed Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS). Project is to improve the quality and demand-orientation of skills development programs in Nigeria. Component 1 titled: “Enhanced quality and relevance of skills development in public Technical Colleges by incentivising public-private partnerships” involves the financing of rehabilitation and upgrading to selected Technical Colleges thus triggering OP/BP 4.01 - Environmental Assessment. The anticipated potential environmental and social risks and impacts on human populations or environmentally important areas are expected to be site specific, moderate, few if any of them are irreversible and relatively easier to mitigate. The proposed project is accordingly classified as Category B. However, at this point, the exact number project intervention sites and locations are unknown. To ensure that the activities that will be financed under the proposed project are environmentally sound and sustainable, the borrower prepared an Environmental and Social Management Framework (ESMF). The ESMF includes steps that will be taken by the borrower to preparing site specific environmental safeguards instruments (ESIA, ESMP, Audit) during implementation but prior to the commencement of civil works. In addition, the ESMF was consulted upon and disclosed on December 10, 2018 in Nigeria and World Bank external website prior to appraisal as required.</td>
</tr>
<tr>
<td>Performance Standards for Private Sector Activities OP/BP 4.03</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Natural Habitats OP/BP 4.04</td>
<td>No</td>
<td>This project is not expected to involve conversion or degradation of natural habitats and their functions.</td>
</tr>
<tr>
<td>Forests OP/BP 4.36</td>
<td>No</td>
<td>This project will not finance activities will involve conversion or degradation of forest areas or related natural habitats or associated vital local and global environmental services and value of forests.</td>
</tr>
<tr>
<td>Pest Management OP 4.09</td>
<td>No</td>
<td>This project is not envisaged to make use of pesticides or other chemicals nor involved in control of pest, vectors or herbs.</td>
</tr>
<tr>
<td>Category</td>
<td>Status</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Physical Cultural Resources OP/BP 4.11</td>
<td>No</td>
<td>Preliminary investigations of the proposed activities indicates that cultural heritage sites are not anticipated to be encountered. Specifically, the project will not impact physical cultural resources of archaeological, paleontological, historical, architectural, religious, aesthetic or other cultural significance.</td>
</tr>
<tr>
<td>Indigenous Peoples OP/BP 4.10</td>
<td>No</td>
<td>There are no Indigenous People in the project area.</td>
</tr>
<tr>
<td>Involuntary Resettlement OP/BP 4.12</td>
<td>Yes</td>
<td>Involuntary Resettlement (OP/BP 4.12) is triggered. This is because the implementation of the IDEAS project may involve the rehabilitation and or extension of buildings within government own land which may impact squatters that are living or utilizing such compounds for economic or social activities livelihoods. To this end, the Borrower has prepared and disclosed Resettlement Policy Framework (RPF). The RPF includes steps that will be taken by the borrower to prepare site specific Resettlement Action Plan (RAP) during implementation but prior to the commencement of civil works. In addition, the RAP was consulted upon and disclosed on December 10, 2018 in Nigeria and World Bank external website prior to appraisal as required. Other social issues, including guidelines to ensure that sub-projects promote positive social outcomes will be detailed in the project implementation Manual.</td>
</tr>
<tr>
<td>Safety of Dams OP/BP 4.37</td>
<td>No</td>
<td>This project will not finance the construction of new dams and in carrying out activities that will be affected by existing dams.</td>
</tr>
<tr>
<td>Projects on International Waterways OP/BP 7.50</td>
<td>No</td>
<td>This project will not impact any river, canal, lake or similar body of water that forms a boundary between, or any river body or surface water that flows through, two or more countries and any tributary of body of water that qualify as international waterways.</td>
</tr>
<tr>
<td>Projects in Disputed Areas OP/BP 7.60</td>
<td>No</td>
<td>The proposed project will not be established in a territorially disputed place between two or more countries.</td>
</tr>
</tbody>
</table>
KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The Nigeria Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS) Project is categorized as B meaning that the potential and associated impacts of the IDEAS including the rehabilitation/reinforcement of existing buildings and schools are generally expected to be minor, limited in space and time, easily mitigated and therefore remediable. The project will not involve large the acquisition of new land, displacement of people or restrict access to means of livelihood. Nevertheless, this project triggers World Bank Environmental Assessment (EA) policy (OP/BP 4.01) and Involuntary Resettlement (OP/BP 4.12). This is because the implementation of the IDEAS project may involve the rehabilitation and or extension of buildings within government own land which may impact squatters that are living or utilizing such compounds for economic or social activities (see the section on Social Safeguards). There are no large-scale, significant or irreversible impacts. Potential environmental impacts consist of those associated with (i) the rehabilitation and upgrading of existing buildings; (ii) the public health and safety risks involved in the handling of debris that might result from the rehabilitation of existing buildings; and (iii) Dust generation, and (iv) Noise pollution. This project is not envisaged to have any cumulative adverse impacts. The potential site specific environmental impacts shall be handled by the preparation of Environmental and Social Management Plans (ESMPs) according to the project’s Environmental and Social Management Framework (ESMF). The ESMF and RPF outline the principles, steps, procedures that will be followed during implementation to prepare site specific environmental and social safeguards instruments (ESMP, ESIA, Audit, RAP and ARAP).

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

This project is not envisaged to have any cumulative adverse impacts.

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.

The project may have potential to impact the environment and people if adequate prevention and mitigation measures are not taken. To this end, an ESMF and RPF were prepared by the Borrower and disclosed country wide and Bank’s external website.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

During the preparation of the ESMF and RPF, extensive stakeholders consultation that involved: (i) Government Agencies; (ii) State Ministry of Education; (iii) Educational Institutions; (iv) NGOs and CSOs; (v) Scientific Experts/Researchers; (vi) Students/Parents; (vii) Private Sector; (viii) State Chambers of Agric, Commerce and Industry and NECA / MAN was carried out. This consultation with stakeholders that started with during preparation will be continued during implementation.
### B. Disclosure Requirements

<table>
<thead>
<tr>
<th>Environmental Assessment/Audit/Management Plan/Other</th>
<th>Date of receipt by the Bank</th>
<th>Date of submission for disclosure</th>
<th>For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors</th>
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<tr>
<td></td>
<td>10-Dec-2018</td>
<td>10-Dec-2018</td>
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"In country" Disclosure

<table>
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<th>10-Dec-2018</th>
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Comments

<table>
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<tr>
<th>Resettlement Action Plan/Framework/Policy Process</th>
</tr>
</thead>
<tbody>
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"In country" Disclosure

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<tr>
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</tr>
</thead>
</table>

Comments

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

#### OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?
Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?
Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?
NA

#### OP/BP 4.12 - Involuntary Resettlement
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?
Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?
NA

The World Bank Policy on Disclosure of Information

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

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

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?
Yes

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

CONTACT POINT

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Senior Education Specialist

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APPROVAL

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Olatunde Adetoyese Adekola

Approved By

Safeguards Advisor: Halil Dundar 08-Sep-2019

Practice Manager/Manager: Rachid Benmessaoud 13-Sep-2019

Country Director: