ISLAMIC REPUBLIC OF AFGHANISTAN

THE MINISTRY OF LABOR, SOCIAL AFFAIRS AND MARTYRED AND DISABLED

Non-Formal Approach to Training, Education and Jobs in Afghanistan (NATEJA)

Environmental and Social Management Framework

Draft Final Report

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Abbreviations and Acronyms

ANDS  Afghan National Development Strategy
AREDP  Afghanistan Rural Enterprise Development Project
ARTF  Afghanistan Reconstruction Trust Fund
ASDP II  Second Afghanistan Skills Development Project
CDC  Community Development Council
DoLSAMD  Department of Labor, Social Affairs and Martyred and Disabled
EA  Environmental Assessment
EHSG  Environment, Health and Safety Guidelines (World Bank Group)
ESMF  Environmental and Social Management Framework
FGD  Focus Group Discussion
HH  Household
I-ANDS  Interim Afghan Development Strategy
IDA  International Development Association
IFC  International Finance Corporation
ILO  International Labour Organization
MoLSAMD  Ministry of Labor, Social Affairs and Martyred and Disabled
NAPWA  National Action Plan for Women of Afghanistan
NATEJA  Non-Formal Approach to Training, Education and Jobs in Afghanistan
NGO  Non-governmental Organization
NOSS  National Occupational Skills Standards
NSDP  National Skills Development Program
OP  Operational Policy
PPE  Personal Protective Equipment
PPGF  Project Preparation Grant Facility
SA  Social Assessment
TTTI  Technical Teachers’ Training Institute
TVET  Technical and Vocational Education and training
Executive Summary

The Islamic Republic of Afghanistan has proposed a project, known as Non-Formal Approach to Training, Education and Jobs in Afghanistan (NATEJA), to be executed by the National Skills Development Program (NSDP), Ministry of Labor, Social Affairs and Martyred and Disabled (MoLSAMD) and financed by a grant of US $30.8 million from the Afghanistan Reconstruction Trust Fund (ARTF). The project’s objective is to increase the potential for employment and higher earnings of targeted young Afghan women and men in rural and semi-urban areas through non-formal skills training as well as improvement in basic literacy and numeric skills. The NSDP unit that will implement the project will rely substantially on the practical competencies of small shop owners in the bazaars for the non-formal training, through apprenticeship arrangements. The project will be conducted in phases in nine provinces.

As a project that has skills training as its primary focus and does not involve construction of new training facilities, NATEJA is not expected to have significant adverse impacts on the natural environment. Workplace health and safety are the key areas in which the project offers opportunities for incremental improvement but also poses risks to trainees that will have to be managed. There are in addition social concerns, most notably regarding child labor and employment opportunities for women and transparency and consistent adherence to the selection criteria in choosing candidates for the training. In view of these issues, the World Bank, which administers the ARTF, has requested the Government to prepare an Environmental and Social Management Framework (ESMF). The purpose of the ESMF is to ensure that proper impact management instruments are prepared for individual project activities once the locations and types of businesses in which the training is to be conducted have been identified.

The ESMF includes a description of the project; a review of the relevant policies and laws and the administrative arrangements for implementing them; the identification of the project’s potential impacts and the measures to prevent or mitigate them; and recommendations for establishing the capacity to implement those measures. It explains the site-specific impact management instruments that will be prepared during project implementation, which are:

- **Training Location Inspection Report and Recommendation** for each business being considered as a training place, on the basis of which NSDP will select the trainers;
- **Workplace Safety Training Modules** to be administered as part of the training – one covering general health and safety procedures at all locations and an additional module for locations that require specialized health and safety training, such as welding shops or automobile paint shops;
- **Safety Manual** in which the training modules will be assembled, to be given to all trainees;
- **Training Module on Environmental Management for Small Enterprises** that will administered to trainees who continue into more advanced phases of training; and
- **Social Assessment** to establish a baseline for the project, develop a social inclusion strategy, and develop a strategy for informal vocational training compatible with existing traditional apprenticeship systems across the relevant sectors.
Introduction

1. The Islamic Republic of Afghanistan anticipates receiving a grant from the Afghanistan Reconstruction Trust Fund (ARTF) in the amount of US $30.8 million for a project of which the development objective is to increase the potential for employment and higher earnings of targeted young Afghan women and men in rural and semi-urban areas through non-formal skills training. The project, known as Non-Formal Approach to Training, Education and Jobs in Afghanistan (NATEJA), will be executed by the Ministry of Labor, Social Affairs and Martyred and Disabled (MoLSAMD). The National Skills Development Program (NSDP), an established program unit within MoLSAMD, will implement NATEJA. The proposed project intends to support the expansion of access to non-formal technical and vocational training for the unskilled young male and female Afghans, as well as the improvement of their labor market outcomes through enhancement of the quality of training delivery and the provision of performance linked financial incentives.

2. Given that a substantial share of young Afghan men and women are unskilled, illiterate and underemployed or unemployed, this project would focus on building their basic literacy and numeric skills while providing them with market-relevant, practical skills to improve their potential for employment and higher earnings. The important demand for semi-skilled labor in some key sectors of the economy (agribusiness, construction, mining, mechanics, carpentry, etc.), the untapped practical competencies of small shop owners in the bazaars, and the large number of young unskilled male and female Afghans call for a multi-pronged approach. It must improve the skills and labor market outcomes of trainees through performance based financial incentives and strengthen the capacity of NSDP/MoLSAMD to enhance their support for non-formal technical and vocational education training (TVET). The various pilots proposed under the project are meant to foster the linkages between non-formal training providers and employers, with the unskilled trainees at the center of the project design.

Objective of the ESMF

3. As a project that has skills training as its primary focus and does not involve construction of new training facilities, NATEJA is not expected to have significant adverse impacts on the natural environment. Workplace health and safety are the key areas in which the project offers opportunities for incremental improvement but also poses risks to trainees that will have to be managed. Small businesses started under one of the components could have local adverse impacts. However, positive impacts are possible in the longer term, in existing businesses as well as start-ups, if the training is successful in increasing environmental awareness and providing guidelines to the project beneficiaries, trainees and trainers alike. Workplace health and safety are the key areas in which the project offers opportunities for incremental improvement but also poses risks to trainees that will have to be managed. There are in addition social concerns, most notably regarding child labor and employment opportunities for women and transparency and consistent adherence to the selection criteria in choosing candidates for the training. In view of these issues, the World Bank, which administers the ARTF, has classified NATEJA in Category B according to World Bank Operational Policy 4.01 Environmental Assessment. A full environmental and social impact assessment is not required, but
environmental and social analysis that focuses on the key issues and provides measures to manage the potential impacts needs to be carried out. In cases like NATEJA, where details such as the locations of the proposed training and the particular trades and crafts in which the training will be provided are not known prior to project implementation, OP 4.01 authorizes a framework approach, in which the range of potential impacts is identified and the procedures and institutional responsibilities for ensuring that proper impact management instruments are prepared for individual project activities are delineated. The instruments themselves are prepared during implementation. NSDP accordingly has contracted for the preparation of this Environmental and Social Management Framework (ESMF).

4. The ESMF is organized in seven sections:
   - Introduction
   - Project Description
   - Policy, Legal, and Administrative Framework
   - Potential Impacts, Typical Mitigation Measures, and Monitoring
   - Safeguards Instruments to be Produced During Implementation
   - Capacity-building
   - Consultation and Disclosure

The ESMF also contains annexes that provide the reporting format for inspections of training locations, the terms of reference for a social assessment that will be conducted after training locations are identified, and guidance on hazardous materials in the workplace.

**Project Description**

5. The project activities are divided among four components:
   - Component 1: Piloting Apprenticeship and Entrepreneurship among Unskilled and Illiterate young Afghans
   - Component 2: Improving the Quality of Non-formal Training and the Labor Market Outcomes of Trainees
   - Component 3: Strengthen the Capacity of NSDP/MoLSAMD in Key Areas
   - Component 4: Monitoring, Impact Evaluation and Project Management

6. **Component 1: Piloting Apprenticeship and Entrepreneurship among Unskilled and Illiterate young Afghans (US$9.2 million).** The premise of this component is that a significant share of young women and men aged 18 to 35 in Afghanistan is unskilled and illiterate. They enter the labor force unprepared to compete in the labor market. Therefore, they are unable to find jobs and earn a decent living. This component proposes to explore ways to address this serious concern by carrying out the two pilots that are sub-components.

7. **Sub Component 1.1: Improving Access to Skills Training for Illiterate and Unskilled Afghans (US$ 7.7 million)** This sub-component is designed on the assumption that, while there is high illiteracy and lack of basic technical skills among young Afghan women and men living in
semi-urban and rural areas, there exist pockets of highly skilled individuals in various trades operating in the bazaars across Afghanistan. This sub-component will attempt to bring these two sets of actors together to match the supply of unskilled workforce with the untapped practical knowledge of these small shop and business owners in order to build long term a large pool of semi-skilled workers with basic literacy and technical competences. These objectives will be achieved in two phases.

8. **In Phase I**, it is proposed to identify and use highly skilled and experienced mechanics, technicians, carpet weavers, poultry owners, artisans, farmers, or craftsmen who operate their own small shops, fabricate products in the bazaars, or run small household-based businesses, and make them trainers (henceforth, principals). Illiterate, unskilled and unemployed/underemployed individuals living in the vicinity of these principals will be recommended by local community leaders as apprentices to enroll in a training program, five days a week for nine months to a year. The goal is to provide them with practical training through learning by watching and learning by doing. The principal will be required to report bimonthly on the progress made by his/her apprentices, and monitoring will be carried out by agents employed for the purpose. At the end of the apprenticeship program, a competency assessor will visit the shop to evaluate the practical skills learned by the apprentices. For an apprentice who does not meet the minimum competency at the end of the apprenticeship, the training will be extended for a period considered appropriate to improve his/her learning levels, subject to an assessment by both the assessor and the principal and based on the bi-monthly reports.

9. The training program is totally voluntary and incentives are built to help both principals and apprentices improve their economic welfare. The selection of principals will be based on an identification survey and a set of transparent guiding principles. Each principal will be personally interviewed to gauge his/her commitment to the apprenticeship program. Since semi-urban and rural areas are the main targets, it is estimated that about 20 principals will be identified per province in 9 provinces selected based on poverty, illiteracy and unemployment rates.

10. As this is a pilot, a phase-in implementation plan will be carried out with the project period divided into three cycles. In the first cycle, three provinces will pilot the apprenticeship program followed by three provinces in the second cycle and the remaining three provinces will conduct the training in the third cycle. About 2700 apprentices will be trained under this program. Apprentices will be selected using the village councils, elders and religious leaders, as is already the case with NSDP under the ongoing ASDP project. It is proposed to pay the principals a daily rate of USD 3 for each apprentice, for a maximum of five apprentices. Apprentices will be given a daily transportation allowance of USD 2 to attend the practical classes conducted by the principal in the premises of his/her shop.

11. Since one of the purposes of this project is to tackle the huge illiteracy rate among the youth, it is proposed to hold separate literacy classes for both apprentices and principals (if they need it). An incentive will be paid to principals to attend the literacy classes given their high opportunity cost of acquiring basic literacy and numeracy skills. No incentive will be offered to apprentices except the transportation allowance to allow them to attend the literacy classes.

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1 The cycles are six months apart from each other.
12. In order to assist and encourage apprentices to opt for self-employment, a toolkit shall be provided to every apprentice who successfully completes the program. Further, to ensure that the Bank’s mandate on occupational safety is complied with, safety equipment shall be supplied to all principals for the apprentices as they undergo the practical training. Assessment agents will monitor the use of this equipment to ensure compliance with safeguard norms.

13. Under **Phase II** of this sub-component, opportunities will be offered to those apprentices who seek to further improve their potential for employment and higher earnings through a combination of theoretical and practical training. This more formal type of training will allow them to sit for a certification examination based on the National Occupational Skills Standards (NOSS) offered by the certifying agency appointed under the Second Afghanistan Skills Development Project (ASDP II). The examination fees will be borne by the project. For those who express interest and are qualified, training providers will be contracted to offer training courses of three to four months with specific terms of reference to coach students for the certification examination and for job placement. Payments will be made to the training providers on the basis of (i) the number of certified students, and (ii) the number of students who find jobs within two months of graduation. It is also proposed to conduct independent tracer studies after six months of graduation to find out whether the graduates still have jobs. If an agreed share of graduates from a training provider still has jobs after six months, then that provider will be automatically contracted for the next round of incentives.

14. **Sub-component 1.2: Encouraging Rural Employment (US$1.5 million)** - Under an existing Bank project (Afghanistan Rural Enterprise Development Project, AREDP), savings groups have been set up in villages in five provinces. AREDP has acknowledged that, while they participate in the savings groups, a large share of their members cannot efficiently utilize the resources mobilized by the savings groups as they lack the technical skills. It is therefore proposed to carry a basket of trainings to their doorstep to help improve their livelihoods and labor market outcomes. The mode of operation will be the same as in sub-component 1.1. AREDP will provide data on those savings groups which are most in need of skills so that an appropriate basket of trainings can be developed and tailored to their needs. Given that most members live in rural areas and are illiterate, literacy classes will be mandatory to build their basic literacy and numerical competencies.

15. In addition, as these saving groups were initially created to promote self-employment and entrepreneurship, partnerships between them and key training providers in the respective provinces will be sought to build their technical and life skills so that they can effectively operate their own businesses. This will also be carried out in close collaboration with the AREDP project which has already initiated training on entrepreneurial and business development skills. IFC may be requested to assist with specialized training not available from AREDP. Baseline data is currently being collected under the Project Preparation Grant Facility (PPGF) to capture the specific training needs of members of the savings groups as well as those community members who don’t belong to these savings groups in the targeted villages. The difference in outcomes of training of these two groups will be rigorously documented through the impact evaluation studies envisaged under the project. Then a tailored basket of trainings will be offered to them. The basket of trainings offered will vary from village to village, and appropriate terms of reference will be designed for contracting out service provision. A selected training provider will receive an additional financial incentive per graduate who starts her/his own business.
16. A competitive grant of $500 will be given to about 1000 individuals among saving group members to help them start their own business. The idea is to identify potential young male and female entrepreneurs with the mindset of a true entrepreneur willing to take risks, creative and willing to do whatever it takes to see their business grow. Applicants must provide a clear and attractive business plan that will be evaluated by an independent committee composed of two business owners, one industry representative, one representative of non-formal training providers, an NSDP representative and an entrepreneur cell’s representative. The successful candidates will be provided by the project any technical, business related or administrative support they may need. An impact evaluation of this grant will be carried out to try to understand what makes these start ups grow and remain in the market over the medium run.

17. **Component 2: Improving the Quality of Non-formal Training and the Labor Market Outcomes of Trainees (US$10.5 million).** This component will provide incentives to non-formal training providers to induce them to improve the quality of the training offered. The incentive will be tied to both the number of certified graduates as well as the number of students who find jobs. The rationale for this intervention is that incentives directly linked to labor market outcomes are likely to encourage service providers to actively prepare their students for the certification exam and seek employment for their graduates. Second, it is based on the premise that labor market outcomes (e.g., earnings and employment) cannot improve unless the quality of non-formal training itself improves. Therefore, non-formal training providers are incentivized to ameliorate the quality of their training so that they can better respond to the demand from employers seeking qualified semi-skilled labor who are productive enough to help them raise their profitability. These training providers will be selected from across the country in a competitive, transparent process using the eligibility criteria that have been developed for the component. In identifying eligible training providers, special treatment will be given to those who offer courses exclusively for women or have a high percentage of women in their regular training programs.

18. The Technical Teachers’ Training Institute (TTTI) being set up under ASDP II will also train trainers from private/non-government training providers subject to certain terms and conditions. To provide additional support, these teachers trained by TTTI could be contracted on a part time basis to provide tailored short term courses to some of these non-formal training providers as needed.

19. Given the large number of non-formal training providers operating in Afghanistan (of which a large share are of low capacity and insufficient infrastructure), stringent eligibility criteria will be used for selection of participating training providers. The financial incentives will be broken down into a basic payment for the number of graduates who find jobs within 60 days of graduation and an additional incentive per graduate who gets certified by an internationally accredited agency. A strong monitoring mechanism that is proposed under the project will help track graduates from these training courses. Close to 200,000 people will be trained as a result of the training providers receiving project grants, thus creating an opportunity for competition and improved quality of training offered.

20. **Component 3: Strengthen the Institutional Capacity of NSDP/MoLSAM in Key Areas (US$ 4.7 million).** Under the current ASDP project, NSDP has developed some reasonably good capacity of implementing Bank funded projects and was able to carry out in-
house a randomized experiment of its training program. However, past engagement with MoLSAMD has revealed the need to strengthen capacity in certain key areas. These are (i) Procurement, (ii) Financial Management, and (iii) Labor Market Information Systems and Monitoring. In addition, the MoLSAMD would gain by engaging in promoting entrepreneurship in rural and semi-urban areas so that the labor market outcomes of its constituency can substantially improve nationwide. Such engagement could also be in providing counseling and guidance to those seeking to establish small scale businesses, and in linking them with programs that provide access to finance (cf. Access to Finance Project under preparation), including financial support from formal banks and other financial institutions. In this regard, the option of using the existing placement cell of MoLSAMD to promote rural and semi-urban entrepreneurship will be explored. Procurement and FM capacity will be strengthened through the provision of technical assistance to the NSDP, the project’s main implementing agency.

21. **Component 4: Monitoring, Impact Evaluation, and Project Management (US$ 4.1 million).** An effective monitoring system that systematically tracks graduates from non-formal training and monitor their employment status and earnings, is still lacking. In addition, the limited capacity of NSDP to conduct randomized experiments has impaired the ability to effectively measure the project impacts. Regular information on labor market outcomes will be shared with training providers, trainees and enterprises operating in the non-formal sector to foster better matching of supply and demand for skills. In addition, this component will undertake a series of impact evaluation studies to rigorously establish the causal impacts of project interventions and learn what works and what does not and how to scale up successful interventions. The overall management capacity of NSDP as the main implementing agency of the proposed project will be enhanced under this component. The monitoring capacity of NSDP will be significantly strengthened as the proposed project involves many third party validations and sustained monitoring of all key project indicators so that the progress towards meeting the project’s development objectives can be effectively monitored.

**Policy, Legal, and Administrative Framework**

*National Policy, Legislation and Regulations*

22. *The Labor Code of 2007* is the basic legislation governing employment and working conditions in Afghanistan. The sections most relevant to NATEJA are summarized below.

   Article 4 prohibits compulsory work, which is defined as work that is against the rules and regulations of the office, against the will of the worker, and performed under threat.

   Article 12 requires compliance with the convention of the International Labour Organization to which Afghanistan adheres or plans to adhere.

   Article 30 concerns working hours and specifies that the normal working week is 40 hours.

   Article 40 requires employees to be given a one-hour break for prayers and lunch; the break is not included in the normal working hours.
Article 91 in the chapter on Labor Norms and Discipline states the general obligations of the employer, which include ensuring labor safety and security at work.

Article 92 lists the obligations of employees, which include following safety rules and practicing working environment hygiene.

Chapter 10 is devoted to provision of health and occupational safety conditions and requires:

- The employer to ensure safe and hygienic working conditions (Article 107);
- The employer to equip working areas with safety equipment and ensure its use (Article 108);
- The employer to follow legislated safety and hygiene standards (Article 110);
- The employer to provide continuous safety training and the employee to follow safety rules, standards and instructions and utilize personal protective equipment (Article 111);
- The employer to provide all necessary protection clothing and personal protective equipment, free of charge (Article 113); and
- The employer to provide for first aid and for transfer to medical centers in case of accidents (Article 114).

Article 121 prohibits assigning female or youth workers to night duties.

Article 127 defines youth workers as between the ages of 14 and 18, and Articles 128 through 130 state the special requirements that must be followed in employing them. One that is important for NATEJA is the requirement for a medical check-up prior to employment, and annually thereafter. However, NATEJA does not plan to select trainees who are younger than 18.

23. *National Labour Policy.* On November 6, 2012, MoLSAMD issued a policy that mandates a review and updating of the existing labor legislation. In addition, the Policy specifies that:

- Employers shall provide employees with safe drinking water (ii) rest room; (iii) canteen facilities; (iv) wash rooms/toilets (v) crèches and place for the prayer. Government shall frame rules for regulating the amenities required to be provided by the employer.
- The policy for occupational health and safety shall strive to achieve international standards of health and safety at workplace. These goals of achieving high levels of standards of occupational health and safety as well as creation of healthy working environment shall be realized by amending national laws appropriately and establishing a national regulatory authority.
- A national level tripartite working committee shall be constituted to examine, review and suggest amendment to the national legislation after analyzing the current status of safety and health at workplace in enterprises across all economic activities. From the government side, the tripartite committee will be comprised of representatives from MoLSAMD, Ministry of Public Health, Ministry of Mines and Industries, Ministry of Public Works, and DoLSAMDS, and also representatives from trade unions and industry.
associations. Representatives from professional safety and health organizations, ILO and other international bodies shall also be consulted as deemed appropriate.

- The above working committee shall also examine and suggest a road map for establishing a national level regulatory authority on occupational safety and health.
- The government will strengthen institutional capacity of labor inspection machinery at the national, provincial, districts and sub-district level by posting adequate number of labor administrators with defined civil jurisdiction and by allocating necessary financial resources.

24. National Action Plan for the Women of Afghanistan (NAPWA) 2007-2017. The intent of this action plan is to realize the goals stated in the Interim Afghanistan Development Strategy (I-ANDS): “to eliminate discrimination against women, develop their human capital, and promote their leadership in order to guarantee their full and equal participation in all aspects of life.” NAPWA’s stated goals are gender equality and women’s empowerment. The three strategies to meet these goals are: elimination of discrimination against women, development of women’s human capital, and promotion of women’s leadership.

25. The Environment Act of 2007. Chapter Four of this Act is concerned with “integrated pollution control. It deals with licensing for pollutant discharges and for management of conventional and hazardous wastes. Pollution control standards and detailed regulations for licensing have not been promulgated, but two general provisions in the Act are relevant to NATEJA. Article 31(3) states that “a person who discharges pollutants shall take all reasonable measures to ensure that the best practicable environmental option is adopted in relation to the discharge or emission and conservation of the environment. Article 35 expresses “the duty of care in relation to waste management” and states that “no person may collect, transport, sort, recover, store, dispose of or otherwise manage waste in a manner that results in a significant adverse effect.

International Conventions

26. Afghanistan has ratified a number of international conventions relevant to NATEJA.

- ILO No. 138 The Minimum Age Convention of 1973 – specifies 14 as the minimum age for employment
- ILO No. 182 Worst Forms of Child Labour Convention of 1999
- The International Covenant on Economics, Social and Cultural Rights (CESCR)
- The Convention on the Rights of the Child
- Convention on the Elimination of all forms of Discrimination against Women (CEDAW)

World Bank Safeguards Policies

27. Operational Policy 4.01, Environmental Assessment is the World Bank safeguards policy that applies to NATEJA. It has the overall objective of ensuring that projects supported by the Bank are environmentally and socially sustainable. The screening procedure described in OP 4.01 has classified NATEJA as Category B, because its anticipated impacts tend to be site-specific, not irreversible, and generally amenable to management through easily-designed mitigation measures. Environmental assessment is required but not to the extent and depth that
is necessary for a Category A project. Because NATEJA has multiple subprojects, the exact location and nature of which are not known prior to implementation, the environmental assessment requirement for the overall project is being met through preparation of this ESMF.

28. **World Bank Group Environmental, Health and Safety Guidelines** (EHSG) also apply to NATEJA, since their use is required by OP 4.01. The EHSG has guidance on the pollution prevention and abatement measures and workplace and community health and safety guidelines that are normally acceptable in Bank-supported projects, particularly in cases where the borrowing country does not have standards, or when its standards fall significantly short of international or industry-wide norms. The EHSG are in two parts: general guidelines on health and safety and pollution prevention and abatement, including general standards for air and water quality, and a set of sector-specific guidelines for various types of development projects. The general guidelines are fully applicable to NATEJA and should be reflected in the health and safety aspects of the training, in the Project Implementation Manual, and in the Safety Manual. Some of the sector-specific guidelines may also be relevant – poultry processing, textiles manufacturing, and pesticide formulation are examples.

29. **World Bank Exclusion List.** There are a number of industrial activities that are on the World Bank’s exclusion list, and businesses in these subsectors cannot be selected as training locations or supported in any other ways by NATEJA.

- Production or trade in any product or activity deemed illegal under host country laws or regulations or international conventions and agreements, or subject to international bans, such as pharmaceuticals, certain pesticides/herbicides, ozone depleting substances, PCB, wildlife or products regulated under CITES;
- Production or trade in weapons and munitions;
- Production or trade in alcoholic beverages (excluding beer and wine);
- Production or trade in tobacco;
- Gambling, casinos and equivalent enterprises;
- Production or trade in radioactive materials. This does not apply to the purchase of medical equipment, quality control (measurement) equipment and any equipment where the Bank Group considers the radioactive source to be trivial and/or adequately shielded;
- Production or trade in unbonded asbestos fibers. This does not apply to purchase and use of bonded asbestos cement sheeting where the asbestos content is less than 20%; and
- Drift net fishing in the marine environment using nets in excess of 2.5 km. in length.

30. **Core Labor Standards.** The World Bank does not have specific policies on labor, but in developing its country assistance strategies and preparing projects, it promotes the first three of the four Core Labor Standards promulgated by ILO.

- Elimination of all forms of forced or compulsory labor;
- Effective abolition of child labor, with priority to the worst forms;
- Equal opportunity and non-discrimination in employment; and
- Freedom of association and the right to collective bargaining.

The Bank recognizes the importance of freedom of association in community engagement and poverty reduction but is prohibited from engaging in national politics and thus remains neutral on issues involving trade unions.
Institutional Arrangements

31. MoLSAMD is responsible for administering the Labor Code, which includes provisions for workplace health and safety. The Ministry of Public Health also has responsibilities for workplace and community health. The National Environmental Protection Agency is responsible for enforcement of the Environment Act of 2007, which prohibits discharges of pollutants or wastes that could have an adverse impact on the environment. However, as indicated in the National Labour Policy, an effective regulatory authority for the workplace is needed. As called for in the Policy, such an authority would:

- Develop and adopt a uniform national standard for workplace health and safety;
- Coordinate among various agencies responsible for implementation of policy on safety, health and the environment;
- Develop codes of practice and manuals on occupational health, safety and environment in the workplace;
- Implement health and safety awareness programs for businesses; and
- Enforce compliance with standards, with credible penalties and with the right to enter and inspect any premises and to issue orders to suspend operations in cases where there are serious health and safety risks.

32. NSDP as the implementing agency will have overall responsibility for implementing safeguards, including preparation of safeguards instruments and implementation of mitigation and monitoring measures. As the organization chart in Annex 5 shows, NSDP has a Gender Officer who reports to the Program Director. NSDP does not currently have capacity for environmental and other social safeguards, and its capacity in these areas is limited. However, a Safeguards Officer, also reporting to the Program Director, will be appointed prior to project effectiveness. The Safeguards Officer will receive training from the Bank in implementation of the project safeguards. He or she will be assisted by: (i) the Monitoring Agent, which will be responsible for inspecting prospective training locations and monitoring implementation of health and safety requirements, and (ii) a consulting firm that will conduct the social assessment, prepare training modules and the safety manual, and advise and support the Safeguards Officer and Gender Officer on environmental – i.e., primarily health and safety – and social safeguard matters.

Potential Impacts, Typical Mitigation Measures, and Monitoring

33. As mentioned in the Introduction, the environmental impacts of the project are negligible. Workplace health and safety are significant concerns, however, and the main thrust of the mitigation and monitoring measures in this ESMF is to protect the trainees from injury or illness arising as a result of workplace conditions and practices. The types of businesses or crafts in which training will be conducted will not be known until the training locations and providers are selected, during project implementation. The listing in Table 1 below is intended to show the safety and health concerns associated with some businesses that are likely to be included in NATEJA. Note that the hazards listed for “all types” are likely to be found in any location. The hazards listed for individual types are in addition to them.
Table 1. Health and Safety Hazards Associated with Possible NATEJA Training Sites.

<table>
<thead>
<tr>
<th>Type of Business</th>
<th>Safety Hazards</th>
<th>Health hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All types</td>
<td>• Tripping and falling, from stairs, ladders, lofts and openings in floors</td>
<td>• Substandard water supply, inadequate provision for sanitation and hygiene.</td>
</tr>
<tr>
<td></td>
<td>• Electric shock from exposed wiring or improperly grounded devices</td>
<td>• Inadequate lighting</td>
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<tr>
<td></td>
<td>• Burns from heating equipment</td>
<td>• Inadequate ventilation</td>
</tr>
<tr>
<td></td>
<td>• Injuries from falling objects</td>
<td>• Inadequate heating and cooling</td>
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<tr>
<td></td>
<td>• Injuries from heavy lifting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fire</td>
<td></td>
</tr>
<tr>
<td>Poultry Processing</td>
<td>• Injury from cutting equipment</td>
<td>• Exposure to heat and cold in processing</td>
</tr>
<tr>
<td></td>
<td>• Repetitive motion injuries</td>
<td>• Diseases, including salmonella, Newcastle disease, avian flu</td>
</tr>
<tr>
<td>Poultry Production</td>
<td>• Asphyxiation in confined spaces, such as manure pits</td>
<td>• Exposure to pesticides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exposure to disinfectants, other chemicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exposure to dust and molds from handling feed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Diseases, including avian influenza, and other viruses, bacteria, fungi, mites, etc.</td>
</tr>
<tr>
<td>Sawmills and Woodworking Shops</td>
<td>• Injury from cutting equipment during operation</td>
<td>• Exposure to high noise levels</td>
</tr>
<tr>
<td></td>
<td>• Injury from cutting equipment inadvertently activated during cleaning or maintenance</td>
<td>• Exposure to dust</td>
</tr>
<tr>
<td></td>
<td>• Dust explosion</td>
<td>• Exposure to wood treatment or wood coating chemicals, by fumes or direct contact</td>
</tr>
<tr>
<td>Carpet Weaving</td>
<td>• Repetitive motion injuries</td>
<td>• Respiratory impairment from exposure to fine dust particles and chemical dyes</td>
</tr>
<tr>
<td></td>
<td>• Back and limb pain and arthritis from poor posture</td>
<td>• Skin irritation and diseases from chemicals, fungi</td>
</tr>
<tr>
<td>Farming</td>
<td>• Injury from heavy farm equipment</td>
<td>• Exposure to pesticides</td>
</tr>
<tr>
<td></td>
<td>• Asphyxiation in confined spaces such as silos, manure pits, wells</td>
<td>• Exposure to other agricultural chemicals</td>
</tr>
<tr>
<td></td>
<td>• Injury caused by large animals</td>
<td>• Diseases transmitted by livestock</td>
</tr>
<tr>
<td>Machine Shops, Metalworking</td>
<td>• Eye injury from flying chips, grinding particles, broken tools</td>
<td>• Pulmonary disease from welding fumes</td>
</tr>
<tr>
<td></td>
<td>• Foot injury from metal fragments on shop floors</td>
<td>• Skin and respiratory irritation from fine particles</td>
</tr>
<tr>
<td></td>
<td>• Injuries from equipment for cutting, grinding, milling, shearing etc. during operation or maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Eye damage from UV radiation or visible light in welding or oxyacetylene cutting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Burns from infrared radiation in welding or oxyacetylene cutting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hearing loss from high noise levels</td>
<td></td>
</tr>
<tr>
<td>Type of Business</td>
<td>Safety Hazards</td>
<td>Health Hazards</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Repetitive motion injuries</td>
<td>• Skin irritation from solvents and fuels</td>
</tr>
<tr>
<td>Auto Repair Shops</td>
<td>• Injury from using unsafe equipment to lift vehicles</td>
<td>• Respiratory illness from exposure to paint aerosols, sanding dust (especially from plastic materials)</td>
</tr>
<tr>
<td></td>
<td>• Eye injury from sanding, grinding, cutting</td>
<td>• Lung disease from exposure to asbestos dust</td>
</tr>
<tr>
<td></td>
<td>• Eye injury from solvents and paints</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Carbon monoxide poisoning from operating vehicles in confined space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Welding injuries (see Machine Shops above)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. Table 2 presents the potential negative impacts and typical mitigation measures, along with institutional responsibilities. The environment-related mitigation measures in the table are primarily intended to prevent the project from selecting as training locations businesses that are obviously having adverse impacts on the environment and community health and safety. A secondary purpose is to improve awareness of the environment and develop some capacity for impact management in trainees that elect advanced training (Sub-Component 1.1 Phase II) or are planning to start new enterprises (recipients of grants under Sub-Component 1.2). Workplace health and safety are the significant concerns, and the purposes of the health and safety provisions in the table are to protect trainees in the short run and build capacity for providing for workplace health and safety in small businesses in the longer term. Adverse social impacts are also covered in the table; they are possible if the procedures for selecting trainees are not carried out as designed.

Table 2. Potential Impacts, Typical Mitigation Measures, and Implementing and Monitoring Responsibilities

<table>
<thead>
<tr>
<th>Impact</th>
<th>Mitigation Measure</th>
<th>Implemented By</th>
<th>Monitored By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air, water or soil contamination from existing activities by hazardous substances</td>
<td>Activities that use hazardous materials unsafely or produce hazardous wastes that are not properly disposed of will not be selected as training locations(^2)</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td>Pollution caused by conventional emissions, effluents, or solid waste from existing activities</td>
<td>Activities that are polluting excessively in the judgment of the Monitoring Agent will not be selected as training locations unless pollution is abated.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td>Pollution emanating from new enterprises supported</td>
<td>Training and technical assistance given and manuals and toolkits issued to trainees will include</td>
<td>Environmental Consultant</td>
<td>NSDP</td>
</tr>
</tbody>
</table>

\(^2\) See Annex 3 for guidance on this mitigation measure
<table>
<thead>
<tr>
<th>Impact</th>
<th>Mitigation Measure</th>
<th>Implemented By</th>
<th>Monitored By</th>
</tr>
</thead>
<tbody>
<tr>
<td>by NATEJA grants</td>
<td>environmental management in the industry concerned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Health and Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injury or property damage caused by explosion or release of hazardous substances</td>
<td>Activities that, in the Monitoring Agent’s judgment, pose high risk to nearby communities or businesses will not be selected as training locations.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td>Adverse health effects caused by emissions, effluents, solid waste or noise</td>
<td>Activities that produce air emissions, effluents solid wastes or noise in a manner that, in the Monitoring Agent’s judgment, constitutes a health risk to nearby communities will not be selected as training locations unless pollution is abated.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td>Adverse health effects or nuisances caused by new enterprises supported by NATEJA grants</td>
<td>Training and technical assistance given and manuals and toolkits issued to trainees will include measures to prevent adverse impacts on community health and safety. Training materials will rely on graphics to convey their messages and will be developed to be well-suited to oral and visual presentation.</td>
<td>Environmental Consultant NSDP</td>
<td>NSDP</td>
</tr>
<tr>
<td><strong>Workplace Health and Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to inadequate workplace conditions for ventilation, light, hygiene, etc.</td>
<td>Facilities that do not provide or will not or cannot arrange to provide adequate conditions will not be selected as training locations.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td>Risk of electrocution, injury from falls or from falling objects, burns from hot equipment.</td>
<td>Facilities that have dangerous conditions – exposed uninsulated wiring, unguarded openings in floors, stairs without hand rails, machinery with moving parts or hot equipment without guards to prevent accidents – and do not agree to remedy the deficiencies -- will not be selected as training locations.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td></td>
<td>Trainees will be issued and required to use personal protective equipment (PPE) appropriate for the environment they will work in. During site inspections, the Monitoring Agent will determine the PPE that is appropriate for the trade or shop and which items of that PPE are available. The report of the inspection will specify the additional items that would have to be provided to the trainees. For each shop that is selected, NSDP will supply the PPE to the trainees, and the Monitoring Agent will verify at regular intervals that it is being used.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td></td>
<td>Training will include oral and visual presentations on workplace safety, for trainers as well as trainees. NSDP will administer the safety training in Phase I of Sub-Component 1.1. Training providers will administer it in Sub-Component 1.2</td>
<td>NSDP</td>
<td>MoLSAMD</td>
</tr>
</tbody>
</table>

3 See Annex 4 for guidance on this mitigation measure.
<table>
<thead>
<tr>
<th>Impact</th>
<th>Mitigation Measure</th>
<th>Implemented By</th>
<th>Monitored By</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Safety Manual will be prepared for the project, relying on graphics to convey its messages.</td>
<td>Environmental Consultant</td>
<td>NSDP</td>
<td></td>
</tr>
<tr>
<td>All training locations will be monitored on a bimonthly schedule</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
<td></td>
</tr>
<tr>
<td>Exposure to high noise levels, dust, fumes, light from welding arcs</td>
<td>Trainees will be issued and required to use personal protective equipment (PPE) appropriate for the environment they will work in (see details above)</td>
<td>Monitoring Agent ; NSDP</td>
<td>NSDP; MoLSAMD</td>
</tr>
<tr>
<td>Trainee positions will be captured by individuals with influence who are not poor, illiterate and underemployed.</td>
<td>Trainee selection will be done in concert with village leaders and CDCs (male and female members) and in a transparent manner. Project will have monitoring agents to monitor the selection process. NSDP will engage third-party assessors for random independent validations surveys to determine whether selection rules are being met.</td>
<td>Monitoring Agent, NSDP</td>
<td>NSDP</td>
</tr>
<tr>
<td>The target for female participation will not be achieved</td>
<td>Social Assessment (SA) will be prepared during implementation. A Social Inclusion Strategy will be a part of the SA. Project will have monitoring agents to monitor the selection process. NSDP will engage third-party assessors for random surveys to determine whether project requirements are being met.</td>
<td>Social Consultant</td>
<td>NSDP</td>
</tr>
<tr>
<td>Violation of national law and international conventions against child labor</td>
<td>Enterprises not in compliance with the Afghanistan Labor Code of 2007 regarding youth employment may not be selected as training locations.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
<tr>
<td>Compulsory work or excessive working hours will be demanded from trainees.</td>
<td>Enterprises that fail to comply with the Afghanistan Labor Code of 2007 regarding working hours or compulsory work may be dropped from the project.</td>
<td>Monitoring Agent</td>
<td>NSDP</td>
</tr>
</tbody>
</table>
35. **Training Location Inspection Report and Recommendation.** The Monitoring Agent will visit each shop or other business premises being considered as a location for training in Phase I of Sub-Component 1.1 and in Sub-Component 1.2 and complete a report on health, safety, environmental and social conditions. The Monitoring Agent will assess the suitability of the shop or other business as a training location and recommend either (a) approval, (b) approval conditioned on correction of significant problems, or (c) rejection. NSDP will base its selection of trainers on these recommendations. The format for the inspection report has been prepared and can be found in Annex 1.

36. **General Workplace Safety Training Module.** NSDP will engage an environmental consultant that will prepare a training module covering general health and safety procedures to be administered as part of all training in Phase I of Sub-Component 1.1 and in Sub-Component 1.2. This module will be reviewed by NSDP and the Bank and will be available prior to selection of trainees for Phase I.

37. **Special Workplace Safety Training Modules.** The environmental consultant will also prepare an additional training module for types of training locations that have special conditions warranting specialized health and safety training, such as welding shops, automobile paint shops, etc. These modules will also be reviewed by NSDP and the Bank. The modules cannot be prepared until training locations have been selected and relevant types of businesses are identified. They will be available for use prior to the commencement of training in any of the businesses for which they are required.

38. The safety training modules for Phase I of Sub-Component 1.1 will be administered by NSDP staff or the consultant. Training providers or NSDP staff or consultants will provide safety training in Sub-Component 1.2. Recognizing that trainees will be illiterate at the outset of training and will be learning literacy skills in parallel with it, training materials will rely on cartoons and other graphics to convey the meaning of the accompanying text.

39. **Safety Manual.** The environmental consultant will package the training modules just described as a free-standing safety manual, to be given to all trainees. Recognizing the literacy limitations of the trainees, the manual will make maximum use of cartoons and other graphics to illustrate the health and safety principles. The manual will be reviewed by NSDP and the Bank and will be provided to all trainees within three months after the beginning of training.

40. **Training Module on Environmental Management for Small Enterprises.** In Phase II of Sub-Component 1.1, providers will give trainees basic environmental instruction, including general environmental awareness, environmental standards and techniques for compliance that are applicable to the businesses they are learning, safeguarding community health and safety, and sources of information and assistance. The training module will be based on the Environment Act of 2005 and the World Bank Group Environmental, Health, and Safety Guidelines and will rely heavily on graphics to convey its messages. The training module, to be prepared by the environmental consultant, will also be administered by providers to the recipients of business start-up grants in Sub-Component 1.2, and technical assistance will be provided to assist the grantees in incorporating environment, health and safety into their business plans. NSDP and the
Bank will review this training module, which will be available for use prior to commencement of Phase II training in Sub-Component 1.2 and prior to issuance of grants in Sub-Component 1.2.

41. **Social Assessments.** Once the training locations and thus the subsectors are known, a Social Assessment will be undertaken with the following objectives: (i) establish a baseline for the project; (ii) develop a social inclusion strategy, (iii) develop a strategy for informal vocational training compatible with/strengthening existing traditional apprenticeship systems across the relevant sectors. The draft terms of reference for the Social Assessment is presented in Annex 2. The final report of the social assessment will be submitted within six months of effectiveness.

**Capacity-Building**

42. There is currently no entity in Afghanistan that is effectively regulating occupational health and safety in Afghanistan. The National Labour Policy mandates a working committee to develop a roadmap for establishing a regulatory body (see paragraph 23 above). In the interim, the necessary capacity to ensure the health and safety of NATEJA trainees and to promote improved health and safety management as well as environmental management in enterprises the trainees may start up will be provided by staff in NSDP that will be designated as responsible for ensuring implementation of the ESMF, and by the Monitoring Agent that will be engaged by NSDP.

43. Because the Monitoring Agent will be inspecting prospective training locations and monitoring training activities for health and safety, it will have to be a multidisciplinary organization, able to provide professional services in:

- Occupational health and safety audits
- Workplace safety and accident prevention
- Workplace health and hygiene
- Environmental management
- Community health and safety
- Monitoring and reporting.

44. The environmental consultant will be preparing and in some cases administering training materials for workplace health and safety and environmental management for small enterprises. The consultant will need to have the following capabilities:

- Workplace safety and accident prevention
- Workplace health and hygiene
- Environmental management
- Community health and safety
- Preparation of graphics-based training materials
- Administration of safety training
Consultation and Disclosure

45. This ESMF will be disclosed in draft for review and comment at NSDP, in public places in each of the nine provinces that will be participating in the project, and in the Bank’s InfoShop. In-country disclosure will be in English and local languages. NSDP will convene a stakeholders meeting including province representatives, relevant government agencies and concerned NGOs. Comments made at the meeting and any written comments received will be taken into account in preparing the final ESMF. The Social Assessment and the Safety Manual to be prepared during implementation will also be publicly disclosed in the same locations.

Estimated Budget for ESMF Implementation

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Activity Cost (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety/health/environmental inspection of prospective training locations</td>
<td>40,000</td>
</tr>
<tr>
<td>Preparation of general safety training module</td>
<td>5,000</td>
</tr>
<tr>
<td>Preparation of special safety training modules</td>
<td>20,000</td>
</tr>
<tr>
<td>Preparation and printing of safety manual</td>
<td>15,000</td>
</tr>
<tr>
<td>Preparation of environmental training module</td>
<td>5,000</td>
</tr>
<tr>
<td>Administration of health, safety and environmental training</td>
<td>40,000</td>
</tr>
<tr>
<td>Personnel protective equipment (PPE) for trainees in Sub-Component 1.1 (900 trainees) and Sub-Component 1.2 (1000 trainees) – average cost USD 10/trainee</td>
<td>19,000</td>
</tr>
<tr>
<td>General technical assistance to NSDP on health, safety and environment</td>
<td>20,000</td>
</tr>
<tr>
<td>Social Assessment</td>
<td>80,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>244,000</strong></td>
</tr>
</tbody>
</table>
References


Annex 1: Training Location Inspection Report and Recommendation Format

Identifying Information

Date of Inspection: ______________________________________________________

Name of Inspector: ______________________________________________________

Type of Business: ______________________________________________________

Name of Business: ______________________________________________________

Address of Business: ____________________________________________________

Proprietor or Manager: __________________________________________________

Contact Information: telephone______________________________

E-mail ____________________________________________________________

Workplace Conditions*

Child employment: Are children under age 18 employed (yes or no)? __________

Are hazardous substances used or produced at the site (yes or no)? __________

If yes, are storage, handling and disposal properly managed (yes or no)? __________

Is the workplace located in an area prone to natural hazards such as earthquake, flood, landslide? ____________________________________________________________

Does the business pose a safety or security risk to community (yes or no)? __________

Does the business cause nuisances in the community – noise, odor, runoff, effluent, smoke, etc. (yes or no, if yes specify type) ____________________________________________________________

Rate workplace characteristics as satisfactory, improvement needed, or unsatisfactory:

• Accessibility of sanitation and hygiene facilities ________________________________
• Ventilation and lighting __________________________________________________________
• Management of liquid wastes ______________________________________________________
• Management of solid wastes ______________________________________________________
• Management of air emissions ______________________________________________________
• Noise levels ____________________________________________________________
• Management of electrical hazards ______________________________________________________
• Management of fire hazard ______________________________________________________
• Management of falling hazards ______________________________________________________
• Arrangements for security of the premises ______________________________________________________
• Protection from dangerous machinery ______________________________________________________
• Management of other hazards to safety or health (specify type of hazard) __________

*Attach photographs as appropriate.
Safety Equipment. Indicate by √ in the table below the personal protection equipment (PPE) recommended for this location, the items available, and the items that would need to be provided to trainees:

<table>
<thead>
<tr>
<th>PPE Item</th>
<th>Recommended</th>
<th>Available</th>
<th>To be Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>safety glasses or goggles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safety helmet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hearing protection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mask</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safety shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>protective clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>welding helmet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendation

Reject as Training Location

Approve as Training Location

Approve with Improvements:

________________________________________________________________________________________________________________________________________________________
Annex 2: Terms of Reference for Social Assessment

Scope of Work
The Scope of the Social Assessment is (i) to inform the project about existing traditional apprenticeship arrangement across the major sectors planned for intervention (…….), (ii) profiling of the planned target group across the nine provinces covered by the project with particular focus on women and poorest and most marginalized groups, (iii) establish baseline for the project.

The key aspects for the social assessment are:

(i) Social diversity and gender, how these are interrelated with social and power relations and the implications this has for questions of access, capabilities and opportunities, pay particular attention to vulnerable groups such as socially excluded groups who own no land and shelter;

(ii) Institutions, rules and behavior: Assessment of formal and informal organizations likely to affect the project and the informal rules and behaviors among them. Possible institutional constraints and barriers to project success, as well as methods to overcome them, should be described.

(iii) Stakeholders: Identify the various groups who have an interest or a stake in the project. Stakeholders are those who are likely to be affected by a project, as well as those that may influence the project’s outcomes. In addition to the beneficiaries of the project and other groups directly affected by it, stakeholders may include organized groups from the public and private sectors as well as civil society who have an interest in the project.

(iv) Participation (social inclusion): Examine opportunities and constraints for participation by stakeholders – particularly the poor, marginalized and vulnerable and women – in the project.

With a view to the above aspects, the Social Assessment (SA) will cover but not necessarily be limited to the following:

a. Collect baseline information relevant to target population in 9 provinces for skill training, covering:
   - Interest: Interest in priority areas for vocational training, and job expectations.
   - Sociocultural context: Identification of social barriers, particularly the challenges and obstacles to working opportunities faced by adult women.
   - Social inclusion: identification and profiling of socio-economically marginalized groups with particular focus on major obstacles to social/economic inclusion.

b. Develop profile of non-formal training providers in targeted localities across 9 provinces, covering;
• Identify traditional system of apprenticeship across relevant sectors in target areas, with focus on recruitment, skills transfer, duration and transition into skilled profession. Assess quality of skills building and identify potential master trainers.
• Identify formal and informal organization setup across targeted professions such as guilds, access establishment of business, and overall impact on access to and social profiling of each individual profession.
• Assess possibilities and obstacles to linkage with NATEJA.
• Identify major labor and environmental health issues across the studied sectors.

c. **Review existing studies of non-formal training, incl. any impacts of such intervention on women, the poor and marginalized groups;**

The SA will particularly review and summarize the key findings of the following studies:
• Tracer study report (training of chronically poor women in Badakhshan, Bamyan and Samangan provinces funded by IDA);
• Tracer study report (Youth Development project in Kandahar and Khost provinces funded by IDA);
• An Urban Area Primary Source Study of Supply & Demand in the Labor Market (January, 2009)-NSDP report;
• Afghanistan Resource Corridor Skills Strategy Development Final Report (Nov, 2012);
• Any other relevant studies related to existing crafts/vocations in Afghanistan, and to education/training of women and marginalized groups in Afghanistan or comparable scenario elsewhere in South Asia.

d. **Review social strategy:** Review the outreach and targeting strategy of the NATEJA with a view to the likely social development outcomes of the project:

i. Strengthen gender and social inclusion (ensuring that both poor and excluded groups and intended beneficiaries are included in the benefit stream and in access to opportunities created by the project)

ii. Empower stakeholders through their participation in the design and implementation of the project, their access to information, and their increased voice and accountability

iii. Enhance security by minimizing and managing likely social risks and increasing the resilience of intended beneficiaries and affected persons to socioeconomic shocks

iv. Address broader questions of social sustainability,

v. Review the outreach strategy to existing crafts/vocations and develop a strategy for informal vocational training compatible with/strengthening existing traditional apprenticeship systems across the relevant sectors

e. **Developing a Monitoring Plan:** develop a framework for monitoring and evaluation of social outcomes of project. Where possible, participatory monitoring. Identify benchmarks and limited number of monitoring indicators.

**Methodology**

26
The assignment will primarily rely on existing data sources (published and unpublished), interactions with stakeholders and complemented by some primary data collection where necessary, security permitting. There will be HH survey and FGD conducted in selected sites (about 44 sites of which 22 will be targeted and 22 controls) across 9 provinces. The consultant for SA will capture baseline information only from the selected sites (about 44 sites). However, other information that could rely on existing data sources will cover all 9 provinces.

**Outputs/Deliverables – Social Assessment**

1. Inception report – outlining methodology to be followed for Social Assessment
2. Mid-way Report for Social Assessment
3. Draft final report to be presented at stakeholder workshop
4. Final report

**Timeline**

Expected timeline for the preparation of the final draft report is two months, covering the period ____________to____________. The consultant final report should be delivered by ____________.

**Consultant Team**

The consultant team shall as a minimum be staffed as follows:

- **International Sr. researcher overall responsible for the assignment** - MA or above in social sciences, proven ability in qualitative and quantitative methodology, relevant previous experience in relation to development related social analysis; minimum of 10 years’ experience, preferable from Afghanistan or similar context.
- **Senior national researcher(s)**, with background in social sciences, at least 5 years’ experience from development related research in Afghanistan, practical experience from development work is preferable, experience work required.
- **National research assistants**
Annex 3: Inspection Guidelines for Hazardous Materials

The World Bank EHSG defines hazardous materials (hazmats) as materials that represent a risk to human health, property, or the environment due to their physical or chemical characteristics. Hazmats can be classified according to the hazard as explosives; compressed gases, including toxic or flammable gases; flammable liquids; flammable solids; oxidizing substances; toxic materials; radioactive material; and corrosive substances. When a hazardous material is no longer usable for its intended purpose but is still hazardous, it is considered a hazardous waste and requires proper disposal.

Hazmats that might be encountered in training locations under consideration for NATEJA include:
- Liquid fuels
- Compressed flammable or toxic gases
- Solvents
- Plating solutions
- Pesticides
- Acids
- Caustic substances
- Paints and other coatings

Inspectors should identify hazmats at the location, estimate quantities used or stored on the premises, and assess the degree of hazard they pose to workers at the facility, to the surrounding community, and to the environment. That assessment should be based on:
- The properties of the material
- The amount present
- The conditions of storage – e.g., safely away from the businesses operational area, protected from unauthorized access, stored in containers that are not leaking, in properly ventilated areas, provided with spill or leak protection to prevent release to the environment, etc.?
- The method of handling – e.g., are employees knowledgeable about the hazards of the materials? Are facilities and equipment for safe handling available? Is the handling and use of the materials properly supervised?
- Methods of disposal – are hazardous wastes properly stored while awaiting disposal? Does the business have acceptable disposal arrangements?
Annex 4: Inspection Guidelines for Community Health and Safety

Inspectors should check for community health and safety problems in the areas described below,

**Water Supply**
- Is drainage from the business premises directed toward community water sources such as wells, public taps?
- Is effluent from the business premises directed toward community water sources such as wells, public taps?
- Is solid waste from the business premises accumulated in locations where it could affect community water sources such as wells, public taps?

**Security**
- Aside from the “public” parts of the business, such as showrooms and sales offices, are the premises accessible to children and other members of the community?
- If so, do persons who enter run risks such as falling, being struck by equipment, being exposed to fire or hot equipment, being exposed to hazardous wastes?

**Air Quality**
- Is the surrounding community adversely affected by smoke, dust, fumes, or odors from the business?

**Noise**
- Does the business cause noise in the surrounding community?
- Is the level of noise reasonable during daytime hours, in the context of background noise?
- Is the level of noise excessive during nighttime hours?

**Structural Safety**
- Is the structure of the business such that it might collapse, in an earthquake for example, and if it did collapse, would damage to community structures or injury to community members be likely?

**Hazardous Materials**
- What hazardous materials, if any, are used, produced, or generated as waste at the location?
- Do any of the materials pose risk of explosion, fire, or release of toxic gases?
- Are storage and handling such that the community is protected or at risk?
- What precautions are taken to protect communities if hazardous materials are transported to or from the location?

**Traffic Safety**
- If the business generates vehicle traffic or movements of heavy equipment, are measures to prevent accidents to pedestrians and other vehicles adequate?

**Fire Protection**
- In the event of fire at the business, would the fire likely spread to adjacent structures?
- Are the business’s provisions to prevent and respond to fires adequate to protect the community?
1. **Background**

The proposed project intends to support the expansion of access to non-formal technical and vocational training for the unskilled young women and women Afghans, as well as the improvement of their labor market outcomes through enhancement of the quality of training delivery and the provision of performance linked financial incentives. Given that, a substantial share of young men and women are unskilled, illiterate and underemployed or unemployed, this project would focus on building their basic literacy and numeracy skills while providing them with market relevant practical skills to improve their potential for employment and higher earnings. The important demand for semi-skilled labor in some key sectors of the economy (agribusiness, construction, mining, mechanics, carpentry, etc.), the untapped practical competences of small shop owners in the bazaars, and the large share of young unskilled male and female Afghans call for a multi-pronged approach to improve the skills and labor market outcomes of trainees through performance based financial incentives and to strengthen the capacity of NSDP/MoLSAMD to improve their support to the non-formal TVET sector. The various pilots proposed under the project are meant to foster the linkages between non-formal training providers and employers, with the unskilled trainees at the center of the project design.

The project will also contribute to creating business opportunities for training providers and bazaar shop owners⁴ while promoting wage employment and self-employment for an important segment of the Afghan population (age group 18-35). It is estimated that about 12 million Afghan women and men are between age 18 and 35, which represents between 35 and 40 percent of the total population. The project’s proposed interventions which will be linked to existing Bank supported projects (Afghanistan Rural Enterprise Development Project or AREDP, Access to Finance and Resource Corridor Projects), will therefore directly contribute to economic growth and substantially improve the livelihoods of rural and semi-urban Afghans, including allowing many to escape poverty.

2. **Objective**

The objectives of the EA are to (i) assess current environmental, health and safety issues related to artisanal crafts, bazaar shops and small business owners in mechanics, carpentry, welding or poultry in 14 district centers of Nangarhar, Balkh and Parwan provinces; (ii) Identify mitigation measures for these potential risks in the non-formal skill sector.

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⁴ These bazaar shops include cycle repair, auto mechanics, carpentry, welding, tailoring, handicraft, masonry, metal work, sewing, beauty parlors, carpet and rug weaving, dyeing, poultry or husbandry, etc.
3. **Scope of Work**

It is expected that EA will be based on extensive field visit to the proposed project locations. Interviews should be conducted with potential workshop owner, relevant local authorities, immediate neighbors to the workshops and other business sectors. The key areas for environmental assessment will include, but not be limited to, the following activities:

- **Working Environment**
  - Evaluate the present working quality
  - Identify the uses of personal protective equipment (PPE)
  - Review awareness level for health and life hazard of environmental health issues
  - Identify availability/knowledge of First Aid Kit
  - Identify current environmental health and safety practices
  - Identify availability of water and sanitation & hygiene facilities

- **Institutional Regulation and enforcement**
  - Identify provincial level enforcement of environmental health regulation and address its monitoring.
  - Review existing occupational health legislation framework to environmental health.

- **Environmental Hazards and waste disposal management**
  - Assess handling of oil spill, other hazardous leakages
  - Identify current waste water disposal mechanism
  - Identify the solid waste management/disposal
  - Identify potential impact of wastes on immediate surrounding (including, homes, shopkeepers, agricultural farms and etc.)

The EA will also focus on other similar studies conducted in the country in order to compare the evaluations of the findings or other relevant studies related to existing crafts/vocations in locally or elsewhere in South Asia.

4. **Deliverables**

- Inception Report including Methodology to be followed
- Progress Report
- Final Report

5. **Structure of Final Report**

The environmental assessment report shall be concise and significant environmental issues. The main text must focus on findings, conclusions and recommendations, supported by summary of data collected and citation for any references used in interpreting those data.
The environmental assessment report shall have the following outline:

- Executive Summary
- Policy and Legislative Framework
- Other Actors in the Sector
- Sector wise environmental health issue
- Sectorial EMPS
- Significant Environmental Impacts including OH&S
- Analysis of Alternatives
- Waste Management Plan
- Occupational Health & Safety Guidelines
- Training Need Assessment
- Training plan for Environmental Safeguards (Safety, Health and Hygiene) Awareness raising
- Forecast of Budget to Conduct Similar EA
- Bibliography

The summary will be in a form suitable for submission as required under Bank guidelines and procedures.

6. **Reporting**

The Consultant firm has to report to the World Bank cc MoLSAMD about the progress of the assessment.

7. **Timing**

A draft EA report should be shared within four weeks of the contract to proceed to the World Bank for review. The final EA report shall be completed and delivered to the World Bank within five weeks of the contract after receipt of comments from the Bank.

8. **Consulting Team**

The consulting team should consist of the following members:

- Environmental expert specifically experienced occupational health and safety techniques
- Medical doctor with experienced chemical related health issues
- Sociologist experienced in community participation
- Surveyors with research and data collection experiences
Annex 6: Organizational Chart of National Skills Development Program

1. International Advisor will work directly with NSDP they will helping Ministry of labor's social affairs, martyrs and disabled and Ministry of education in Technical and vocational Training section.